

Instructional Recipe

Do Diversity And Unity Exist In The Cultures Of Texas?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

Introduction:



<http://www.austincc.edu/newsroom/wp-content/uploads/2007/09/dancers.jpg>

Ask:

- ★ Which cultures are represented in your community?
- ★ What are some cultural activities or celebrations that are held in your community?
- ★ Have you participated in or attended any cultural activities or celebrations? Which ones? Why?
- ★ How does participation in these activities create a sense of unity in your neighborhood, community, city, and state?

Vocabulary:

- ★ **culture** – behaviors and beliefs of a particular ethnic group
- ★ **diversity** - variety
- ★ **ethnic group** – group sharing a common and distinctive culture, religion, language, etc.

TEKS:

(7.19A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

(7.21 A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

(7.21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(7.21C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

Technology Application TEKS:

3A. Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods

4B Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies

6A Determine and employ methods to evaluate the electronic information for accuracy and validity

6B Resolve information conflicts and validate information through accessing, researching, and comparing data

6C Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information

7A Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings

7B Create and edit spreadsheet using all data types, formulas and functions, and chart information

10A Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

Step 2 – Investigate

Texas Heritage Online Resources:

- ★ *[American Indians in front of teepee]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph38507/>. Accessed August 11, 2009.
- ★ Dallas County Heritage Society. "Los Recuerdos." *Legacies: A History Journal for Dallas and North Central Texas, Volume 02, Number 01, Spring, 1990*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35120/>. Accessed August 11, 2009.
- ★ Texas Historical Foundation. "Lost Pastores at the Mission San Jose." *Heritage, Volume 04, Number 03, Winter 1986*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45440/>. Accessed August 11, 2009.
- ★ Iglehart, Fanny Chambers Gooch. *Face to face with the Mexicans: the domestic life, educational, social and business ways, statesmanship and literature, legendary and general history of the Mexican people, as seen and studied by an American woman during seven years of intercourse with them..* The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph34961/>. Accessed July 30, 2009.
- ★ Texas Historical Foundation. "German Texans Leaving Their Mark on the Lone Star State." *Heritage, Summer 2002*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45381/>. Accessed July 30, 2009.
- ★ Swanton, John Reed. *Indian tribes of the lower Mississippi Valley and adjacent coast of the Gulf of Mexico*. Washington. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph29404/>. Accessed July 30, 2009.
- ★ Dallas Historical Society. "A Research Challenge: The African-American Experience in Dallas, Texas." *Legacies: A History Journal for Dallas and North Central Texas, Volume 16, Number 01, Spring, 2004*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35092/>. Accessed July 30, 2009.

EBSCO Resources:

- ★ Ethnic festivals bring it all back home to Texas. By: Stooksbury, Cindy. *Amusement Business*, 3/27/95, Vol. 107 Issue 13, p26, 2p; (AN 9504171160)
<<http://search.ebscohost.com/login.aspx?direct=true&db=voh&AN=9504171160&site=src-live>>
- ★ Houston. By: Hively, Todd. *Let's Take a Look at Texas*, 2008, p1-5, 5p; Reading Level (Lexile): 950; (AN 14151562) <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=14151562&site=src-live>>
- ★ No Hat, No Cattle. By: Ennis, Michael. *Texas Monthly*, Jan2005, Vol. 33 Issue 1, p66-71, 3p, 1 color; Reading Level (Lexile): 1380; (AN 15389023)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=15389023&site=src-live>>
- ★ Texas Folk life Fest celebrates state's cultural diversity, draws 70,000. By: O'Brien, Tim. *Amusement Business*, 8/14/95, Vol. 107 Issue 33, p38, 2/7p; (AN 9509080851)
<<http://search.ebscohost.com/login.aspx?direct=true&db=voh&AN=9509080851&site=src-live>>
- ★ BRIEF: Celebrating Juneteenth Odessa American (TX), 06/18/2009; (AN 2W63024071057)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W63024071057&site=src-live>>
- ★ A FEST FOR THE SENSES: Authentic Czech costume is part of fun By: Holm, Rebecca. *Victoria Advocate* (TX), 09/24/2007; (AN 2W62W61903631813)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W61903631813&site=src-live>>
- ★ BRIEF: Celebrating Juneteenth Odessa American (TX), 06/18/2009; (AN 2W63024071057)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W63024071057&site=src-live>>
- ★ Southeast Texas Kwanzaa celebration stresses 'know thyself' By: Guevara, Emily. *Beaumont Enterprise*, The (TX), 12/30/2007; (AN 2W62W6613557129)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W6613557129&site=src-live>>

Additional Websites:

- ★ <http://www.tshaonline.org/handbook/online/articles/FF/lf3.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/MM/pgmue.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/II/bzi4.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/GG/png2.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/AA/pkaan.html>

Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use graphic organizer software such as Inspiration, draw a table in a word processor, or create a spreadsheet using Microsoft Excel to map out their ideas.

Allow students to share their information with another group or as a whole class.


Culture	Activities, Celebrations, Performances
African Americans	
Czechs	
German	
Irish	
Mexican	
Native American	
Poles	
Swedes	
Others:	

Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Create a museum exhibit** that explains and illustrates the activities, celebrations, and performances of a variety of cultures in Texas. Be sure to include an explanation of how the diversity of cultures lives in an environment of unity in Texas.
- ★ **Create a collage** that explains and illustrates the activities, celebrations, and performances of a variety of cultures in Texas. Be sure to include an explanation of how the diversity of cultures lives in an environment of unity in Texas.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to help you find images of Texas.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Museum Exhibit: Unity Through Diversity in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Cultural Analysis	Analysis shows clear, logical relationships between all topics and subtopics.	Analysis shows clear, logical relationships between most topics and subtopics.	Analysis has been started and includes some topics and subtopics.	Analysis has not been attempted.

Making a Collage: Unity Through Diversity in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Titles and Text	Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Titles and/or text are hard to read, even when the reader is close.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (.e.g., apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the collage.
Number of Items	The collage includes 15 or more items, each different.	The collage includes 10-14 different items.	The collage includes 9 different items.	The collage contains fewer than 9 different items.