The Times They Are A Changing: The Civil Rights Movement in Texas

Grade Level/ Course: 4th and 7th grade Texas History

Time Allotment: One to two 55 minute class periods – Depends on extensive you plan the processing activities.

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Enduring Understandings

- Universal Generalizations: Attitudes change over time
- Unit Understandings: The Civil Rights Movement gained momentum in the postwar period, culminating in landmark changes in American Society

Concepts

- Change over Time
- Leadership

Essential Questions

- How did attitudes about fairness and equality change over time in Texas?
- What are the similarities and differences between the Mexican American and African Civil Rights Movements in Texas?
- What contributions did the Mexican American and African American Civil Rights Movements in Texas make for all Americans?

Social Studies TEKS

4. (18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to: (C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; (You can use the placard for students to find the importance of Barbara Jordan)

4. (20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to: (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas; (C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

7. (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to: (C) 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. García, Oveta Culp Hobby, and Lyndon B. Johnson;

7. (18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to: (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States; and (B) analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.

Objective: The student will trace the civil rights movements of various groups in Texas in the 20th century and describe how attitudes have changed over time.

PROCEDURE

Anticipatory Set

1. Place students in groups of 2-3. Have students draw a spectrum like the one below in their notebook. Tell students to consider the degree to which all people in American society are treated fair and equal regardless of race, ethnicity, gender, or sexual orientation. Have them place an X on the spectrum to indicate the degree to which they think all Americans are treated fair and equal.

2. Below the spectrum, have students write an explanation of why they placed the X where they did by finishing the One-Sentence Summary. Make sure that the students use concrete examples from their own experiences based on what they know have seen on television, read in newspapers, magazines, and books, and information learned in previous classes.

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U.S. Society Today

All People Are Not Treated Fair and Equal

All People Are Treated Fair and Equal

One Sentence Summary

I placed my X ____________ on the spectrum because ____________. 
3. Afterward, create a spectrum at the front of your classroom with masking tape or butcher paper. Have the students do the same with colored sticky dots.

4. After this activity is complete, tell students that in this lesson will examine the struggles and progress that the United States and Texas has made in treating all citizens equally. We will trace the Mexican American and the African American Civil Rights movements in the 20th Century and explain the changes that occurred along the way regarding individual rights.

Information Gathering

1. **Vocabulary.** Use the Vocabulary powerpoint to learn and review with students key vocabulary words that they will need to know for this lesson.
   - Segregation
   - Desegregation
   - Colonias
   - Poll Tax
   - Reform

2. **Visual Discovery.** In this activity students will trace the civil rights movement of African-Americans and Mexican Americans in Texas by analyzing visuals and secondary and primary source documents during the 20th century. Students will be given placards describing key people and events in the Civil Rights Movements. Their objective is to describe the event or person and explain the change that occurred due to them.

   SUGGESTION: Do not try to research both movements at the same time. Have students focus on either the African American movement first or the Mexican American movement.

   **Mexican American Movement Placards**
   - G.I. Forum
   - Dr. Hector P. Garcia
   - Henry B. Gonzalez
   - Reforms in Public Schools
   - Poll Tax Drives
   - Hernandez vs. State of Texas (1954)

   **African American Movement Placards**
   - Barbara Jordan
   - Desegregation of Schools
   - Jim Farmer and CORE
   - The NAACP in Texas
   - Sweatt vs. Painter (1950)
   - Voting Rights Act of 1965
2. **Note Gathering.** Students should still be in groups of 2-3 students. Give them a set of placards and have them create the chart below in their notebook to fill out. OPTIONAL: Have the students gather the information by doing a Gallery Walk.

**TITLE:**

<table>
<thead>
<tr>
<th>Visual</th>
<th>Date</th>
<th>Event</th>
<th>Description of Event</th>
<th>Describe Changes That Occurred</th>
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**PROCESSING ACTIVITIES AND CLOSURE**

**A. MEXICAN AMERICAN CIVIL RIGHTS MOVEMENT** – Have students create a *Corrido*. A corrido is a narrative song, or ballad whose characters, events and themes are representative of the blues and history of local communities in the United States and Mexico. The corrido should focus on the leadership qualities of these people or events. Attached is more information about its history and instructions for the students.

For information about Corridos for you and your students go to the Smithsonian Institution’s traveling exhibition and educational web site called *Corridos sin Fronteras* at [http://www.corridos.org](http://www.corridos.org) or [http://score.rims.k12.ca.us/score_lessons/corridos/](http://score.rims.k12.ca.us/score_lessons/corridos/)

**B. AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT** – Have students create a poster explaining the greatest change in civil rights that they saw occur because of the African American Civil Rights Movement in Texas. The poster must describe the events or people that caused the change, the change itself, a slogan, and an illustration.

**C. ILLUSTRATED TIMELINE** – Have the students trace the three most important people/events from each movement and create an illustrated timeline of the Civil Rights movement in Texas. The timeline should include all the information found on their Gathering Chart and presented in a creative way.

**D. BIOPOEM** – Have students create a BioPoem describing one of the leaders involved in the African American or Mexican American Civil Rights Movement including those profiled as well as others like President Lyndon B. Johnson. Attached is a model for a Bio Poem.
E. VENN DIAGRAM – Have student complete a Venn Diagram comparing and contrasting the two movements.

F. WHO AM I? – On the front of students, place a placard with the name of a person or event that they have studied in this lesson. Have students find a partner and share with each other for 3 minutes information about their person or event. Then have them find another partner and do the same thing.

CLOSURE – Have students return to the spectrum in their notebook and the class spectrum. Based on what they have learned, have them mark where they think the degree to which all Americans are treated fair and equal are now and answer the question regarding changes in attitude toward fairness and equality.

![U.S. Society Today Diagram]

What has been the greatest change in attitude toward fairness and equality, if any?