

## Authors

Mary Grace Ketner  
San Antonio, Texas

## Name of Unit

Texas Civil Rights Trailblazers

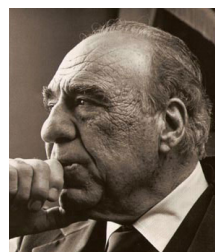
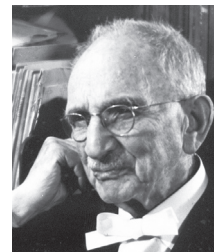
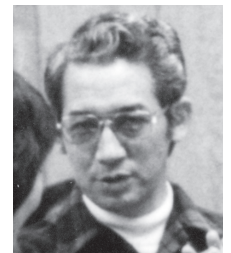
## Suggested Grade Level(s)

7

## Suggested Subject Area(s)

Social Studies

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# Unit Map

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## Name of Unit

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## Suggested Grade Level(s)

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Social Studies

## Number of Class Periods Required

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

## Essential Question

- How have courageous Texans extended democracy?

## Guiding Questions

- Who are some of the Texans who have made social changes over the course of the twentieth century?
- What are some ways in which democracy has been extended to more citizens?
- What other courageous people live within the community?

## Texas Essential Knowledge and Skills (TEKS)

### Social Studies, Grade 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.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (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;
- (B) 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;
- (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (F) identify bias in written, oral, and visual material;
- (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) transfer information from one medium to another, including written to visual and statisti-

cal to written or visual, using computer software as appropriate; and  
(D) create written, oral, and visual presentations of social studies information.

### Teacher Overview

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Many of the changes in daily life are due to changes in civil rights legislation and the evolution of attitudes about diversity which occurred throughout the twentieth century. Dynamic changes have occurred that extend democracy to women, African Americans, Mexican Americans, Asian Americans, and other ethnic and cultural groups, as well as to groups that span ethnicity and gender, such as laborers, children, prisoners, senior citizens, and immigrants. This is true on a national scale but also on a statewide scale, and many Texans were among the courageous people with a vision of democracy for all who pursued a goal they believed in, sometimes risking their lives, their safety, or their reputations.

With photographs and brief biographical information, this unit focuses on 32 exemplary citizens whose com-

mitment and contributions, from hometown Texas history to the White House, have made society more fair and just at the end of the twentieth century than it was at the beginning. It offers role models for active citizenship.

The unit is designed to be taught concurrently with other twentieth-century Texas materials and to supplement textbook material. It requires ten-minute sessions on three separate days plus five 50-minute class periods, three of which are spent in the Technology Lab. Two optional vocabulary activities are included.

Prior to starting this unit, it is highly recommended that the teacher reserves the Technology Lab for days 4 through 6.

### Note about the Texas Essential Knowledge and Skills (TEKS)

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This unit cites the 2009 Social Studies and English Language Arts and Reading TEKS. Updates for Social Studies are expected to be available in 2010 but were not available at the time of printing.