

THE HONORABLE BARBARA JORDAN

Learning Objectives: Students will

1. Identify the importance of Barbara Jordan, who modeled active participation in the democratic process
2. Use comprehension skills to listen attentively
3. Create a visual depicting the concept of tolerance

TEKS: SS 4.17 (D)

Materials Needed: "I Was the First – Vote for Me!" located at <http://www.texasbar.com/iwasthefirst/index.html>, YouTube video (optional) of Barbara Jordan's speech to the Democratic National Convention in 1976, Part 1 (12 min.) <http://www.youtube.com/watch?v=Bg7gLlx-k>, construction paper, markers, a children's book on prejudice (see suggestions below)

Pink and Say (Patricia Polacco)
Mrs. Katz and Tush (Patricia Polacco)
Virgie Goes to School with Us Boys (Elizabeth Howard)
The Butter Battle Book (Dr. Seuss)
The Sneetches, and Other Stories (Dr. Seuss)
Amazing Grace (Mary Hoffman)
Mr. Lincoln's Way (Patricia Polacco)
The Other Side (Jacqueline Woodson)
One Green Apple (Eve Bunting)

Vocabulary: prejudice, equality, privileges, discrimination

Teaching Strategies:

1. Introduce Barbara Jordan by watching the short video about her on "I Was the First – Vote for Me!" <http://www.texasbar.com/iwasthefirst/index.html>. Click on "Start Here," then "Fourth Grade" in the left column, then on "Barbara Jordan." Students should notice not one, but two "firsts" that she mentions. (First African American State Senator in TX and first African American congresswoman from the deep south to win a Congressional seat)
2. Review facts about the video and the quote at the end - "Equality for all, privileges for none." Ask students to discuss what that means.
3. Select a children's book on prejudice and acceptance of those who are different from the list provided, or another that might be suggested by your librarian. Share this book with the class and discuss the meaning of prejudice.

4. Ask students if they have ever been aware of someone who was being discriminated against for any reason. (size, race, gender, school, religion, socioeconomic, athleticism, etc.)
5. Ask students if they have ever felt that someone was prejudiced against them and how that feels. Allow frank discussions.
6. Remind students that many people, like Barbara Jordon, have spoken strongly for equality for all. Revisit her quote of “equality for all, privileges for none.”
7. Assign each person a partner. Each pair will create a tolerance/acceptance slogan (such as “Celebrate Differences, Share Similarities,” “Tolerance is accepting the bad with the good,” “Many People – One World”) to be put on a poster and illustrated. Allow student to select a piece of 12x18 construction paper or ½ sheet of poster board for their poster. Use markers to color.
8. Allow students to explain their posters and illustrations before displaying some.

Extension for G/T

Students will watch and analyze the YouTube video of Barbara Jordan’s speech to the Democratic National Convention in 1976.

http://www.youtube.com/watch?v=Bg7gLlx_-k Students will write a summary of her main points and discuss with each other what her primary message was. If time allows, compare it to her 1992 speech, located at http://www.youtube.com/watch?v=u7RSZp9R_Vk