

Celebrating Juneteenth in Texas - Grade 4

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Objectives

The student is expected describe the impact of the Civil War and Reconstruction on Texas. **TEKS §113.6. Social Studies, Grade 4. (b)(4)(A)**

The student is expected to describe the origins and significance of state celebrations, such as Texas Independence Day and Juneteenth. **TEKS §113.6. Social Studies, Grade 4. (b)(17)(D)**

The student is expected to:

- identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas
- identify customs, celebrations, and traditions of various culture groups in Texas
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

TEKS §113.6. Social Studies, Grade 4. (b)(20)(A,B,C)

The student is expected to:

- differentiate between, locate, and use primary and secondary sources such as computer software, interviews, biographies, oral, print, and visual material, and artifacts to acquire information about the United States and Texas
- 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
- identify the elements of frame of reference that influenced the participants in an event.

TEKS §113.6. Social Studies, Grade 4. (b)(22)(A,B,E)

The student is expected to:

- use social studies terminology correctly
- incorporate main and supporting ideas in verbal and written communication
- express ideas orally based on research and experiences
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
- use standard grammar, spelling, sentence structure, and punctuation.

TEKS §113.6. Social Studies, Grade 4. (b)(23)(A-E)

Lesson Objective

To provide students with information on the end of slavery in Texas and to determine the importance of Juneteenth celebrations in Texas and the United States.

Focus Activity

Have students look through desks, binders, backpacks, crayon boxes, etc. to review the contents of their personal belongings. Give 5-10 minutes for them to list and estimate the cost of items in their possession.

Use of Primary Sources

Distribute Document Analysis Worksheet for students to fill in with partners or groups. Show students one or both of the following on a projector or computer:

- an 1845 inventory of the property belonging to the estate of Nathan P. Browning
- an 1853 inventory and appraisal of slaves in the estate of James Cook.

Facilitate class discussion upon students' realization that the majority of Mr. Browning's belongings listed were slaves. Discuss what students know about slavery in Texas, focusing on Texas' secession during the Civil War. Read excerpt about the end of slavery in Texas from www.juneteenth.com entitled "History of Juneteenth," including "General Order Number 3."

Jigsawing Activity

Assign 5-6 groups a section of the article to read: Juneteenth Festivities and Food, Juneteenth and Society, Juneteenth Celebrations Decline, Resurgence/Texas Blazes the Trail (can be split or combined), and Juneteenth in Modern Times. Each group must summarize their section and outline its main points to share with the other groups. Assessment: After groups share their sections, use a Venn Diagram to compare and contrast Juneteenth with Independence Day celebrations in America. This can be done individually, in groups, or with whole class. Use the completed diagram(s) to compose compare/contrast essays on the holidays.

Enrichment Activity

Research information on Juneteenth celebrations in your community. Create an advertising campaign to raise awareness of local activities and traditions. If your community does not have established Juneteenth festivities, students can organize committees to plan community or school activities to commemorate the holiday. This can be done on a large scale with parental and community involvement or as a classroom activity.

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