

From Student to Stateswoman: The Life and Legacy of Barbara Jordan: Hook Exercise

Lesson Plan for 7th Grade Texas History (90 minutes)

Barbara C. Jordan is known as one of the most influential women in Texas and U.S. history. She was a political trailblazer who paved the way for so many people, including women and people of color. Barbara Jordan possessed many skills as a speaker, advocate, and teacher.

Essential Questions

1. What are the attributes of a good leader?
2. What leadership qualities did Barbara Jordan possess?
3. How did Barbara Jordan make an impact as a leader?

Table 1. Lesson Materials, Descriptions, and TEKS for Lesson Content

Printable Lesson Materials	Material Description	Lesson Specific TEKS
Hook Exercise	<p>This printable hook exercise focuses on building background on qualities of good leaders. Students will read the transcription of the eulogy delivered by Dr. Thomas Freeman at Barbara Jordan’s funeral as a hook.</p> <p>Next students will be asked to think about qualities of a great leader. Students will then create a word splash or word collage to communicate what they believe are attributes of a leader. To enhance this hook activity, students can also create their word splashes digitally using an online program or the teacher can use a digital program such as Menti.com to allow the whole class to contribute to one word splash.</p> <p>Following the lesson, revisit your word splash to confirm your words, revise, or add additional descriptive words that describe Barbara Jordan specifically.</p> <p><i>Suggested printing: 1 per student</i></p>	7.17(A)(B) 7.20(A)(B)

Printable Lesson Materials	Material Description	Lesson Specific TEKS
Slideshow presentation	<p>This ready to use classroom presentation contains essential questions, and information on the life and legacy of Barbara Jordan beginning with her early life through her death.</p> <p>The powerpoint will feature two primary source documents with guided questions to promote discussion among scholars (see lecture notes within the slides for specific details) about the impact of Barbara Jordan during her early career as a representative of Texas and her impact at the national level during the Watergate Scandal. Students also have an opportunity to hear Barbara Jordan advocating for women’s rights by viewing a clip of her speech given at the 1977 Women’s Conference.</p> <p><i>Suggested printing: 1 per student as needed for note taking accommodations</i></p>	7.17(A)(B) 7.20(A)(B)
Graphic organizers	<p>This printable graphic organizer was specifically designed to be used in conjunction with the presentation. Students will use the guided notes to create a timeline of events in the life of Barbara Jordan. Students will also reflect on how each event reflected Jordan’s leadership qualities or impact as a leader.</p> <p>In addition to the note taking sheet, students can also utilize the timeline graphic organizer to place key events and actions during the life of Barbara Jordan in chronological order.</p> <p><i>Suggested printing: 1 per student or group</i></p>	7.17(A)(B) 7.20(A)(B)

Printable Lesson Materials	Material Description	Lesson Specific TEKS
<p>Then, Now Future: the Fifth Ward</p>	<p>This printable primary source document should be used in conjunction with the first “Think-Pair-Share” activity from the slideshow presentation (slide #7) or independently as a student activity to provide context for the role that Houston’s Fifth Ward will play in Barbara Jordan’s political career.</p> <p>Teachers are encouraged to print or provide students with digital copies of the original document found at https://texashistory.unt.edu/ark:/67531/metapth611512/ This is important as students can read Jordan’s thoughts in her own handwriting, which personalizes the content for the students.</p> <p><i>Suggested printing: 1 per group</i></p>	<p>7.17(A)(B) 7.20(A)(B)</p>
<p>Watergate Impeachment Hearing</p>	<p>This printable student document should be used in conjunction with the SECOND “Think-Pair-Share” activity from the slideshow presentation (slide #17) activity or independently as a document analysis activity.</p> <p>Students can analyze the excerpts in pairs and compare their analysis before answering the questions.</p> <p><i>Suggested printing: 1 per group</i></p>	<p>7.17(A)(B) 7.20(A)(B)</p>
<p>Exit Ticket</p>	<p>This printable exit ticket uses the three essential questions from the beginning of the lesson to provide a formative assessment opportunity at the end of the lesson. Students can also revisit the word splash from the hook activity to reflect or make revisions.</p> <p><i>Suggested printing: 1 ticket per student (two tickets per page)</i></p>	<p>7.17(A)(B) 7.20(A)(B)</p>