

Instructional Recipe

Why Would A Soldier Fight His Own Country After Fighting In A War?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will identify key leaders from the civil rights movement in Texas in the 20th century, including James Farmer, Hector P. Garcia, and Lyndon B. Johnson.

Introduction:



<http://www.pbs.org/justiceformypeople/>

Ask:

- ★ What do you think this soldier was fighting for in Texas after serving in World War II?
- ★ Why would a soldier have to fight for civil rights?
- ★ What ethnic groups in Texas had to fight for civil rights? Why?

Vocabulary:

- ★ **civil rights** - The rights belonging to an individual by virtue of citizenship, especially the fundamental freedoms and privileges guaranteed by the 13th and 14th Amendments to the U.S. Constitution and by acts of Congress, including civil liberties, due process, equal protection of the laws, and freedom from discrimination.
- ★ **discrimination** - prejudice
- ★ **ethnic group** - group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage

TEKS:

(7.7C) Trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. Garcia, Oveta Culp Hobby, and Lyndon B. Johnson.

(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.

(7.21D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

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

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:

- ★ Dallas Heritage Village. "The Dallas Express and the Double V Campaign." *Legacies: A History Journal for Dallas and North Central Texas, Volume 20, Number 01, Spring, 2008*. Dallas, Texas. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph46805/>. Accessed August 9, 2009.
- ★ *[President Lyndon Baines Johnson in thinker pose]*. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph18690/>. Accessed August 9, 2009.
- ★ Dallas Historical Society. *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 August 9, 2009.
- ★ Dallas Historical Society. *Legacies: A History Journal for Dallas and North Central Texas, Volume 10, Number 02, Fall, 1998*. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph35105/>. Accessed August 9, 2009.

EBSCO Resources:

- ★ Civil Rights Revisited. By: McEvoy, Dermot. Publishers Weekly, 1/31/2005, Vol. 252 Issue 5, p45-45, 1p; Reading Level (Lexile): 1080; (AN 15893908)
<<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=15893908&site=src-live>>
- ★ Idealism, Ambition, Tragedy: The Rise and Fall of Lyndon Baines Johnson. By: Frost, Bob. Biography, Aug2002, Vol. 6 Issue 8, p78, 6p, 2 color, 14 bw; Reading Level (Lexile): 1040; (AN 6990206)
<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=6990206&site=src-live>>
- ★ Lyndon B. Johnson address to Congress, 'We shall overcome.'. By: Johnson, Lyndon B.. Lyndon B. Johnson Address to Congress, 'We Shall Overcome', 2009, p1, 8p; Reading Level (Lexile): 1090; (AN 21212795)
<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=21212795&site=src-live>>

Additional Websites:

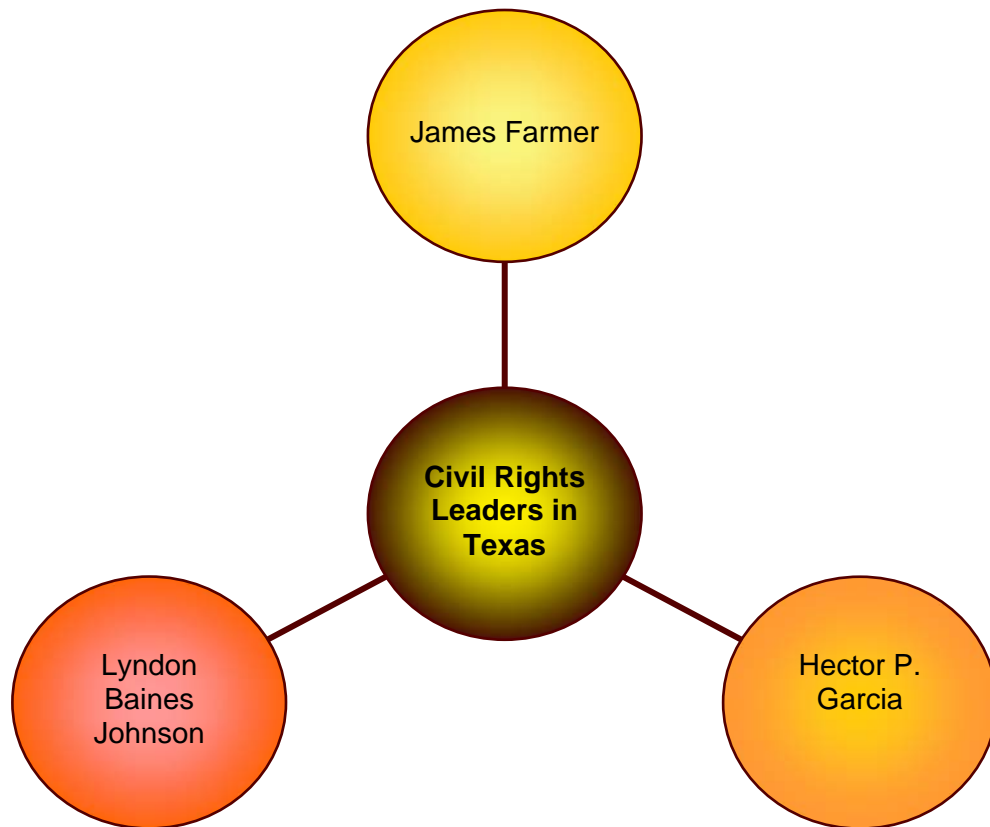
- ★ <http://www.tshaonline.org/handbook/online/articles/CC/pkcf1.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/FF/ffa30.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/MM/vzmvj.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/AA/voa1.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/LL/wel1.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/AA/wmafr.html>
- ★ <http://www.pbs.org/kpbs/theborder/history/timeline/19.html>
- ★ <http://www.pbs.org/justiceformypeople/>

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 or <http://bubbl.us>, or create a diagram in a word processing program, such as Microsoft Word.

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



Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Create a poster** that illustrates the key message of each civil rights leader identified in Step 3. Be sure to include the following items on the poster as well: role in the civil rights movement, most significant accomplishments in achieving civil rights, and ethnic group most affected by each leader's actions.
- ★ **Create a mask and speech** that illustrates the key message of one of the civil rights leaders identified in Step 3. Be sure to include the key message of the leader, their role in the civil rights movement, their most significant accomplishments, and ethnic group most affected by the leader.

🔗 Technology Link - Students can use Microsoft Word, Microsoft Paint, or other program 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>.

Making a Poster: Civil Rights Leaders in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

Making a Mask & Speech: Civil Rights Leaders in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge about Leader	The student can answer 5 or more questions correctly about how the mask relates to the speech.	The student can answer 3-4 questions correctly about how the mask relates to the speech.	The student can answer 1-2 questions correctly about how the mask relates to the speech.	The student can answer 1 or fewer questions correctly about how the mask relates to the speech.
Content - Accuracy	At least 7 accurate facts are communicated in the speech.	5-6 accurate facts are communicated in the speech.	3-4 accurate facts are communicated in the speech.	Less than 3 accurate facts are communicated in the speech.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Creativity	Totally original design, no element is an exact copy of designs seen in source material.	Most of the mask elements are unique, but 1 element may be copied from source material.	Some aspects of the mask are unique, but several elements are copied from source materials or other students.	The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).