

How can I best use these materials to support the Social Studies TEKS for Grade 8?

History (8.6B and C; 8.7B and C): Read aloud* Dr. Shirley Mock's text about the maternal ancestors of Alice Fay Lozano, *My Black Seminole Ancestors: Running to Freedom* on the ITC Web site Education pages: <http://www.texancultures.utsa.edu/education/> (prints to 18 pages). Consider the impact of the developing belief in manifest destiny as it played out in the lives of Alice Fay Lozano's great-grandmother, her grandmother, and her parents' generations. (Content and ensuing discussion will also apply to Culture 8.24C and 8.26B.)

*Read an episode or two each day, filling in the last 6 or 8 minutes of class for a week or so, while studying manifest destiny, enforced migration of Indians (Trail of Tears), and/or slavery. Texas Black Seminoles residing in Brackettville and in northern Mexico are descendants of both enslaved Africans and the Florida Seminoles.

Social Studies Skills (8.30A): *Running to Freedom* also offers an enigma: Is it a primary source or a secondary source? Let students take sides and discuss. (Alice Fay Lozano, in her seventies and eighties, related various family stories as well as cultural and religious traditions to Dr. Mock over a period of ten years. Dr. Mock listened thoughtfully and recorded Lozano's stories along with her extensive notes made while studying the Black Seminoles as a discrete group. What Dr. Mock *heard* would clearly fit into the category of a primary source. What Dr. Mock organized from her notes and *wrote in her own words* is actually a secondary source, but perhaps the nearest thing possible to a primary source on this topic. Although written for student use, the best term to describe this text might be "monograph," which is used to describe a scholarly pamphlet on a limited subject.)

Government (8.16A): Add the Iroquois as a "such as" to the "including" sources of American beliefs and principles: *Forgotten Founders* at the Students and Teachers against Racism site, <http://www.racismagainstindians.org/Perspectives/Essays/ForgottenFounders.htm>.

Citizenship (8.22A and B; Culture 8.24D; Social Studies Skills 8.30D, E, F, and G): Have a class discussion on the *Forgotten Founders* article above. Students will have opinions on both the historical issue itself as well as the question, "Why were these founders forgotten?"

Social Studies Skills (8.30B, D, F, and G): Use background from the same Students and Teachers against Racism site to consider the issue of Indian names for sports teams and mascots. <http://www.racismagainstindians.org/UnderstandingMascots.htm>. Have students research the various articles on the site, identify points of view and bias in these and other written, oral, and visual materials, evaluate the validity of the sources, then write a one-page essay giving their thoughtful opinion and supporting their point of view. Are there beloved mascots at stake at your school or in your community? If so, the issue will come to life for students!

Invite a local Native American spokesperson or one of the storytellers from our list to your school. Let your guest know what the class has been discussing so that s/he can select stories and anecdotes that will give students a native perspective on contemporary issues and the subtler forms of racism.