

## His Story, Her Story, History

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*The subject of history is the life of peoples and of humanity. To catch and pin down in words—that is, to describe directly the life, not only of humanity, but even of a single people, appears to be impossible.*

~ *War and Peace*, epilogue, pt. II, Ch. 1

### INTRODUCTION

As archeologists unearth artifacts from centuries past, scientist, historians, and other interested groups are elated to have discovered something tangible that would give them insight and connect them to human nature and a civilization so far removed from the present. Undeniably, there is an element of excitement that follows discoveries that unlocks mysteries of the past. Sooner or later most of us want to know what life was like during a previous time. Journals, diaries, notes, artifacts, pictures, or drawings can be powerful tools that can offer insight into times gone by. Each of us must take the responsibility to chronicle defining moments in our lives. This information can prove to be very valuable to future generations. This is easier said than done, however, since the majority leads very busy and hectic lives. Some, on the other hand, have been fortunate enough to have a folklorist such as Carl Lindahl from the University of Houston record events and experiences in their lives. In this case, Lindahl is working to save tales of courage of many people who survived Hurricane Katrina. Recently, the *Houston Chronicle* published an article titled “In Their Own Words”:

Hurricanes Katrina and Rita were the mothers of a million stories--stories worth telling and remembering. And now, safe and dry in Houston, Trotter, 32, is working with the University of Houston and the Library of Congress to save those tales of woe, endurance and heroism for future generations.

“Every story,” said UH folklorist and English professor Carl Lindahl, “has its surprise.” “People would talk about the simple things--family and neighborhoods,” Trotter said. “I just thought it would be therapeutic.”

Dozens of stories have been recorded in the Surviving Katrina and Rita project overseen by Lindahl and Pat Jasper, an independent folklorist from Austin.  
(Turner 16-6-2006)

Lindahl recognizes the value of preserving such first-person accounts, and it is this use of primary sources that is the backbone of this unit.

It is those systematic documented accounts of the past and interesting artifacts that make history come alive. The comprehension of historical events seems to be connected to the quality and quantity of those documents and relics that have survived time. In this unit each student will tell their own story as they make entries into their journals, photograph or sketch their environment, and interview people of interest in the community. They will in essence create a

reservoir of memories and become the primary source to give future generations a glimpse into life at the turn of the century in Houston, Texas.

## UNIT BACKGROUND

In “Dear Diary: Don’t Be Alarmed...I’m a Boy,” author Scott Heydt explores some of the many benefits of journal writing. The one that resonates with this unit and me is that journal writing captures your life story. He writes:

In *Leaving a Trace* (2001), Alexandra Johnson deals with the innate need for individuals to leave a legacy for themselves and for others. She cites the human instinct to leave a trace and how journals allow us to do just that. This instinct has been driving humankind since at least 56 A.D. (Lowenstein, 1987) and has shaped the way we perceive the world. While most journals are never meant for publication, many written by historical figures such as Lewis and Clark and Anne Frank in times of war, revolution, or exploration have left a tale to pass down to many generations. By no means, though, does journal writing need to be equivalent to the great American novel. If you are committing your thoughts to paper and saving those thoughts, then you are capturing your own life story. (16-25)

After reading excerpts from *Mary Austin Holley, The Texas Diary, 1835-1838* by J.P. Bryan and *Houston’s Forgotten Heritage* by Dorothy Houghton, it became increasingly evident that journaling can be the framework for recording historical events. Defining moments in life occur for each of us, but only those who are disciplined enough to chronicle those personal events will preserve a space in time. Daily activities in one’s life are equally as important to recognize. One can conclude that if we are to be remembered, it is essential to capture fleeting personal moments of present day life in Houston through pictures/drawings and the written word. According to an aphorism written in 1895, “Anybody can make history. Only a great man can write it.” An entry into Mary Austin Holley’s diary allows the reader to envision the environment and be transported back to early Houston and the surrounding areas. In the beginning we will use *The Texas Diary* as a guide. Holly does not use complete sentences; however, she gives us a picture of the environment using skeletal details and main ideas. There is very little embellishment and elaboration. I believe students will be more inclined to write if they don’t have to deal with a lot of rules from the start. She writes:

Thermometer (9 o’clock) 67°--weather clear.

Just a month since we left Lexington. Have not had a rainy day; nor one instance of ill luck. Gen. Baker issued militia orders.

Start for Brazoria in a return Barouche--with baggage wagon--gentlemen on horseback--  
Feel remarkably well--good appetite--good digestion.

Summer heat.

Travel through prairie, by points of timber--on the south nothing but the horizon to bound the view. Seems to me beautiful even in winter, now flowers, and most of the prairie burnt over--much of the timber is evergreen- mixed with grey. Land not very good along here--roads want but to be traveled more to be excellent--a little wet in low places--wants to be ditched.

Passed clear lake--a beautiful spot--surrounded by timber--too much moss on the trees for health--a deserted house stands on the margin under some fine oaks. The people who lived here were healthy, Mr. B. says--

Miss the live oaks on this road--approaching the Brazos they begin to appear.

No dwelling on the road till we reach Bingham--30 miles from Houston. (41)

In *Houston's Forgotten Heritage*, Dorothy Houghton and coauthors depict a collage of pictures and text that feature the homes, landscapes and interior of Houston during 1824-1914. Primary sources describe in great detail homes and homeowners of Houston. Drawings and pictures provide visuals and allow the reader to be transported in time to Houston in its infancy. The George Allen Plantation built in 1844 in east Harris County is described in detail:

It is evident here that native trees and grass formed the main features of the fenced area around the house. Magnolia, cypress, and a chinaberry tree can be identified, and other plantings were added to beautify the entrance: three blooming white crape myrtles, three white altheas with rose pink centers (Rose of Sharon), and pomegranate bushes. On the house itself, both vertical and horizontal siding were used for decorative effect. The outbuildings were kept well away from the main house to avoid the danger of fire and the inconvenience of excessive heat from stoves. The barn was fenced separately to keep livestock away from the decorative gardens, and slave quarters were screened by a substantial trellis. George Allen was the younger brother of Houston's founders. (Houghton 112)

As the unit progresses, it is imperative that students describe their environment in detail using as many adjectives as possible. They must be able to describe every major object in the background and foreground in the photographs that were taken. We will use *Houston's Forgotten Heritage* as an example to guide students in this endeavor.

There is no doubt that the broad spectrum of history will be recorded; however, to secure one's own personal place in history can only be accomplished through journal writing, photography, and drawings. Would a ten-year-old boy or girl in the year 2056 or even 2106 be interested in reading a first-hand account of the daily life of a ten-year-old in 2006? Would they like to see pictures of houses, schools, and stores in a community at the turn of the century? Would they like to see how children dressed, what a common classroom looked like, a picture of an average elementary school, and the headlines in the newspaper of today? How many times have we looked at a picture of a one-room schoolhouse from the 1800s and wondered what the classes, students, and teacher were like? Will the generations to come look at pictures of our students, who have an average of seven textbooks, and wonder how they ever managed without one computer instead of seven heavy books? It is this writer's belief that their future counterparts would find this information quite interesting. Students can become the primary source that connects what is now the present to the future. Did Mary Austin Holley believe that those of us in the twenty-first century would read her first-hand accounts of early Houston, Texas? Did Anne Frank realize she was recording history as she entered daily activities in her journal? More often than not, her entries were about ordinary, everyday thoughts and activities such as moving to another location or looking for a pet. We can actually feel her sadness as she explains that she could not go outside to play because she might be discovered and shot. On Tuesday, September 29, 1942, another one of Anne's entries into her diary reads:

Dear Kitty,

Extraordinary things can happen to people who go into hiding. Just imagine, as there is no bath, we use a washtub and because there is hot water in the office (by which I always mean the whole of the lower floor) all seven of us take it in turns to make use of this great luxury.

But because we are all so different and some are more modest than others, each member of the family has found his own place for carrying out the performance. Peter uses the kitchen in spite of its glass door. (Frank in Robbins 31)

Was she aware that one day millions of people would read her story? Perhaps not. However, we can certainly appreciate efforts to record personal activities and try to emulate them in preserving our own history for future generations.

As a media specialist/librarian, I am expected to have a greater insight or knowledge in the specific area of children's literature. In addition to exposing students to many different genres of literature, another important part of my instruction involves teaching students the process of writing and helping them realize that reading and writing are natural partners. This unit will address journal writing in particular. Clinical evidence shows that daily writing practice helps students succeed in all areas of school writing. Studies also show that students gain psychological benefits from such daily positive journaling tasks as gratitude lists and reflections on pleasant memories. In Maureen Wanket's "Building the Habit of Writing," she states:

...when my students practice journal writing, they are practicing for their future academic, political, and emotional lives. They build skills so that some day they might write a great novel, a piece of sorely needed legislation, or the perfect love letter. Every day that they write in their journals puts them a step closer to fluency, eloquence, and command of language. (74)

In this unit, students will keep diaries of their own personal activities as well as interviews of people in their families and neighborhood. This activity will allow the students to become aware of the relevance of who they are and what they believe as they encounter issues and problems they may face daily. Previous research also suggests that journal writing is beneficial. It provides an opportunity for reflection, improves the quality of academic writing, and allows the student to chronicle emotions and events in their daily lives. A general overview of the benefits of journal writing is cited on <http://www.higherawareness.com/list/benjrn1.shtml>. This web site breaks down the benefits into categories that can be easily understood. In *The Journal Book* by Toby Fulwiler, a kaleidoscope of young students' journals was observed. She explores the use of journaling, detailing implications and applications, theory and practice. She writes:

Here are some of the advantages I see journal writing giving our kids:

Everyone is thinking at once when they are journal writing. Nobody is "on vacation," as some can easily be with another form of class discussion. Even the most devout daydreamers have opinions about things, and when given a non-threatening way of expressing their opinions, well, they do it, as they wouldn't do in front of the whole class. They are thinking while they're writing. They are thinking while they're sharing. They seem happier at school, more at ease, because of the acceptance our journal format requires. They may feel freer to take risks in the journals. I feel this gives them access to the entire language. "Why don't you correct their spelling?" asks my husband. It would narrow the field of words they feel comfortable with.

### **Student Population**

I have the pleasure of teaching over 700 students in grades K-5 in an economically challenged area of Houston. Most of the students are apartment dwellers, and have a single parent. Foerster Elementary School is comprised of a multi-cultural student population. Specific student body ethnic composition percentages are as follows: seventy-eight percent African American, twenty-one percent Hispanic and less than one percent white. Ninety-six percent of our students receive free/reduced breakfast/lunch, ninety-five percent of our students attend school daily, and forty-seven percent are at-risk. Each of my students comes to school with personal, unique experiences. Creating an opportunity for these boys and girls to express their perspective of Houston's present identity and activities in their daily lives will validate their existence and secure a place in the history of Houston for them. By combining their personal

backgrounds, journal writing, photography, and art they become an active primary source in recording important events, places, and people in their daily lives.

Initially I was concerned with how I would teach this unit to over 750 students. I have six classes each day and teach about 150 students from kindergarten to fifth grade. A great majority of the students would, quite frankly, rather attend P.E. or computer classes rather than come to the library. My challenge was to make this unit as exciting to them as it was to me. I could envision at least 500 students walking around the campus armed with a camera in one hand and a notebook in the other hand. I could see camera lights flashing and miniature reporters busy at work. I want them to document as many of their daily activities as possible. I want pictures and captions of the classroom, cafeteria, playground, and students at work. All students must have a “media release” form signed by their parents. This gives us permission to take pictures of other students.

Another challenge was how to get the cameras into the hands of each of my students. Each new school year we send home a supply list that tells parents specific tools and supplies the child need. I placed a disposable camera on the list somewhere between the notebook paper and ruler. In other words, the parents must supply the camera. They can be purchased for less than five dollars. The P.T.O. can help with the purchase of cameras as well. My school has a wonderful business partner who is always will to assist us in our endeavors. They will help to get the film developed for those who do not use a digital camera.

Pictures can speak volumes. They are powerful images that can evoke inquiry, spark the imagination, or render a wealth of information far beyond words. They can enlarge the meanings in journals and incorporate thoughts too difficult to put into words. One picture of a house in Mary Austin Holley’s diary gives us a glimpse of how people in Houston lived in the 1800s. A childhood picture of Anne Frank, her home and synagogue gives us insight into the conditions and affairs of her life. Photographs of shops that were looted and demolished, diseased and starving inmates of Buchenwald concentration camp tell a chilling story on their own. A picture of Michael Jordan as a twelve-year-old boy swinging a baseball bat is sure to be a delight to his young fans, and allows one to discover his other childhood interests and passions. As a basketball player, his flawless form gliding by his opponents and soaring to the rim is captured in another photo. Frida Kahlo’s self-portraits and scenes from her youth eagerly invite children into her world to experience her culture. Just recently one of her self-portraits sold for thousands of dollars.

I shall never forget when my father, now eighty years old, gave me a family portrait of his grandparents and their very small children. They were proudly sitting outside of what we would consider a house in disrepair. My grandfather and his siblings ranged in age from a small infant to about twelve years old. In the background I could see a well, a few garden tools, a water bucket, and a grassless yard. I wondered about their day-to-day lives and what it must have been like to live in such conditions. I stared intensely at my grandfather’s seven-year-old image and pondered the fact that in his loins was my father. According to my dad, my great-great-grandfather (my father’s great-grandfather) had been a slave who had learned to read and spell. This was quite unusual given that slaves would be severely punished if they tried to learn to read or write. Knowing this information helped me to understand that perhaps I had inherited a legacy of excellence and why my own dad always had a desire to gain more knowledge. His zeal and thirst for knowledge led him to become the first African American to receive a PhD from Texas A & M University. He is a prime example of one who has chronicled minor and major events in his life in a scrapbook complete with pictures, newspaper articles, speeches, and awards. He has the ingredients to create an autobiography. My great-great-grandfather’s name was John Andrew Pickens McAnee Henderson Johnson. He would tell an interesting story of how he kept the names of those who owned him. He talked about slavery without the usual bitterness. My great great-grandfather watched the sale of his mother and father while he was a young boy. It would have

been a wonderful treasure if he had been able to chronicle his feelings of helplessness and other events that happened during his lifetime in a journal or diary.

My maternal great-grandmother always kept boxes of family pictures in her home. She lived next door to the family owned business, Huckaby Funeral Home, on the corner of Dowling Street and Pease. Sadly her house and business have been demolished. All that remains is an empty lot and not even one photo of a business and a family that were once a vital part of the community! What a tragedy, and yet it happens more often than not. As a young girl, I would sit for hours pouring through hundreds of pictures of family members and ask questions about whom they were and how they were related to me. Some questions were readily answered with just a glimpse of those old photos. Ahh yes, from the pictures I could see that my full figure, distinguished nose, and tightly curled hair came from Grandma Kitty! Pictures speak volumes and can portray things that could not be easily put into words. In this unit, students will have the opportunity to photograph or draw family members and places in their neighborhood, thus creating a treasure trove of images and cherished memories.

### **Implementation of the Unit**

The goal of this unit is to help students understand that journal writing is one way to reflect on and preserve their thoughts and personal activities. In other words, it can be used to capture one's life story. They will understand that as they make entries into their journals, they become a primary source for information. This information can be used to enlighten future generations about life at the turn of the century. Students will also understand that a primary source is any piece of information that is used for constructing history as an artifact of its times. These often include works created by someone who witnessed first-hand or were part of the historical events that are being described, but it can also include relics or artifacts, such as jewelry, pottery, furniture, clothing, and tools. Another category of a primary source is creative works. This category includes poetry, drama, novels, music, art, and films.

Our main focus, however, will be in the category of original documents that include pictures, letters, interviews, autobiographies, diaries, and journals. Journal writing helps to build skills that may lead to writing a book, or a piece of legislation that could change the world in a positive manner. Academic proficiency will increase in reading since students will have to focus on details, summary, vocabulary, and main idea. Students will use an arsenal of adjectives as they describe in detail or elaborate on their environment and daily activities. They will also understand that photographs and drawings of their families and community will help future generations understand life in 21<sup>st</sup> century Houston, Texas. These photographs will document the existence of people, places, and things in their family, neighborhood, community and city. Students will read and discuss excerpts of historical accounts of people and places by authors and artists such as John Biggers, J.P. Bryan, Dorothy Knox Houghton, and Larry Albert. After careful observations and lengthy discussions, the students will answer questions such as "How effective would the text have been without the pictures?" or "Can art be used to help others understand the culture of a group of people?"

Several amazing books that feature the art of John Biggers have been published. They are filled with both color and black and white images that document the powerful spiritual symbols and geometric techniques he developed to create his unique art. Born in 1924 in North Carolina, he began his career with realistic evocations of the black Southern experience. *The Upper Room* (1984) depicts two Southern women carrying on their wrapped heads a building-house, a school, and a church, while alongside them a boy and girl climb toward the future on a vine--a hopeful narrative of solidarity and faith. We will his books to help give students ideas of how they can use art as a primary source.

*The Texas Diary*, edited by J.P. Bryan, depicts journal entries by Mary Austin Holley that describe the landscape and houses of areas in and around the Houston area. Students will use her method of describing in their journals.

“Bright Lights Strip City” and “Around the World on Beltway 8,” both by Larry Albert, will be used to show students how to use photographs and captions as a primary source.

They will read picture biographies of famous people focusing on their childhood experiences, such as Jackie Robinson, Frida Kahlo, Anne Frank, Michael Jordan, and George W. Bush. Students will compare their childhood with the characters in the book. Using a Venn diagram, they will indicate how they are like the character in the book and how they are different. Students will also analyze existing maps of their neighborhood in Southwest Houston and locate streets and major highways. Using Google Earth, students will locate those places and download pictures of those locations in the present. Students can access the Sanborn maps to see what their neighborhood looked like in the past. These maps are available online and can be accessed through the Houston Public Library. Key maps are used daily by those who must find their way around the city quickly. Students will learn how to use this tool and locate streets, neighborhoods, and buildings. They will also draw maps of their community, interview family or community leaders, photograph and draw the architectural designs of apartments, houses, and buildings in their community. They will keep a journal/diary of their personal activities at home and school. Drawings and photographs of people, places, and things by the students will enhance their journals. The end product will be a power point presentation or digital book that will be placed in a time capsule.

The following activities in this unit are meant to help very young students understand that in order to explore a community one must begin with an individual. Those individuals are a vital part of a family. Families make up neighborhoods, neighborhoods build communities and communities build cities. After reading picture books about individuals, families, and communities, students in Kindergarten and first grade will complete an activity that will help them develop an appreciation and awareness of the importance of their existence in their family and community. In the activity “All About Me,” students will place their picture on cardstock and include important information (with the help of parents and teachers), such as their name, address, birthday, place of birth, age/grade, teacher’s name, name of school, and hobbies. Pictures of their school, classroom, and home should be included if possible. Students should be aware that collecting and recording data about their lives helps to create cherished memories and preserve on paper certain stages in their lives. The teacher will combine this information on all students into an anthology for the classroom. This anthology will be housed in the school library.

The second and third graders will understand that families make up neighborhoods. They will capture images of their family members engaged in various activities and write captions explaining each picture. We will use Larry Albert’s “Around the World on Beltway 8” as an example. Albert photographed people, places, and things on Beltway 8 in Houston, Texas and added captions to explain or describe each picture. The students will emulate this format as they take digital photographs or draw people, places, and things in their environment. They will also draw pictures--using geometric shapes--of the apartment or house in which they live. We will examine this technique in John Biggers’ art and read *Art of John Biggers: View from the Upper Room*. Biggers is a pioneer in translating the rich heritage of African life into American art by using geometric techniques. I will die cut various shapes, sizes, and colors of circles, columns, squares, rectangles, triangles, cubes, etc. After identifying these shapes in a building, students will use the die cut shapes to reconstruct the building. They may choose to use this technique with their school, home, church, or businesses in the neighborhood. Students will keep a diary/journal of their personal activities at home and at school. Map skills will be incorporated in the lesson.

Students will identify streets and major highways on a map of Southwest Houston in their community. They will use a key map to locate neighborhoods and streets in Houston.

The fourth and fifth grade students will understand that neighborhoods build communities. They will take pictures of important sites and buildings in their communities and write captions to describe and explain each. At least one person of interest in the community will be interviewed. Students will also keep a journal/diary of their daily activities at home and school. Captions will also be used to describe photos of family members and friends. Students will also include important headlines from the newspaper to cite important current events during this time period. One hot topic that will be explored is an article regarding the closing of a public school in a declining neighborhood. Journals, photos, interviews, and current events will be placed in a time capsule.

A field trip will be scheduled to visit Project Row Houses and students will also be scheduled to observe the art of John Biggers.

I will begin this three week lesson by explaining to fourth and fifth grade students that structures such as schools, hospitals, businesses and houses continue to be demolished as an effort to renew or re-energize an area or community. The only recollection we have of many structures that have been destroyed comes from primary sources such as photographs, drawings, letters, diaries, speeches, and official records. I will ask questions such as, "Should a structure such as a school be saved or destroyed?" "Why or why not and how?" I will read excerpts from an article regarding the closing of Clinton Park Elementary School (*Houston Chronicle*, March 6, 2006) titled "Creating Foundation for Return of Families." Students will form smaller groups within the class and collaborate regarding the strategies the program Project Houston Hope used to improve a declining neighborhood such as Clinton Park Fidelity. Students will ponder the question "What could have been done to save the school and the declining neighborhood?" I will create a similar scenario for their school, Foerster Elementary School, and ask students to present evidence (using primary sources such as journals, photographs, drawings, official documents, letters, speeches, interviews, etc.) to persuade officials to save their school. Students will present their evidence in the form of a power point presentation or project/display board to the class.

## **LESSON PLANS**

### **Lesson One**

Students will understand that structures such as schools, hospitals, businesses, and houses continue to be demolished as an effort to renew an area or neighborhood. The only recollection we have of many structures that have been destroyed comes from primary sources such as photographs, drawings, letters, diaries, speeches, official records, etc. Because things are constantly changing, we must preserve those things that are important through primary sources.

#### ***Objective***

Students will use primary sources as a tool to persuade officials to save their school from being demolished.

#### ***Materials***

Newspaper article, camera and photo paper, pen and paper, power point, display board.

#### ***Activity 1***

Students will read an article regarding the closing of a public school. The class will form several smaller groups and discuss why the school was closed and how it could have been prevented. A recorder in the group will take notes of the discussion and record problems and solutions.



## ***Activity 2***

Each group will choose several primary sources, such as pictures, interviews, journals, speeches, and official documents, and use them as tools in a power point presentation or on a display board to persuade officials to save the school as a historical site. This activity will occur toward the end of the unit, since students will have a collection of pictures, journal entries, and artifacts that represent their school.

### ***Evaluation***

Students are graded according to a rubric.

1. The presentation was poor with little or no primary sources. The presentation was vague and unable to convince anyone to save the school.
2. The presentation was presented well. All students in the group participated. There was a variety of primary sources. The audience was convinced that the school should not be demolished.
3. The presentation was well executed. All members participated. There was a variety of primary sources. The audience was convinced that the school should be saved.

## **Lesson Two**

A Primary Source is a first-hand eyewitness account of an event. Students can gather first-hand information about people, events, topics, or places that a person may have written about in the past. When a person is a good researcher, he or she becomes an eyewitness to history.

### ***Objective***

The student will be able to identify a primary source in a list that includes secondary and primary sources.

### ***Materials***

I will use the following activity sheet; however, this can be done using the actual objects listed on the activity sheet.

### ***Activity 1***

Carefully read the following examples of sources. Place an X by the ones that are Primary Sources.

- 1. Diary kept by Anne Frank.
- 2. Photograph of three students working on computers at school.
- 3. Biography of Jackie Robinson.
- 4. Newspaper article about the Enron trial.
- 5. Television mini-series about President George Bush.
- 6. Scrapbook kept by Dr. James E. Johnson.
- 7. Photograph album containing pictures of classmates at from your school.
- 8. Minutes from the P.T.O. meeting last week.
- 9. Information about the people of China.
- 10. Cassette tape of an interview with the principal of your school.
- 11. An article in the newspaper about the Mayor of Houston.
- 12. Matthew Mason's will, 1896.

## ***Evaluation***

Students should score between 90-100 to master identifying primary sources.

## **Lesson Three: Our Community**

Many people depend on a key map to locate places in a city quickly. Some make their living by transporting goods and services to obscure places that are not widely known or recognized easily. The key map is a great tool to help locate a variety of places.

## ***Objective***

Students will use a key map of Houston to locate neighborhoods, streets, schools, hospitals, airports, libraries, museums, and parks in their community.

## ***Materials***

Copies of a portion of a Houston city key map

Highlighters

## ***Procedure***

I will introduce/review lines of latitude and lines of longitude, and using an index on a transparency. These skills are vital in using a key map.

## ***Activity 1***

Each student will be issued a copy of a portion of a key map. I will demonstrate how to use the street index and neighborhood index. Students will be given the names of several streets and neighborhoods to locate in the key map. This activity is for practice.

## ***Activity 2***

For the next activity students will continue to work with the Houston key map. Following my instructions, they will locate and highlight streets, neighborhoods, schools, hospitals, airports, libraries, museums, and parks in their community.

## ***Evaluation***

Students will write a paragraph explaining, step by step, how to locate places using a key map.

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