

Winter 2004
Volume 2, Number 2

Prepared for 4th–8th grade Social
Studies teachers and their students by



From the Editor:

This issue of *Crossroads* celebrates our upcoming publication *The African Texans* by historian Alwyn Barr in conjunction with Texas A&M Press. *The African Texans* is part of a series edited by ITC's Sara Massey which brings together the experiences of Texans of related heritage, the other titles being *The Indian Texans*, *The Mexican Texans*, *The European Texans*, and *The Asian Texans*. All five volumes will be available in March of 2004.

Our lead article helps set the particular history of blacks in Texas into a historical framework.

For knowledge of black experience in Texas and practice in skills from the Social Studies TEKS, use the "Facts-Checker" activity. Checking dates and names in a *LIFETIMES* radio script allows students to get to know one African American Texan well, and in the second day's reports, they hear about many others. Some scripts doubtless have real errors, but to make sure, insert a "counterfeit" script in each class as proof that students shouldn't believe everything they read.

Our list of "Ninety-nine Notable African American Texans" suggests research assignments for you to create—or use ours. A glimpse of the list shows we Texans can take great pride in our ancestors and neighbors. A Word Search puzzle offers the same insight in a more informal way.

All of these activities are on our Web site www.texancultures.utsa.edu/crossroads along with Webliographies and links to ITC and other resources for Black History Month. As always, you will find previous issues of *Crossroads* archived there, too, for our teacher backgrounds and student activities never go out of date!

—Mary Grace

Mary Grace Ketner, Editor
mktner@utsa.edu

Crossroads of Culture

www.texancultures.utsa.edu/crossroads

This edition of *Crossroads of Culture* was made possible through the generosity of The USAA Foundation, A Charitable Trust.

A Framework for Black History in Texas

by Mary Grace Ketner © Institute of Texan Cultures 2004

Black Texans possess a story that has been part of this place for almost 500 years, but our students have experienced only the last dozen or so. The Civil Rights Act of

1964 is ancient history to them, water under the bridge to children born in the 1990s.

In every era of recorded history, Africans and African American Texans have contributed to life in Texas in creative and productive ways, often against odds imposed by law, odds which Spanish, Anglo, and other residents did not face. A review of the social and political climate in different eras offers a context for their accomplishments.

**1519-1845:
New Spain,
Mexico, and the
Republic of Texas**

The gifted explorer Estevanico, like most other Africans in the Americas, arrived a slave. Although the number of slaves was small, the issue of slavery was important in the Mexican struggle for independence from Spain. Afterwards, a variety of laws attempted compromises between Mexico's opposition to slavery and the will of the new American colonists beginning to migrate to Texas with their slaves. The Law of April 6, 1830, aimed at ending immigration from the United States, expressly forbade the introduction of new slaves. It ended attempts at compromise and began the road to revolution. During the dec-

ade of the Republic, new slaves were brought to Texas from the southern U.S., and activity in the slave trade increased, tripling the black population. The Republic recognized a few free blacks, including several who fought on its side during the revolution.

"In every era of recorded history, African and African American Texans have contributed to life in Texas in creative and productive ways..."

**1845-1865:
Statehood,
Secession, and
the Confederacy**

Soon after statehood, white Texans' identity with the South strengthened the institution of slavery, and the slave trade flourished. By 1859 one-third of the population of Texas was

enslaved, and slaveholders dominated political and economic life. Texas slaves were treated variously, some with violence, others less harshly. Some sought escape, but while slaves in the South fled north to Canada, Texas slaves looked south to Mexico for relief.

**1865-1892:
Reconstruction
and Its Aftermath**

The first few years after the Civil War were marked by extremes of white violence toward blacks, which raged until the federal govern-

ment stationed military troops in Texas. At the same time, there was vigorous activity among blacks in building churches, schools, newspapers, and businesses. Ten African American delegates helped to write the new state constitution, and another 43 were elected to the state legislature between 1868 and 1900. Citizens who had served in the Confederacy were banned from serving in public offices right after the Civil War, a fact which both opened doors to black leaders and stimulated resentment among some formerly powerful whites.

Most African Americans remained in farming occupations, others left to seek economic opportunity in cities, and others contributed their labors to the booming cattle industry.

1892-1954: Jim Crow Texas

Beginning with the Supreme Court's 1892 decision in *Plessy v. Ferguson*, laws requiring "separate but equal" facilities in transportation, schools, neighborhoods, and public amenities became the norm, though the "equal" mandate was soon ignored. The Ku Klux Klan gained in membership, peaking in the mid-1920s; Klan violence and lynching grew bolder, and the Klan actively supported anti-black candidates for public office and applied pressure to enact measures which would repress progress for black citizens.

During World War II, African American soldiers endured horrors, even death, in Europe and Asia; many who returned were emboldened to insist upon the American dream for which they had fought. It was a 1954 Supreme Court decision, *Brown v. Board of Education*, which began the retraction of legalized segregation.

Civil Rights and Beyond

By the 1960s, more and more Americans in the North and the South had come to realize that justice must apply to all citizens. Beginning with a trickle of courageous black and white Americans, segregation laws were challenged, vocally and in the courts, one at a time. The visionary leadership of Martin Luther King, the NAACP, and others gradually gained favor with the majority. The process of insuring equal justice is slow, but Americans had found a way to begin.

Assuredly, racism continues, but these days it must subsist without the force of law behind it. Black and white citizens who wish to change laws are often united under other banners, working together to solve the many problems related to poverty, crime, public education, and civic values.

Mary Grace Ketner is an Educational Specialist at the Institute of Texan Cultures, Crossroads editor, and producer of LIFETIMES: The Texas Experience, heard weekdays on KKYX, 680 AM.

The African Texans

by Alwyn Barr

Coming in March 2004 from the Institute of Texan Cultures and Texas A&M University Press

www.tamu.edu/upress/

Barbara Jordan

Her Continuing Legacy

On November 8, the Institute of Texan Cultures hosted a symposium sponsored by the Barbara Jordan Historical Essay Competition, which offers three scholarship awards (\$2,500, \$1,000, and \$500) to students in each of 10 geographic regions in Texas. Each of the 30 scholarships may be used at any college.

The contest considers 1,500-word student essays on the topic of "African Americans in Texas, Past and Present."

What makes the Barbara Jordan competition unique is that students are encouraged to gather information about historical events and individuals in their respective communities directly from the people who participated in them via interviews with relatives, friends, and community leaders. Using interviews and other primary sources in addition to traditional history books, students develop a 1,500-word essay related to the annual theme of "African Americans in Texas: Past and Present." For 2004, the 50th anniversary of *Brown v. Board of Education*, students are encouraged to interview local citizens with memories of desegregation and integration of local schools as well as the personal stories of those who witnessed the impact and changes that came about as the result of this watershed decision.

Open to 9th–12th graders, students may enter every year of their high school career; even winners may re-enter in subsequent years. Attendance at the ITC symposium is not required.

Competition information may be found at the Web site www.utexas.edu/world/barbarajordan/.

Crossroads of Culture is distributed three times each school year (fall, winter, and spring) by the Institute of Texan Cultures.

The Institute of Texan Cultures, one of the three campuses of the University of Texas at San Antonio, is a museum dedicated to enhancing the understanding of cultural history, science, and technology and their influence upon the people of Texas.

As of Jan. 6, 2004, the Exhibit Floor is open 10 a.m.–6 p.m., Tuesday and Wednesday; 10 a.m.–8 p.m., Thursday, Friday, and Saturday; noon–5 p.m., Sunday; and closed Monday.

Tours beginning at 10 a.m., 11:30 a.m., 12:30 p.m., and 1:30 p.m. are \$1.50 per student; one adult free per every 10 students. Call Blanca Valdez at 210-458-2291 to reserve a tour or to answer other questions about tour scheduling. Unscheduled school groups are admitted space permitting; no tour guides are provided for unscheduled school groups.

Indoor lunch facilities are not available. Outdoor lunch areas are limited and must be reserved in advance. The patio and covered verandas may be reserved at no cost for group lunch areas.

Bus parking is on-site. For driving directions, programs, Texas Folklife Festival information, teacher resources, student activities, and regular admission rates, visit the Web site www.texancultures.utsa.edu. ✕

The Facts-Checker behind the Radio Show

A two-hour class activity to be done on two consecutive days

Teacher Preparation

1. Reserve the library and/or Internet-access laboratory as needed. Ask the librarian to reserve Texas history and black history resources for your class. Review materials available in your library in order to better guide students.
2. From our Web site www.texancultures.utsa.edu/crossroads, print out a Facts-Checker Guide for each student, or print one and duplicate as many as needed.
3. Prepare classroom sets, one for each class doing this activity.

Print out the African American *LIFETIMES* episodes from the Web site. (Scripts are printed two to a page to save paper; use a paper cutter to cut in half.) Print one counterfeit script for each class that will do this activity. There are six counterfeits, each with a different title and “alias” to ensure that earlier classes do not spoil the fun for later groups.

The Web site has 40 episodes aired over the past few years on the Institute’s radio program, *LIFETIMES: The Texas Experience*. (Although we are no longer creating new episodes, *LIFETIMES* continues to be aired by KKYX and a few other radio stations in Texas.) In an effort to prevent student talk from spoiling the fun for afternoon classes, there are six repetitions of the counterfeit script, each with a different title and “alias.”

Busy student researchers may well find inaccuracies in these episodes as daily radio programming is often prepared hastily. In addition, sources disagree on some “facts.” In some cases, stories do not lay claim to absolute factuality but rather rely on local legend, as in “Death Music on the Brazos.” As much as researchers take care to insure accuracy, errors persist. This activity will help students understand some of those research problems and provide insight into historical debates and uncertainties such as the “How Did Davy Die?” controversy. The counterfeit script adds challenge and fun to the research day.

Obtain a microphone on a stand for student use. It may be live and connected to a recorder or simply an “unplugged” prop for reading the radio scripts.

Day One: Reading and Research Assignment

Introduction: 15 minutes

Say: “The Institute of Texan Cultures has asked us to check some facts in their radio program for them. I am going to give each of you one radio script to check.

“I know that at least ONE of these scripts has incorrect information in it, and maybe more of them do. Let’s see if we can find out which have errors that we can correct.”

(Hand out scripts.)

Ask students to read the script they receive. Allow two minutes.

Optional: Ask if anyone wants to trade in their script for another. Take up and redistribute unwanted scripts. Do this once more, but warn that they must keep the script they get this time. (This ploy insures that some balking students at least read about three different persons/topics.)

Pass out the Facts-Checker Guide; go through the search requirements and the rubric. Students may use the *Handbook of Texas* and other resource books, vertical files, encyclopedias, or an Internet search engine and black history pages (see our Webliography) to verify dates, locations, and other facts.

Research: 30 minutes

Allow 30 minutes for research. Even the person who discovers an error must continue to check other facts in that story. Students who find no false facts early on should continue checking; give examples of errors which you have seen in movies, books, newspapers,

perhaps your own textbook.

Say: “Underline names, dates, and other facts to be verified. Place a check in the margin or above the dates and names found to be correct and make changes where errors are found. If a sentence is unclear or misleading, rewrite it. Write between the lines and in the margins—just like those last-minute changes on the radio show!”

Closing: 5 minutes

Require students to replace books and chairs to their places, reset all computers to the proper homepage, then return to classroom.

Day Two: Reports

Say: “Today we will be reading aloud the scripts you worked on yesterday. If you found errors in dates or names, read the *corrected* version of your script.

“Remember, these are radio programs, so read with expression and clarity.

I’m going to call on students to come forward to the “microphone” and read their scripts in approximately the order in which the stories occurred in history, beginning with Estevanico. Who has that script?”

Use a timeline on the chalkboard to locate events in time and to intermittently note changes in lifestyle, attitudes, and frame of reference. Ask each student if they found factual errors in their text and what changes they made to the script.

Thank each student and proceed quickly, attempting to hear all scripts in one class period. Intermediate grades with flexible schedules may wish to report half of the scripts one day and half the next.

Teacher Follow-Up

Use the rubric to determine grades for student worksheets. ✍

A Sample LIFETIMES Script:

Barbara Jordan’s Voice

Although it may be hard to imagine, the commanding, booming baritone heard in the Richard Nixon impeachment proceedings and twice delivering the keynote address at the Democratic National Convention also called the roll in a college classroom. In fact, for the last 16 years of her life, Barbara Jordan spent Monday afternoons teaching a politics and ethics class to lucky students at the University of Texas at Austin.

Registration for the class was very competitive, pitting friend against friend, one student said. The former Texas senator and U.S. Congresswoman both challenged and inspired her students, and many tried for several semesters to get in.

Ms. Jordan’s personal secretary for nine years, Sharon Tutchings, said that, although her boss was a sought-after orator, nothing interfered with her Monday afternoon class. She could only remember two occasions when Jordan missed the class: when she testified at Robert Bork’s Supreme Court nomination and when a treacherous ice storm stranded her at home.

“The few times she was sick, she’d teach class and then go to the hospital.”

Barbara Jordan truly believed what her baritone voice bellowed, that “Education is an indispensable ingredient for our democracy.” ✍

Introducing



The History Buffs travel to Miss Vie's ranch to see a newly discovered trunk filled with old manuscripts written by Texas historians. Particularly helpful to students researching Black History Month topics are the documents below, found among the "Dr. J. Samuel Lincoln Manuscripts."

Activist and Momma: Two Black Women and the Struggle for Civil Rights in Dallas
by Stefanie Decker

Black Seminole Army Scouts in the Big Bend
by Marilyn Dell Brady

A Home for Judith
How a freed slave went to court to get her home back
by Michael R. Moore

Fugitive Slaves in Mexico
by Ron Tyler



Link to ITC's **The History Buffs**
from the *Crossroads* Web site texancultures.utsa.edu/

Ninety-nine Notable African American Texans

How many of these African American Texans can you identify?

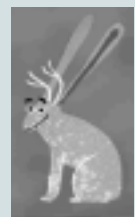
Alvin Ailey	Destiny's Child	William Goyens
Hendrick Arnold	(Kelly Rowland,	Priest Holmes
Ernie Banks	Beyonce Knowles, and	Scott Joplin
John Biggers	Michelle Williams)	Barbara Jordan
Rev. Claude Black	Tai Dillard	Mance Lipscomb
Jules Bledsoe	Arthur Dooley	Samuel McCullough
J. Mason Brewer	Tony Dorsett	Warren McVea
Earl Campbell	Estevan (Estevanico)	Angela Shelf Medearis
Bessie Coleman	James Farmer	Doris (Dorey) Miller
Norris Wright Cuney	George Foreman	Emily Morgan
Clarissa Davis	Andrew "Rube" Foster	Bill Pickett
		Heman Sweatt

Print our list of 99 names and related student activities at
www.texancultures.utsa.edu/crossroads

Crossroads on the Net:
www.texancultures.utsa.edu/crossroads

- 📖 **Crossroads of Culture.** E-mail a printable copy of this newsletter to friends.
- 📖 **Episodes of *LIFETIMES: The Texas Experience* about African American Texans.** *LIFETIMES* is the Institute of Texan Cultures' daily 90-second program; selected episodes celebrate African American Texans and black history in Texas.
- 📖 **Counterfeit *LIFETIMES* Scripts**
- 📖 **The Facts-Checker behind the Radio Show.** Lesson plans and rubric for classroom use of radio shows.
- 📖 **Student Facts-Checker Guide.**
- 📖 **Ninety-nine Notable African American Texans** and related student activities to print and use today.
- 📖 **Word Search Puzzle** of African American Texans
- 📖 **Links to Primary Documents on "The History Buffs" and "Texas Memories"** ITC Web sites.
- 📖 **A Webliography for Black History Month.** Place this printout beside computers when doing the Facts-Checker Class Activity and other Black History Month assignments.
- 📖 **TEKS Applications for each grade, 4–8.** Click on your grade level to see how this issue may be used to build or reinforce Social Studies skills.
- 📖 **Archived Issues** of "Haunting Legends and Cucuis"; "Images of South Texas" (O. Henry and I.N. Hall); "Texans and Czechs," and "Creation and Cosmos: Native American Spirituality," each with related lesson plans, resources, and TEKS applications. ✂

Link to ITC's
TEXAS MEMORIES
Oral Histories online



For interviews with

Rev. Claude Black
The Civil Rights Movement
in San Antonio
Dr. Isador J. LaMothe
Segregation in the Medical Field

from the *Crossroads* Web site
www.texancultures.utsa.edu/crossroads



Institute of Texan Cultures
Selected Events for Fall 2003 and Winter 2004

Jan. 24, 2004, 10 a.m.-5 p.m. ITC Building and Grounds. **Asian New Year Festival.** Celebrate the Year of the Monkey with the Asian community of South Texas—martial arts demonstrations, ethnic dance presentations, mouth-watering entrees, and more. Included with admission.

Daily in February, 10:30 a.m. and 2:00 p.m. Auditorium. **Documentary Series.** Each day during **Black History Month**, see two documentaries on black film history. 10:30 a.m., *Midnight Ramble*; 2:00 p.m., *A Century of Black Cinema*. Included with admission.

Every Thursday, Friday, and Saturday in February. 6:30 p.m. Black History Month Film Series. Auditorium. **Classics of Black Cinema.** Buried in a Tyler warehouse and forgotten half a century ago, these feature-length “race films,” newsreels and shorts are entertaining and historically important. Earley B. Teal and Mary Grace Ketner provide insight and context as they co-host our screening of six classics of the 1930s and 1940s created by black scriptwriters, directors and actors. Put us on your calendar to celebrate this important contribution to the cinematic arts. Relive an unforgettable era of movie industry history and honor Black History Month at the Institute of Texan Cultures at UTSA.

Coming late spring. Special Exhibit. **Children Just Like Me.** This exhibit invites children to “meet” their counterparts in other world cultures. Young visitors enter any of 11 life-sized houses and engage in multisensory activities to investigate the language, food, games, music, pets, and clothing of each region. Included with admission.

June 10-13, 2004. Special Event. **33rd Annual Texas Folklife Festival.** Institute Building and Grounds.

Aug. 15-Nov. 7, 2004. Special Exhibit. **A *T. rex* Named Sue.** Exhibit Floor. See the largest and best-preserved *T. rex* fossil yet discovered. Included with admission.

Hours of Operation
(Changes beginning January 6, 2004, are in boldface.)
Tuesday-Wednesday, **10 a.m.-5 p.m.**
Thursday-Saturday, **10 a.m.-8 p.m.**
Sunday, noon-5 p.m.

ITC is one of the three campuses of UTSA.

For up-to-date information any time, see the Events Calendar at <http://www.texancultures.utsa.edu>.



The University of Texas
Institute of Texan Cultures at San Antonio
801 S. Bowie St. ★ San Antonio, TX 78205-3296

.forwarded to you by

To: