



## WWI 360 Teacher Workshop

Saturday, February 8, 2020

*An interactive WWI teacher workshop in 360 minutes.*

Presented by the National WWI Museum and Memorial and Bullock Texas State History Museum

8:30	Doors open
9:00	Welcome and Introductions
9:30	WWI Connections
10:15	Break <i>Please use part of this time to review the A World at War issue guide for our next activity.</i>
10:25	Historical Deliberation
10:45	Practice Forum
11:30	Working Lunch
11:45	Partner Presentations: -Texas Military Forces Museum -Texas Historical Commission
12:15	Break
12:30	Americans All
1:00	The Great War and International Politics in the Classroom -Scott Wolford, Professor of Government, University of Texas at Austin
2:00	Resources from the National WWI Museum and Memorial
2:35	Teaching Beyond the Western Front
3:05	Practical Applications
3:25	Final Remarks
3:30	Depart

*Unless otherwise noted, all presentations are by Lora Vogt, Curator of Education at the National WWI Museum and Memorial.*

*Funding for the WWI 360 workshop series generously provided by  
the United States World War One Centennial Commission*



*Evaluation information on other side*

Your feedback is valuable to us. Evaluations help the WWI 360 program improve and grow. We appreciate your time in completing a brief survey.



Access the survey with this QR code or by visiting <http://tiny.cc/5e3kez>

## **Partner Presentations Resources:**

### **Texas Military Forces Museum**

#### **The 36th Infantry Division Exhibit**

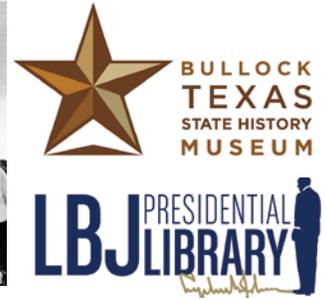
<http://www.texasmilitaryforcesmuseum.org/the-36th-infantry-division/>

In many ways the heart of the museum, this gallery covers the story of the 36th Infantry Division from its creation in July 1917 to its reorganization in 1968 and reactivation in 2004. The role of the division in World War I and World War II are extensively covered.

#### **WWI Service Records for Texas Online**

<http://www.texasmilitaryforcesmuseum.org/wwi-service-records-for-texas-now-online/>

A free, searchable database copies of the WWI service cards collection from soldiers from Texas.



## FROM GRASSROOTS TO GOVERNMENT: TEACHING THE CIVIL RIGHTS MOVEMENT WITH PRIMARY SOURCES

### Agenda

#### **9:00am Orientation and Welcome Activity**

Test yourself by taking the sample literacy test that was tied to voting rights.

#### **9:45-10:45am *We Shall Overcome: The Fight for Voting Rights* Presentation and Activity**

Follow the journey from the Civil Rights Act of 1964 to the Voting Rights Act of 1965 using primary sources, including telephone conversations with Dr. Martin Luther King, Jr. and telegram correspondence with Alabama Governor George Wallace.

#### **10:45-11:00am Break**

#### **11:00-11:30am Photo Analysis Activity**

Using photographs from the This Light of Ours Activity, dissect the content of the photographs, cut them out and give analysis with comments and questions for discussion

#### **11:30am-12:00pm *This Light of Ours* Exhibition Exploration**

Explore the photographs and oral history interviews in the exhibit. Using the photographs featured, practice analysis techniques and explore strategies for classroom activities.

#### **12-12:30pm Lunch**

#### **12:30-2:00pm *A Civil Rights Investigation: Mississippi Burning* Presentation and Activity**

Investigate the disappearance of three civil rights workers during the Freedom Summer of 1964 using telephone conversations, oral histories, and documents as evidence to solve the case.

#### **2:00-2:10pm Break**

#### **2:10-3:10pm DBQ Activity**

Select 3 photographs from the This Light of Ours to group together thematically. Create an overarching question for your DBQ packet, as well as extension questions for each photograph. Create a Google Slides presentation and share out.

#### **3:10-3:30pm Debrief, prizes, resources, send off**



# FROM GRASSROOTS TO GOVERNMENT: TEACHING THE CIVIL RIGHTS MOVEMENT WITH PRIMARY SOURCES

**February 26, 2020 9:00am - 3:30pm**

**Educators, join us for a professional development workshop exploring the history of the Civil Rights Movement. Examine primary sources from multiple perspectives, including how grassroots efforts and government actions intersected to bring about change during the Civil Rights Movement in American History.**

## **Event Details**

Presented in partnership by the Bullock Texas State History Museum and [LBJ Presidential Library](#), this workshop provides an opportunity for teachers to explore the topic of the Civil Rights Movement and discover educational resources for the classroom.

The exhibit on display at the Bullock Museum, *This Light of Ours*, uses photography to capture the day-to-day struggles of everyday citizens working toward equality, as well as their resolve in the face of violence and institutionalized discrimination. The primary sources of the LBJ Presidential Library archives provide rich insight into the relationship between the federal government and the civil rights organizations, leaders, and activists. This educator workshop will feature TEKS-aligned activities from both the exhibit and the archives to allow teachers to explore the Civil Rights Movement through multiple lenses, and provide strategies for student engagement and inquiry around the issues of civil rights, social justice, and activism.

# Workshop Features:

- **We Shall Overcome: The Fight for Voting Rights** - Follow the journey from the Civil Rights Act of 1964 to the Voting Rights Act of 1965 using primary sources, including telephone conversations with Dr. Martin Luther King, Jr. and telegram correspondence with Alabama Governor George Wallace.
- **[This Light of Ours](#) Exhibition**  
Explore the photographs and oral history interviews in the exhibit. Using the photographs featured, practice analysis techniques and explore strategies for classroom activities.
- **A Civil Rights Investigation: Mississippi Burning**  
Investigate the disappearance of three civil rights workers during the Freedom Summer of 1964 using telephone conversations, oral histories, and documents as evidence to solve the case.
- Professional Development Credit, SBEC-Approved
- Light breakfast refreshments and lunch provided



This workshop is free of charge and is open to teachers from all districts. Space is limited to 60 teachers. Because we expect this workshop to fill to capacity, please email [Education@TheStoryofTexas.com](mailto:Education@TheStoryofTexas.com) as soon as possible if you need to cancel so that others might attend in your place.

Doors open at 9:00 a.m., workshop begins at 9:15 a.m. Parking is complimentary in the Museum's [garage](#).

**RSVP to [Education@TheStoryofTexas.Com](mailto:Education@TheStoryofTexas.Com)**

Major support for *This Light of Ours* has been provided by the Bruce W. Bastian Foundation and the National Endowment for the Arts, with use of the Bob Fitch photographs courtesy of the Department of Collections, Stanford University Libraries.

*This Light of Ours* sponsored locally by The Albert and Ethel Herzstein Hall Fund.

Special exhibitions are generously sponsored by Union Pacific.

Additional support for exhibitions and education programming provided by the Texas State History Museum Foundation.





Welcome to the Bullock Museum's  
Evening for Educators:  
Space Exploration

@BullockMuseum  
#BullockMuseum

## Schedule of Events

**5:15 pm to 6:00 pm**

Screening of *Apollo 11: First Steps Edition*, **IMAX Theatre**.

**6:30 pm to 7:00 pm**

**OR**

**7:15 pm to 7:45 pm**

Experience the *Cowboys in Space and Fantastic Worlds* exhibit through a special lens with a Curator Talk from the exhibit's curator. Curator Talk repeats twice (6:30, or 7:15), **Third Floor**.

**7:45 pm**

Prize drawing in the **First Floor Lobby**. Submit your entry at the table (**First Floor**) throughout the event, must be present to win.

## Drop-in anytime from 6:00 pm-8:00 pm

### First Floor

**Sign-in and Clipboard Tables** – Check in at the beginning of the evening. When leaving, drop off your evaluation and pick up your CPEs. Want to take notes? Borrow a clipboard and paper!

**Create Your Own Alien Alter Ego** – Who/what will you become? Use our craft supplies to create.

**Hands-On with NASA** – What do astronauts wear and eat? How do they travel into orbit? What do moon rocks look like up close? Check out these NASA artifacts and discover the answers.

**Save Texas History Essay Contest** – Looking for a great project for your students where they can win prize money? Check out the Texas General Land Office's Save Texas History Essay Contest.

**Beyond Planet Earth Exhibit** – Envision upcoming missions to the Moon, Mars, and Jupiter. Be sure to smell outer space, simulate a liquid mirror telescope, deflect asteroids, and find NASA's Curiosity Mars Rover.

**STEM Scouts** – Connect with STEM Scouts for hands-on, STEM activities.

### Second Floor

**It's Electric! Science Thursday demo** – Experiment with electricity with Central Texas Discover Engineering.

**Discovery Dome** – Get face to face with the stars with Austin ISD Science's mobile planetarium.

### Third Floor

**Cowboys in Space and Fantastic Worlds Exhibit** – Celebrate the colorful history of science fiction westerns in popular culture. Discover how the cowboy went from herding cattle on the Texas plains to slinging ray guns on distant planets. **Be sure to create your own graphic novel page at the 3 Stamping Stations in the exhibit.**

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Support for the Bullock Museum's exhibitions and education programs provided by the Texas State History Museum Foundation. Programs are generously funded by Supporting Sponsors Joan and Bruce Blakemore, The Honorable Kent R. Hance, Frost Bank, The Marie M. and James H. Galloway Foundation, and The William Stamps Farish Fund; and Contributing Sponsors The Burdine Johnson Foundation and Carla and Brad Moran.



Welcome to the Bullock Museum's  
Evening for Educators:  
*Activists and A-Lines*

@BullockMuseum  
#BullockMuseum

## Schedule of Events

**5:00 pm to 6:30 pm**

Refreshments available in Grand Lobby, First Floor.

Rotate through 2 Featured Sessions:

**5:45 pm to 6:15 pm**

and

**6:45 pm to 7:15 pm**

- A Civil Rights Sit-In at the White House: Classroom Activity with LBJ Presidential Library **Second Floor Lobby.**
  - On March 11, 1965 twelve young men and women held a sit-in at the White House to urge President Johnson to take action in Selma, Alabama after marchers were brutally beaten by state troopers on what is now known as "Bloody Sunday." This mini-lesson will use inquiry strategies to examine primary sources from the LBJ Presidential Library related to the sit-in, as well as explore the related themes of social justice and first amendment rights.
- Curator Conversations: *Fashion Forward*. **Third Floor Rotunda.**
  - How can the fashion of the day speak to the historical events and the cultural experiences of the people at the time? Experience the Fashion Forward exhibit through a special lens with a Curator Conversation with the exhibit's guest curator from the Texas Fashion Collection at the University of North Texas.

**7:45 pm**

Prize drawing in the **Second Floor Lobby**. Submit your entry at the table (**First Floor**) throughout the event, must be present to win.

## Drop-in anytime from 5:00 pm-8:00 pm

### First Floor

**Sign-in and Clipboard Tables** – Check in at the beginning of the evening. When leaving, drop off your evaluation and pick up your CPEs. Want to take notes? Borrow a clipboard and paper!

**Colorful Creations** – Do you have an eye for color? Using fashion plates and line drawings of garments, add color to create a showstopper of your own.

**Crossover Connections** – How did the world of fashion intersect with the Civil Rights Movement in Texas? Pick up some resources examining this topic.

***This Light of Ours* Exhibition**– Explore this special exhibition which features the stories of unsung heroes in the civil rights movement through the photographs of activist photographers.

- **Framing the Story** – Analyze the images from the exhibits, and experiment with image composition to how the story in a photo can change depending on how it is reframed.

- **Silent Conversations** – As you explore the exhibit, stop at the Silent Conversation Stations, and “discuss” with your fellow teachers.
- **Austin Activism** – Discover the specially curated photos of protest movements in Austin with the Austin History Center.

## Second Floor

**A Civil Rights Sit-In at the White House: Classroom Activity with LBJ Presidential Library** - On March 11, 1965 twelve young men and women held a sit-in at the White House to urge President Johnson to take action in Selma, Alabama after marchers were brutally beaten by state troopers on what is now known as “Bloody Sunday.” This mini-lesson will use inquiry strategies to examine primary sources from the LBJ Presidential Library related to the sit-in, as well as explore the related themes of social justice and first amendment rights.

## Third Floor

**Fashion Forward Exhibition** – Explore the evolution of style and how we think about clothes, all through a Texas lens.

- **Curator Conversation** - How can the fashion of the day speak to the historical events and the cultural experiences of the people at the time? Experience the Fashion Forward exhibit through a special lens with a Curator Conversation with the exhibit’s guest curator from the Texas Fashion Collection at the University of North Texas.
- **Fit the Form** - Become a fashion designer and experiment with different fabrics to drape an outfit.
- **Strike a Pose** - Snap a shot of yourself posing on the runway.

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### Notes:

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*This Light of Ours: Activist Photographers of the Civil Rights Movement* is presented by the Center for Documentary Expression and Art and the Maltz Museum of Jewish Heritage. Major support for the exhibition has been provided by the Bruce W. Bastian Foundation and the National Endowment for the Arts, with use of the Bob Fitch photographs courtesy of the Department of Collections, Stanford University Libraries. Sponsored locally by The Albert and Ethel Herzstein Hall Fund.

*Fashion Forward* is organized by the Bullock Museum in collaboration with the Texas Fashion Collection, College of Visual Arts & Design, University of North Texas.

Special exhibitions are generously locally supported by Union Pacific.

Support for the Bullock Museum’s exhibitions and education programs is provided by the Texas State History Museum Foundation.

# FROM GRASSROOTS TO GOVERNMENT EDUCATOR WORKSHOP EVALUATION

## What grade level do you teach?

Elementary School

Middle School

High School

Subject \_\_\_\_\_

## How did you hear about this program?

Museum *Star Educator* e-Newsletter Email

LBJ Library Newsletter

Word of Mouth

Bullock Museum Website

LBJ Library Website

Other \_\_\_\_\_

## What were you most interested in or enjoyed the most at this program?

Voting Rights presentation

Dissecting a Photo activity

Exploring the exhibit

Mississippi Burning Investigation activity

Historical Inquiry Question activity

Collaborating with your fellow teachers

Collecting resources

Other \_\_\_\_\_

## Why did you like these activities? How will this workshop help you in your classroom?

## What could have been improved at this workshop?

## What topics or activities would you like to see at future professional development workshops?

## Introduction to Artifact Analysis

Artifacts provide a visual representation of history. By engaging directly with artifacts, documents, photographs, works of art and other objects, students are able to put in context what they have learned in the classroom.

### Artifact Analysis Activity 1: Soda Can Analysis



We analyze artifacts every time we walk through the grocery store and examine the different brands of food for sale. Students, however, might not be aware that, during their shopping trips, they are using the same skills archeologists, historians, and museum workers use when looking at an artifact and determining its history. In order to provide students with a low-stress introduction to artifact analysis, ask them to analyze an object they see every day - like a soda can.

#### **Vocabulary:**

**Artifact (noun):** An object made by a human being that generally has archaeological or cultural importance.

**Analysis (noun):** The examination of something in detail in order to understand it better.

#### **Steps:**

1. Explain to the class that we have just discovered an artifact at an archeological dig. We have excavated it, but do not know what the artifact is, or who used it. Note: this activity can be done with any object that is familiar to students (i.e. - a box of dish soap, a cereal box, or other objects that have a brand name and other of details on the packaging).
2. First step is to make observations. Pass the soda can around the room. Each student must give one observation about the can. For example, "It's red," "It has print writing on it," or "It has a recycling sign on it." Students may not repeat observations given by another student. Pass around multiple times, encouraging students to continue to find new observations.
3. After each student had made their observation, ask them what they can infer about the society that made and used this can, based only on those observations (the evidence). (Potential answers: the soda can has a recycling sign on it might mean that the people who use the can are environmentally conscious; the bright colors of the can might mean that it's meant to catch your eye so that you will buy it; barcode shows there is an electronic economic



system; monetary and measuring systems can be seen; nutrition facts shows they are concerned about health and also there is a governing regulatory body)

4. Explain to the students that the same skills they have just practiced - listing details about an object and deciding what each detail means about the people who made and used the object - are used to analyze historic artifacts like the ones found in a museum.

## **Artifact Analysis Activity 2: Unlocking Historic Artifacts**



Once students have learned the basics of artifact analysis, they can begin to analyze older artifacts. Through observation and analytical deduction - the same skills learned and practiced during the soda can activity - students will examine artifacts and determine the artifact's **provenance**. This activity asks students to use their imagination and create a story for unidentified artifacts. Dig out old records, pull out worn shirts, and even ask students, parents, and grandparents to provide artifacts for analysis.

### **Vocabulary:**

**Provenance (noun):** The source and ownership history of a work of art, literature, or artifact.

**Primary Source (noun):** Original materials from the time period that have not been filtered through interpretation or evaluation. Usually the first formal appearance in physical, print or electronic format which present original thinking, report a discovery, or share new information.

**Secondary Source (noun):** Accounts written after the fact with the benefit of hindsight that provide interpretations and evaluations of primary sources.

### **Steps:**

1. Split the class into groups of four or more. Give each group a different artifact, document, or photograph. Note: the artifacts used for this activity do not need to be authentically historic. Worn books, dishes, clothing, or rope, and even objects from nature such as bird nests or feathers can be used - be creative with your artifact selection.



2. Either use the Artifact Adventure worksheet (<http://www.thestoryoftexas.com/education/educators/activity-guides>), or use blank sheets of paper and ask each group to make a list of observations about the artifacts. Each student in each group should make an observation. As a group, students write their observations down.
3. Once the groups have finished making their observations, they create a history or provenance for the artifact. Ask students to answer the who, what, when, where, and why of the artifact. Who used this artifact? What did it do? When was it made? Where was it used? Why might it be something of historic importance today? What does it tell us about the past? Ask students to write a description of their artifact's provenance.
4. Ask each group to provide a reason why their artifact might be put on display in a museum. Ask each group to share their created artifact's provenance.
5. Ask students if the artifacts displayed in a museum have histories that are made up. How do historians learn the provenance of historic artifacts? Do they research using **primary** or **secondary sources**, or both? Explain that, in a museum, the artifacts on display will have their history written on labels so that visitors can learn why each of the artifacts is important to preserve.
6. *Extension/Optional Activity:* Have students do a similar activity with their own modern-day objects. [https://www.edutopia.org/article/how-engage-students-historical-thinking-using-everyday-objects?fbclid=IwAR1N7ACLZ3Pnm4hGjA-l\\_eYKQth7Z\\_jJp8QJCusNJVwsf5-AZtr4stses](https://www.edutopia.org/article/how-engage-students-historical-thinking-using-everyday-objects?fbclid=IwAR1N7ACLZ3Pnm4hGjA-l_eYKQth7Z_jJp8QJCusNJVwsf5-AZtr4stses)

