

TEKS Dovetail with 100 Years of History

1. *History. The student understands traditional historical points of reference in Texas history.*

C. *Explain the significance of the following dates: 1821, 1901*

100 Years: 1821 - Compares the French and McFaddin migrations to Texas with Stephen F. Austin.

1901 - The discovery of oil on McFaddin family land (Spindletop and the Lucas Gusher) ushers in the petrochemical age in Texas.

4. *History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.*

A. *Identify individuals and events in early Texas statehood.*

100 Years: The John J. French Museum is an example of a home from the early statehood period. The museum deals with the issues of everyday life including commerce, transportation, communication, and the family—home/shelter, births, deaths, and other milestones—all examples of how others at the period lived and worked.

7. *History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century.*

A. *Define the impact of the “boom and bust cycle.”*

100 Years: The McFaddin-Ward House exemplifies oil boom prosperity of the Texas Gulf Coast in the early 20th century.

D. *Analyze the social impact of major wars, including World War I and World War II, on the history of Texas.*

100 Years: The actions of the McFaddin family were like those of other Texans during the first half of the twentieth century. They sent their sons to military service and family members who remained at home became involved in the home front war effort.

8. *Geography. The student uses geographic tools to collect, analyze, and interpret data.*

A. *Create a thematic map.*

B. *Pose and answer questions about the geographic distribution and patterns in Texas during the 19th and 20th centuries.*

100 Years: Students map the migration route of their families as well as the Frenches and McFaddins in getting to Texas.

100 Years: Student learn about and create a genealogical chart.

11. *Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 20th century.*

A. *Analyze why immigrant groups came to Texas and where they settled.*

Texas
for

100 Years: McFaddins and Frenches were Anglo Americans who came to the 1830s looking for economic prosperity.
100 Years: Many of the McFaddins' domestic employees, who were African American, moved from Louisiana to Texas in the early 20th century looking for economic betterment promised by the oil boom.

B. *Analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas.*

12. *Economics. The student understands the factors that causes Texas to change from an agrarian to an urban society.*

A. *Explain economic factors that led to the urbanization of Texas.*

French environment goods locally

100 Years: The development of commercial centers such as Beaumont drew people from surrounding areas to commercial and industrial jobs. John J. French was a merchant and a tanner. The McFaddin family lived in a urban with mass transportation, telecommunication, access to commercial goods locally as well as from other areas, etc.

C. *Explain the change in the types of jobs and occupations that has resulted from the urbanization of Texas.*

home as employed chauffeurs,

100 Years: In the mid-19th century John J. French was a merchant and tanner. James McFaddin was also a tanner. James' son, William, was a rancher and land owner. William's son, W.P.H. McFaddin, who owned the McFaddin at 1906 McFaddin Avenue, was a rancher, land owner, and rice farmer as well as a business man involved in commercial real estate. Mrs. Ida McFaddin employed a variety of people to operate her home, including a cook, two chauffeurs, a laundress, upstairs maid, butler, and yardman.

20. *Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the politics, economics, and social development of Texas.*

A. *Compare types and uses of technology, past and present.*

100 Years: The program is a study in the change in household/domestic technology over 100 years—1850 to 1950. One can see changes in kitchens; household cleaning; ideas of comfort and leisure; transportation; household communications.

C. *Analyze the effect of scientific discoveries and technological innovations . . . on the development of Texas.*

100 Years: See above. Noting the development of Beaumont, Texas.

21. *Social Studies skills. The student applies critical-thinking skill to organize and use information acquired from a variety of sources.*

- A. *Differentiate between, locate, and use primary and secondary sources such as . . . artifacts to acquire information about Texas*
- B. *Analyze information by sequencing . . . and drawn inferences and conclusions;*
- C. *Organize and interpret information . . . ;*
- D. *Identify points of view from the historical context surrounding an event and the frame of references that influenced the participants;*
- G. *Evaluate the validity of a course based on language, corroboration with other sources, and information about the author.*

100 Years: The program is primary document based with the two historic structures being the main artifacts in the discussion of the development of Texas. The museum experiences are artifact rich. “Artifacts don’t lie.” They are the primary stuff of history.

22. *Social studies skills. The student communicates in written, oral and visual form.*

23. *Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.*

100 Years: In the completion of this unit students communicate the information in a knowledgeable way.