

Texas Civil Rights Trailblazers

Time

3 short sessions (10 minutes per session) and 5 full class periods (50 minutes per period)

Overview

This unit is initially phased in with several days of short interactive activities during a regular unit on twentieth-Century Texas History. The object of the phasing activities is to give students multiple opportunities to hear the names of the Trailblazers and to begin to become familiar with them and their contributions: when the main activity is undertaken, students will have a better perspective on his/her Trailblazer within the general setting of Texas in the twentieth century.

Essential Question

- How have courageous Texans extended democracy?

Objectives

- Students will become familiar with 32 Texans who advanced civil rights and civil liberties in Texas by examining photographs and brief biographical information.
- Students will use an Internet search engine to seek answers to a research question about one individual or a topic related to that individual's contribution.
- Working in groups, students will determine and investigate others in their smaller or larger communities who can also be considered "Texas Civil Rights Trailblazers."
- Students will understand that extending democracy to all citizens is a responsibility of citizenship which takes courage and persistence.

Materials

- *Texas Civil Rights Trailblazers*, copied front-to-back and cut into quarters

- *Handout 1-1: Complete List of Trailblazers (for teacher use)*
- *Handout 2-1: Sentence Strips*, copied, cut, and pasted onto construction paper
- *Handout 2-2: Categories (for teacher use)*
- *Handout 2-3: Word Triads Discussion Guide (optional)*, one copy per student
- *Handout 3-1: Looping Question Cue Sheet (for teacher use)*
- *Handout 3-2: Texas Civil Rights Trailblazer Word Search (optional)*, one copy per student
- *Handout 4-1: Rubric for Research Question*, one copy per student
- *Handout 4-2: Think Sheet*, one copy per student
- *Handout 4-3: Trailblazer Keywords (optional)*, one copy per student
- Paint masking tape, six markers, and 18 sheets of scrap paper per class
- *Handout 7-1: Our Texas Civil Rights Trailblazers*, one copy per every five students
- *Handout 8-1: Exam on Texas Civil Rights Trailblazers*, one copy per student

Activities

Day 1: Mum Human Timeline (10 minutes)

- Introduce this unit to the students:
 - In a few days we will be doing some activities related to people whose actions made enormous changes in our daily lives, but for now, I want you to just meet some of these individuals briefly. I'm going to give each of you a card about one particular person. When you get your card, read about your Texas Civil Rights Trailblazer quietly; in a moment, we'll do an activity together as a group.
- Distribute one Texas Civil Rights Trailblazer card to each student. *Handout 1-1: Complete List of Trailblazers (for teacher use)* is available to provide an overview of the Trailblazers.
- Next, explain the group activity:
 - We are going to create a "human timeline." Please take a look at the dates at the top of your card. Do you see your Trailblazer's birth date? We are going



to line up in the order of the birth dates of the people on your cards. Now that sounds easy enough, right? But we are going to do it without talking—mum’s the word! You may use sign language, gestures, or pointing, but you may not speak. This will be a “Mum Human Timeline.”

- The “Mum Human Timeline” can take place either in the classroom or in a large open area.
 - Classroom version of activity:
 - Have all the students sitting in the same row of desks arrange themselves in order of the Trailblazers’ birth dates. Allow about a minute; give help or “hushes” if needed. Students may use their fingers to show a year of birth or just show each other the date on their cards.
 - Next, assign two adjacent desk rows to blend together. Allow another minute. An odd row may simply wait or join a pair.
 - Finally, have all students blend together into one line. Indicate beginning and end of line in two opposite corners.
 - Open area version of activity:
 - Ask students to move to take their Trailblazer cards and then move to the open area.
 - Indicate a beginning (earliest birth date) and end (most recent birth date) of the line.
 - When you say, “Begin,” all students should silently find their Trailblazer’s place in the timeline by using fingers to signal dates or by showing each other the date on their cards. Give help or “hushes” if needed.
- When students have assembled themselves into one timeline, “check” the timeline. Beginning with the earliest birth date, have students say the name of their person and their year of birth. This is a good time to help with pronunciation of names. Require that each student speak loudly. Restate each name.
- Return to classroom/seats. Ask students:
 - *Did anyone have a card or hear a name of someone you had heard of before?*

- *Did anyone hear about someone you’d like to know more about?*

- Explain that these cards contain just brief information about the Trailblazers’ extraordinary lives but that students will be learning more about all of these Texas Civil Rights Trailblazers over the next few days. Continue with twentieth-Century Texas History instruction using a textbook or other resources.
- **Optional Extension Activity:** Have students arrange themselves in alphabetical order of the names on the cards. Once they are in order, have them say the names aloud from A to Z. This offers another chance to hear the Trailblazers’ names.

Day 2: Category Stand-Up (10 minutes)

- Before the students arrive in the classroom, copy and cut *Handout 2-1: Sentence Strips* and post them on the walls around the room.
- Explain to students that they will be receiving a different Trailblazer card this time. Emphasize that all the Trailblazers have made important contributions which have extended liberty and democracy to groups and individuals formerly denied full civil rights. Topics addressed include desegregation, voting rights, women’s suffrage and women’s rights, fair wages and labor, freedom of speech, prison reform, religious freedom, and visionary artistry.
- Distribute Trailblazer cards and make sure that students do not get the same card they had for the previous activity. Ask students to read the information on the card silently.
- Ask students to look at the category titles taped to the wall around the room. Call on students to read the titles aloud. Ask students what they think these are categories of. Affirm responses that suggest ways in which democracy may be extended to more citizens, for example, ways in which people need help, ways people can help others, examples of civil rights, etc.
- Ask students to quietly stand beneath a category that describes their Trailblazer. Require students to select



just one even though several may be appropriate.

Handout 2-2: Categories (for teacher use) is available to provide a quick reference for various categories in which the Trailblazers could be classified.

- Once everyone has selected a category, ask students standing beneath each sign to read aloud the names of their Trailblazers. Continue through all categories.
- Next, ask students to move to another title describing the Trailblazer. After they reshuffle, read aloud titles and names as before.
- See if they can find a third category that fits their Trailblazer. After they reshuffle, read aloud titles and names again.
- Have students return to their desks. While referring to the section, “Stand up for . . .” Categories in *Handout 2-2: Categories (for teacher use)*, say, “I wonder what kinds of careers our Trailblazers followed? Stand up if your Trailblazer is an elected official. In sports and entertainment? Attorney? Educator? Medical professional? What other career paths did our Trailblazers follow?” As students stand, call on them to quickly state the name and career of their Trailblazer.
- Ask students whether anyone had the card for or had heard of a Trailblazer they would like to know more about. Find out which Trailblazers they are interested in.
- Conclude by explaining that courageous people come from many walks of life and work in many different ways to achieve their goals.
- If time permits, have students complete *Handout 2-3: Word Triads Discussion Guide (optional)* and/or continue with twentieth-Century Texas History instruction using a textbook or other resources.

Day 3: Looping Questions (10 minutes)

- Distribute the Trailblazer cards. Students who receive a card they have had before may trade so that each student is reading about a third Trailblazer. All cards are needed for this activity, so if necessary ask for volunteers to take two cards. Ask students to read their cards silently.

- Ask students to look at the Looping Question at the bottom of each of the cards. Clarify that the question is not related to the Trailblazer described on the card but that someone else in the room has a card that answers the Looping Question. For questions and answers, refer to *Handout 3-1: Looping Question Cue Sheet (for teacher use)*.
- Ask for a volunteer to be the first person to read aloud the Looping Question on their card. The person who has the Trailblazer card with the answer to that question should raise his/her hand and say aloud the Trailblazer’s name.
- “Loop” around the room with answers and new questions. The person to answer to the last question will be the original volunteer.
- If time allows, distribute *Handout 3-2: Texas Civil Rights Trailblazer Word Search (optional)* and/or continue with twentieth-Century Texas History instruction using a textbook or other resources.

Day 4: Using a Search Engine to Answer a Research Question (50 minutes)

- Explain that everyone will be taking a closer look at one Texas Civil Rights Trailblazer and the issue that person with which that person is most closely associated. To the extent possible, have students think about a Trailblazer that interests them.
- Go through the cards asking, “Does someone want to do Lyndon B. Johnson?” “Who wants John Henry Faulk?” Hand the cards to the students who ask for them. Though tedious, this task allows students to hear the names for a fourth time. Pass out all the cards, giving choices if possible but moving quickly. Make sure that all students receive a card.
 - If no one chooses a card, place it at the bottom of the deck.
 - If two people want the same card, ask them to pick a number between 1 and 10.
 - There may be cards that might be directed to particular students, such as Don Haskins to an athlete or



Carmen Lomas Garza to a visual artist.

- Once each student has a card, ask them to read them silently, then explain that you will be going to the Technology Lab to do some computer research. They will need to use an Internet search engine to research their questions, followed by a writing assignment based on what they learn. Their research assignment is in the “Question” section of each card; each question is different. Distribute *Handout 4-1: Rubric for Research Question* and explain that their work will be assessed with that criteria.
- Distribute *Handout 4-2: Think Sheet*. Ask them to write their names and class periods on the sheet because they will be working on it for several days and do not want to lose it. Then ask them to write their Trailblazer’s name and the question from the card onto the Think Sheet.
- When they are ready, ask them to write a sentence in their own words about the connection between the Trailblazer and the question. If they have trouble, they should refer to the biography for clues. Ask them to brainstorm for at least two keywords that they can input into the search engine to find the answer to the question. Offer assistance as needed.
- Move to the Technology Lab. Depending upon the class’s level of experience, it may be helpful to invite the school’s technology teacher to give a brief workshop on the use of search engines or have students visit a site such as Google Web Search Help at <http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=134479> (accessed September 3, 2009), or Search Engine Watch’s Search Engine Math at <http://searchenginewatch.com/2156021> (accessed September 3, 2009).
- All of the research questions have been designed to be answered on one page and are at a level where all answers are findable. Where the Trailblazer is not well recorded on the Internet, the research question may pertain more to the broader issue or to some other aspect of social justice which the Trailblazer’s story invites. (For example, Edison Uno’s card asks

about the Crystal City Department of Justice Camp.) If appropriate, distribute *Handout 4-3: Trailblazer Keywords (optional)*.

- Students may search and write alternately. By the end of the class period, students should have found at least some material useful to their response. Assure them that they will have another class period during which to complete their work.

Day 5: Composing Our Essays/Paragraphs (50 minutes)

- On Day 5, have students continue working in the Technology Lab. The focus for the class period should be on composing a response to the research question, although some will need to continue to search for material or compare and evaluate information found on separate Web sites. At the end of the period, unfinished work should be assigned as homework. The actual composition may be done on the computer or written on notebook paper.

Day 6: Editing Our Research Writing (50 minutes)

- When the students have completed their research and essays/paragraphs, ask them to exchange papers. Each student should read the paper of another and mark three things:
 1. Something I found very interesting.
 2. Something I would like to know more about.
 3. Something that confused me.
- Exchange papers once more so that each student responds to two compositions and receives two different responses to his/her own work.
- Return papers to the writer. Proceed to the Technology Lab and allow 30 minutes for students to rewrite their essays. Students should also edit the length of their answers, as needed.
- Collect their papers and use *Handout 4-1: Rubric for Research Question* to assess them.
- If possible, display a variety of thoughtful student responses on the wall or bulletin board.



Day 7: Civil Rights Trailblazers Among Us (50 minutes)

- Explain that the class next will work on making their own set of Trailblazer cards for Trailblazers within the community.
- Divide students into groups of five and give each group three sheets of colored construction paper and a marker. Ask each group to brainstorm for ten minutes and come up with a list of Trailblazer “candidates” in the community (school, town, state), present or past, who have acted to make life better and more just for all; students should include information about specific incidents or activities that demonstrate the person’s commitment to democracy or fairness. Visit each group, listen in, and advise as needed. After ten minutes ask each group to select their three best candidates and write the names on the construction paper. Names should be written large and legible.
- Next, ask a representative from each group to tape the group’s three cards to the wall. Allow a few moments for everyone to look at the candidates’ names. With input from students, arrange the names into columns labeled with the school name, the town name, and “Texas.” Overlap duplicates as you move and retape the names into the proper columns.
- Call out each Trailblazer candidate name and invite students to give input about that person. Offer additional information as appropriate. Based on the class’s response, begin to eliminate candidates until only two names remain in each column.
- Assign a name to each of the original groups, giving them some choice when possible. Give each group a copy of *Handout 7-1: Our Texas Civil Rights Trailblazer*. Each group should decide how they will gather the information, perhaps dividing the research and using the telephone, Internet, personal interviews, library resources, etc., to complete their card.
- Allow several days or a weekend to find the required information. Proceed with other twentieth-Century Texas History instruction.

Day 8: Our Texas Civil Rights Trailblazer (50 minutes)

- Allow 20 minutes for groups to finalize their new Trailblazer card.
- Give each group three minutes to informally share information about their Trailblazer and to hang their card on a bulletin board or wall.
- Recognize Trailblazers for their contributions. Recognize each group’s completion of the new Trailblazer cards. Ask students to applaud the new Trailblazers, and each other, for their work.
- Distribute *Handout 8-1: Exam on Texas Civil Rights Trailblazers*.

Extension

- Have students use Homepage or similar software to create a Web site about one of the “original” Trailblazers or a newly added Trailblazer.

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Complete List of Trailblazers

(for teacher use) Handout 1-1

18

Name	Texas Locations Named	Active Period	Area(s) of Activity	M	F
1. Adair, Christia	Houston, Kingsville, Victoria	1920–1972	Voting rights, women's rights, desegregation		X
2. Ahn, Suzanne	Dallas	1980–2003	Women's rights, civil rights for Asian Americans		X
3. Ailey, Alvin	Navasota, Rogers	1931–1989	Civil rights for African Americans, education, creative arts	X	
4. Ames, Jessie	Austin, Georgetown, Palestine	1918–1942	Voting rights, women's rights, civil rights for African Americans		X
5. Canales, J. T.	Brownsville, Nueces County	1905–1951	Civil rights for Hispanic Americans, education	X	
6. Cohen, Henry	Galveston	1888–1949	Immigrant rights, religious freedom, prison reform	X	
7. Craft, Juanita	Dallas, Round Rock	1935–1985	Voting rights, desegregation, education		X
8. Cunningham, Minnie Fisher	Austin, Galveston, New Waverly	1913–1960	Voting rights, women's rights		X
9. Farmer Jr. James	Marshall	1942–1999	Desegregation, civil rights for African Americans	X	
10. Faulk, John Henry	Austin	1957–1990	Freedom of speech, creative arts	X	
11. Gámez, Trini	Karnes County, Panhandle (Hereford)	1975–present (2009)	Voting rights, civil rights for Hispanic Americans, fair labor practices		X
12. García, Héctor P.	Corpus Christi	1948–1996	Desegregation, civil rights for Hispanic Americans, fair labor, jury reform, economic justice/poverty issues	X	
13. González, Henry B.	San Antonio	1953–1998	Voting rights, desegregation, civil rights for African Americans, civil rights for Hispanic Americans, fair labor practices, economic justice	X	
14. Griffin, Anthony	Baytown, Galveston, Santa Fe	1978–present (2009)	Women's rights, civil rights for African Americans, fair labor practices, religious freedom, freedom of speech	X	
15. Haskins, Don	El Paso	1966–1999	Desegregation, education	X	
16. Hickman, R. C.	Dallas, Mineola	1949–1970	Desegregation, civil rights for African Americans, education, creative arts	X	
17. Hobby, Oveta Culp	Houston, Killeen	1942–1968	Women's rights, health		X
18. Hughes, Sarah T.	Dallas	1930–1975	Women's rights, jury reform, prison reform		X
19. Idar, Jovita	Laredo, San Antonio	1910–1940	Women's rights, civil rights for Hispanic Americans, immigrant rights, education		X
20. Johnson, Lyndon B.	Cotulla, Johnson City, Stonewall	1931–1969	Voting rights, desegregation, civil rights for African Americans, fair labor practices, economic justice, education	X	



Name	Texas Locations Named	Active Period	Area(s) of Activity	M	F
21. Jordan, Barbara	Austin, Houston	1967–1994	Voting rights, civil rights for African Americans, civil rights for Hispanic Americans, civil rights for other ethnic groups, fair labor, economic justice, education		X
22. Leland, Mickey	Houston, Lubbock	1972–1989	Fair labor, economic justice, health, prison reform	X	
23. Lomas Garza, Carmen	Kingsville	1972–present (2009)	Civil rights for Hispanic Americans, creative arts		X
24. McCallum, Jane Y.	Austin, LaVernia	1915–1957	Voting rights, women’s rights, health, prison reform		X
25. Nixon, Lawrence A.	Cameron, El Paso, Marshall	1924–1944	Voting rights, civil rights for African Americans	X	
26. Raggio, Louise	Austin, Dallas	1953–1980	Women’s rights, fair wages, economic justice		X
27. Sánchez, George I.	Austin	1931–1959	Desegregation, civil rights for Hispanic Americans, education	X	
28. Sweatt, Heman	Austin, Houston	1946–1975	Desegregation, civil rights for African Americans, fair labor practices, education	X	
29. Tanamachi, Sandra	Beaumont, Harlingen	1992–2004	Civil rights for Asian Americans		X
30. Tenayuca, Emma	San Antonio	1930–1939	Labor, Mexican American issues		X
31. Uno, Edison	Crystal City	1969–1976	Civil rights for Asian Americans, jury reform, education	X	
32. Velásquez, William C.	San Antonio	1966–1988	Voting rights, civil rights for Hispanic Americans, fair labor practices, education	X	

Sentence Strips

Handout 2-1

36

Instructions for teacher: Copy, cut, and paste these 15 strips onto construction paper.

Voting Rights

Women's Rights

Desegregation

Education and Health

Jury Reform

Immigrant Rights

Religious Freedom

Freedom of Speech

Civil Rights for African Americans

Civil Rights for Asian Americans

Civil Rights for Hispanic Americans

Fair Labor Practices, Fair Wages/Benefits

Economic Justice/Poverty Issues

Prison Reform

Creative Arts, Visionary

Categories (for teacher use) Handout 2-2

37

Sentence Strip Categories (suggested):

Voting Rights

Christia Adair, Jessie Daniel Ames, Juanita Craft, Minnie Fisher Cunningham, Trini Gámez, Henry B. González, Lyndon B. Johnson, Barbara Jordan, Jane Y. McCallum, Lawrence A. Nixon, Willie Velásquez

Women's Rights

Christia Adair, Suzanne Ahn, Jessie Daniel Ames, Minnie Fisher Cunningham, Anthony Griffin, Oveta Culp Hobby, Sarah T. Hughes, Jovita Idar, Jane Y. McCallum, Louise Raggio

Desegregation

Christia Adair, Juanita Craft, James Farmer Jr., Héctor P. García, Henry B. González, Don Haskins, R. C. Hickman, Lyndon B. Johnson, George I. Sánchez, Heman Sweatt

Civil Rights for African Americans

Christia Adair, Jessie Daniel Ames, Alvin Ailey, Juanita Craft, James Farmer Jr., Henry B. González, Anthony Griffin, Don Haskins, R. C. Hickman, Lyndon B. Johnson, Barbara Jordan, Lawrence A. Nixon, Heman Sweatt

Civil Rights for Hispanic Americans

J. T. Canales, Trini Gámez, Héctor P. García, Henry B. González, Jovita Idar, Barbara Jordan, Carmen Lomas Garza, George I. Sánchez, Emma Tenayuca, Willie Velásquez

Civil Rights for Asian Americans, Native Americans, or Other Ethnic Groups

Suzanne Ahn, Barbara Jordan, Sandra Tanamachi, Edison Uno

Fair Labor Practices, Fair Wages/Benefits

Trini Gámez, Henry B. González, Héctor P. García, Anthony Griffin, Lyndon B. Johnson, Barbara Jordan, Mickey Leland, Louise Raggio, Heman Sweatt, Emma Tenayuca, Willie Velásquez

Immigrant Rights

Henry Cohen, Jovita Idar, Emma Tenayuca

Jury Reform

Héctor P. García, Sarah T. Hughes, Edison Uno

Religious Freedom

Henry Cohen, Anthony Griffin

Freedom of Speech

John Henry Faulk, Anthony Griffin

Economic Justice/Poverty Issues

Héctor P. García, Henry B. González, Lyndon B. Johnson, Barbara Jordan, Mickey Leland, Louise Raggio

Education and Health

Alvin Ailey, J. T. Canales, Juanita Craft, Don Haskins, R. C. Hickman, Oveta Culp Hobby, Jovita Idar, Lyndon B. Johnson, Barbara Jordan, Mickey Leland, Jane Y. McCallum, George I. Sánchez, Heman Sweatt, Edison Uno, Willie Velásquez

Prison Reform

Henry Cohen, Sarah T. Hughes, Mickey Leland, Jane Y. McCallum

Creative Arts, Visionary

Alvin Ailey, John Henry Faulk, R. C. Hickman, Carmen Lomas Garza

"Stand up for . . ." Categories:

Elected Officials

J. T. Canales, Juanita Craft, Henry B. González, Sarah T. Hughes, Lyndon B. Johnson, Barbara Jordan, Mickey Leland

Artist, Writer, Photographer

Alvin Ailey, R. C. Hickman, Oveta Culp Hobby, Jovita Idar, Carmen Lomas Garza, Jane Y. McCallum

Sports and Entertainment

John Henry Faulk, Don Haskins

Attorneys

J. T. Canales, Henry B. González, Anthony Griffin, Sarah T. Hughes, Barbara Jordan, Louise Raggio

Educators

James Farmer Jr., Don Haskins, Jovita Idar, Lyndon B. Johnson, Barbara Jordan, George I. Sánchez, Sandra Tanamachi, Emma Tenayuca, Edison Uno

Medical Professionals

Suzanne Ahn, Héctor P. García, Mickey Leland, Lawrence A. Nixon

Word Triads

Discussion Guide (optional)

Handout 2-3

38

Texas Civil Rights Trailblazers

As a class, discuss each triad of words. Appoint three “Lexicon Specialists” who are each responsible for looking up one of the words in the triad and reading the definitions before, during, or at the end of each discussion, as needed.

Three words associated with group/classroom diversity:

segregation

desegregation/integration

inclusion

Three words associated with publicizing or asserting a viewpoint:

demonstrate

picket

strike

Three words associated with voting and elections:

poll tax

suffrage

primaries

Three words that describe negative attitudes toward groups other than one’s own:

racism

prejudice

stereotyping

Three ways different groups or viewpoints have been unfairly targeted:

racial profiling

blacklisting

hate crime

Three words used during change-making activities of the twentieth century:

civil rights

equal opportunity

social justice

Looping Question Cue Sheet (for teacher use)

Handout 3-1

39

Find the first card/question read. Beginning with that card, answers and subsequent questions proceed down the list then back to the top until the entire loop of questions has been asked and answered. For this to work, all cards must be used; give some students a second card and/or a second question slip until all are in play.

CARD	ASKS THIS QUESTION: (Answer is next name on the list)
20. Johnson, Lyndon B.	Who organized the "Petticoat Lobby?" (ANSWER IMMEDIATELY BELOW: #24 Jane Y. McCallum)
24. McCallum, Jane Y.	Who organized farm workers in the Texas Panhandle in the 1970s?
11. Gámez, Trini	Who started the idea of redress and reparations (apology and money) for Japanese Americans incarcerated during World War II?
31. Uno, Edison	Who helped to pass the Nineteenth Amendment (women's suffrage) in the western states?
8. Cunningham, Minnie Fisher	Who sued the corporation that blacklisted him and won his case?
10. Faulk, John Henry	Who helped segregate department store dressing rooms, juries, and libraries in Houston?
1. Adair, Christia	Which judge followed up to be sure her own court-ordered prison reforms were carried out?
18. Hughes, Sarah T.	Who founded the Southwest Voter Registration Education Project in 1974?
32. Velásquez, Willie	Which artist's work depicts memories of her childhood in Kingsville?
23. Lomas Garza, Carmen	Who photographed segregated schools to show that African American and Euro American schools were not equal?
16. Hickman, R. C.	Who flew to Washington, D.C., on behalf of Filipino and Native American cannery workers?
2. Ahn, Suzanne	Which respected and experienced politician retired to teach political values and ethics at UT-Austin?
21. Jordan, Barbara	Who organized and led the Women's Army Corps during WWII?
17. Hobby, Oveta Culp	Which African American attorney defended a Ku Klux Klansman?
14. Griffin, Anthony	Who questioned standardized testing of Spanish-speaking children in the 1940s?
27. Sánchez, George I.	Whose efforts led to Texas women being able to buy property and start businesses?
26. Raggio, Louise	Which African American choreographer's greatest work is based on the gospel music of his Texas childhood?
3. Ailey, Alvin	Who supported the cause of workers in San Antonio Pecan Shellers' Strike of 1938?
30. Tenayuca, Emma	Whose efforts and lawsuit opened the door to college admission for African Americans in 1950?
28. Sweatt, Heman	Who helped immigrants to Galveston find homes and jobs in the first decades of the twentieth century?
6. Cohen, Henry	Who organized CORE and involved both African American and Euro American volunteers in desegregation in the 1940s?
9. Farmer Jr., James	Whose bill to abolish the poll tax led to the 24 th Amendment?
13. González, Henry B.	Who won a 1966 championship game with the first all-African American starting team in the NCAA?
15. Haskins, Don	Who started free kindergartens for Spanish-speaking children in Laredo and San Antonio?
19. Idar, Jovita	Who founded the Association of Southern Women for the Prevention of Lynching?
4. Ames, Jessie Daniel	Who founded the GI Forum to help Mexican American veterans attain their benefits?
12. García, Héctor P.	Which pharmacist/congressperson initiated bills to allow doctors to prescribe generic drugs?
22. Leland, Mickey	Who brought charges of vigilantism against the Texas Rangers?
5. Canales, J. T.	Which Texas teacher succeeded in getting the racist name of a road changed?
29. Tanamachi, Sandra	Who filed two separate lawsuits in an attempt to do away with all-White primaries?
1. Nixon, Lawrence A.	Who led Dallas youths in desegregating lunch counters and theaters in their city?
7. Craft, Juanita	Who oversaw the passage of the Civil Rights Act and the Voting Rights Act? (ANSWER: #20, Lyndon B. Johnson)

Texas Civil Rights Trailblazer

Word Search (optional)

Handout 3-2

40

One (or more) of the Texas Civil Rights Trailblazers are associated with each of the organizations named below. Can you find each group's initials or acronym (initials pronounced as a word, such as "CORE") in the puzzle?

Answers may be vertical, horizontal, or diagonal and written forwards or backwards.

B	U	L	C	A	D	I	D
G	F	D	Q	T	J	M	S
P	W	I	L	U	L	A	C
M	D	C	K	V	G	Y	P
H	A	T	O	I	S	O	P
J	L	L	Q	R	J	D	C
I	R	B	D	G	E	S	A
J	T	H	T	E	K	W	A
C	U	A	M	S	F	H	N

ACLU	American Civil Liberties Union
CORE	Congress of Racial Equality
JACL	Japanese American Citizens League
LULAC	League of United Latin American Citizens
MAYO	Mexican American Youth Organization
MAUC	Mexican American Unity Council
MALDEF	Mexican American Legal Defense Fund
NAACP	National Association for the Advancement of Colored People ("N double-A CP")
TRLA	Texas Rural Legal Aid ("tra-la")
UFW	United Farm Workers

Texas Civil Rights Trailblazer groups known better by their full names include:

- Asian Pacific American Journalists Association
- Association of Southern Women for the Prevention of Lynching
- GI Forum
- League of Women Voters
- La Raza Unida
- Southwest Voter Registration Education Project
- Southwest Voter Research Institute/William C. Velásquez Institute
- Texas Equal Suffrage Association
- Workers Alliance



Rubric for

Research Question

Handout 4-1

41

Name _____

Class _____

CATEGORY	4	3	2	1
Using a Search Engine	Successfully selected or discovered good search keywords, followed links, and recognized sites with relevant information.	Selected adequate search keywords and followed links to sites with relevant information.	With supervision, found adequate search keywords and followed links to sites with relevant or related information.	Needed assistance to identify keywords, follow links, and recognize sites with useful information.
Information Gathering	Information gathered clearly relates to the research question; includes several supporting details and/or examples.	Information clearly relates to the research question; provides 1 to 2 supporting details and/or examples.	Information generally relates to the research question; no details or examples are given.	Information has little or nothing to do with the research question.
First Draft and Rewrite	Turned in completed draft; made revisions thoughtfully; included additional research; checked all facts.	Turned in a mostly complete draft; made revisions; checked most facts.	Turned in a draft that includes most required information; made some revisions.	Turned in draft with required information missing; made little effort to improve paper.
Final Draft	Content is complete and accurate; opinions or conclusions are thoughtful and supported by reasons.	Content mostly complete; indicates fair understanding; opinions/conclusions are stated with some reasons given.	Content is too general or not on target; opinions or conclusions are not supported by reasons.	Content contains inaccuracies or irrelevancies; opinions and conclusions either not present or not supported.

Total Points: _____ / 16



Think Sheet

Handout 4-2

42

Name _____

Class _____

Trailblazer: _____

Question: _____

What is the connection between the Trailblazer and this question? _____

Keywords to use with Internet search engine: _____

Web pages I found helpful (Sponsor/title or URL):

1. _____

2. _____

3. _____

Research Notes (names, dates, organizations, etc., to be used in essay). Use back of page, as needed.



Trailblazer Keywords (optional)

Handout 4-3

43

These keywords might be helpful in your research.

CARD	Keywords
1. Adair, Christia	Segregated South + photographs (or click on "images" to see thumbnail photos, then go to sites)
2. Ahn, Suzanne	AAJA
3. Ailey, Alvin	"Alvin Ailey"
4. Ames, Jessie	"Strange Fruit"
5. Canales, J. T.	Prohibition + Texas, "Women's suffrage" + Texas
6. Cohen, Henry	"Handbook of Texas" + Rabbi Henry Cohen
7. Craft, Juanita	"Jim Crow"
8. Cunningham, Minnie Fisher	Texas + "Women's suffrage" or "Women's suffrage" (Note: in Handbook of Texas Online article, look for names with hotlinks to look up their own entries.)
9. Farmer Jr., James	"Freedom Rides," CORE
10. Faulk, John Henry	"Paul Robeson" and "Paul Robeson Award" + Actors' Equity
11. Gámez, Trini	"United Farm Workers"
12. García, Héctor P.	"Felix Longoria Incident"
13. González, Henry B.	"Poll Tax"
14. Griffin, Anthony	"Christia Adair" + 1957
15. Haskins, Don	"Don Haskins" + 1966
16. Hickman, R. C.	"Center for American History" + "R. C. Hickman"
17. Hobby, Oveta Culp	"Oveta Culp Hobby" + "Salk Vaccine"
18. Hughes, Sarah T.	(name of each legal case; student needs to find two sets of names in 5 of the 7 cases)
19. Idar, Jovita	"Jovita Idar" + "Texas Rangers"
20. Johnson, Lyndon B.	"The Great Society"
21. Jordan, Barbara	"Civil Rights" + amendments
22. Leland, Mickey	"Mickey Leland"
23. Lomas Garza, Carmen	"Carmen Lomas Garza" (Artwork)
24. McCallum, Jane Y.	"Lobbyist"
25. Nixon, Lawrence A.	"White Primary"
26. Raggio, Louise	"Equal Rights Amendment"
27. Sánchez, George I.	"de jure" "de facto"; case names
28. Sweatt, Heman	"Heman Sweatt"
29. Tanamachi, Sandra	Indian + "sports teams"
30. Tenayuca, Emma	"Great Depression"
31. Uno, Edison	"World War II" + "Crystal City"
32. Velásquez, Willie	(enter each name separately)

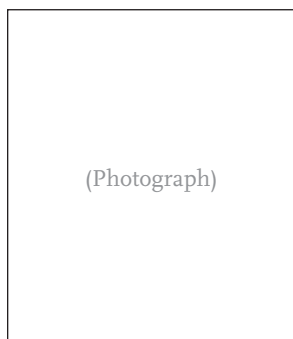
Other hints:

To find specific references within long documents, select "cached" on the search page, or from the site, select "edit" from the toolbar, then select "Find on this page."

Our Texas Civil Rights Trailblazer

Handout 7-1

44



“ _____

_____”

— _____

Name	
b. (place and date)	d. (place and date)
Years of Activity	
Biography (Approximately 100 words)	
Honors	
Question	
Photo Credit	

Exam on Texas Civil Rights Trailblazer

Handout 8-1

45

Christia Adair
Suzanne Ahn
Alvin Ailey
Jessie Daniel Ames
J. T. Canales
Henry Cohen
Juanita Craft
Minnie Fisher Cunningham
James Farmer Jr.
John Henry Faulk
Trini Gámez

Héctor P. García
Henry B. González
Anthony Griffin
Don Haskins
R. C. Hickman
Oveta Culp Hobby
Sarah T. Hughes
Jovita Idar
Lyndon B. Johnson
Barbara Jordan
Mickey Leland

Carmen Lomas Garza
Jane Y. McCallum
Lawrence A. Nixon
Louise Raggio
George I. Sánchez
Heman Sweatt
Sandra Tanamachi
Emma Tenayuca
Edison Uno
Willie Velásquez

Respond to THREE of these descriptions with a name from the list above:

Someone who helped women gain equal rights:

Someone who helped African Americans gain equal rights:

Someone who helped Mexican Americans gain equal rights:

Someone who extended democracy in the area of voting:

Someone who extended democracy in the area of education:

Someone who extended democracy in the area of labor:

Someone who (write your own category)_____:
