

Date:

Title/Focus: **Power Dynamics**

Grade Level: **9-12**

TEKS

- observation and perception
- creative expression
- historical & cultural relevance
- critical evaluation and response

Objectives & TEKS

TEKS 117.1.a.b.c

Students will . . .

- State a concept
- Give examples and non-examples
- Identify concept characteristics
- Use graphic organizer to make connections/understanding

Teacher Preparation & Materials

- List of Vocabulary Terms (See Vocabulary for PROFILES)
- Crossword Puzzle – Student Handout for PROFILE VOCABULARY
- A to Z vocabulary organizer
- Power Dynamics definition - When someone is included or excluded, a power dynamic may be at work. – Power Dynamics Organizer** (Methods used by different groups of people to influence or control others.) A power play can originate from a variety of sources or reasons: Language, Age, Authority, Size, Looks, Gender, Race, Knowledge, Location, Clothing, Money, Education, Orientation, or Disability.
- Power Dynamics/TimeLine Events Worksheet**
- Pyramid of Hate

Opening Activity

- The “Still We Rise” Exhibit presents an opportunity to examine how those with power influenced the lives and choices of African Americans in El Paso.
- Last time, we had some vocabulary from the exhibit. Let’s look at our A to Z and identify words that reflect POWER, INFLUENCE, or CONSEQUENCE.

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Group Activity

- Power Influences until there are Consequences. Distribute copies of Pyramid of Hate handout. Read the top caption of a Pyramid of Hate.
- Each level of the Pyramid is a POWER. To the left is the degree of its INFLUENCE. For each level, brainstorm with your partner CONSEQUENCES that may result. Use Timeline details, current events, personal experiences as you cite CONSEQUENCES.
- Whole group discussion.

Individual Practice

- Students will use the TIMELINE – MUSEUM RESOURCES*** to complete *Still We Rise* Timeline Worksheet.
- Students will write a paragraph after review of decades timeline about the Power Dynamics revealed in the events. (e.g. – What happens when a group is made into “the other”?)
- Students will continue to: 1) add to A to Z list, 2) complete definitions for vocabulary words, and 3) crossword puzzle worksheet.

Assessment

- Are students able to engage in collaborative discussions with partners on topics, building on others' ideas and expressing their own with clarity?
- Are students able to interpret information presented visually (e.g. timelines) and explain how the information contributes to an understanding of the topic?
- What additional vocabulary is being defined?

Timeline Events

(Use the Museum Timeline to fill in the blanks.)

1. **From** 1866 **to** 1901 **several** Buffalo Soldiers
Regiments were stationed at Fort Bliss
2. **What month and year were slaves in Texas freed?** June 1865
3. **Approximately how many enslaved were freed in Texas?** 250,000
4. **In 1924, who attempted to vote in El Paso?** Dr. Lawrence Nixon
5. **What year was he finally able to vote?** 1944
6. **Which president signed Executive Order 9981?** Harry Truman
7. **How many Black men served in World War II?** 1.2 million
8. **What was the consequence of Executive Order 9981?**
Banned segregation in military
9. **What was a consequence of Brown vs. Board of Education 1954?**
Segregation in schools was unconstitutional
10. **What city in Texas was the first to integrate its public schools?**
El Paso
11. **Which president signed the Civil Rights Act of 1964?** Lyndon B. Johnson

Timeline Events

(Use the Museum Timeline to fill in the blanks.)

- 12. The NCAA Basketball championship was won in 1996. UTEP is the name now. What was the name of the school in 1966? Texas Western**

- 13. Ron Stallworth, author of Black Klansman graduated from Austin high school in what year? 1971**

- 14. In 1992, Rodney King was beaten by four white police officers in Los Angeles, California.**

- 15. In 2020, George Floyd was killed. Protests against police brutality were worldwide.**

Having studied the Timeline - write a short paragraph about what happens when a group is made into “the other”. Consider power, influence and consequence. Try to include at least 3 new vocabulary terms.

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Timeline Events

(Use the Museum Timeline to fill in the blanks.)

- 1. From _____ to _____ several _____
Regiments were stationed at _____**
- 2. What month and year were slaves in Texas freed? _____**
- 3. Approximately how many enslaved were freed in Texas? _____**
- 4. In 1924, who attempted to vote in El Paso? _____**
- 5. What year was he finally able to vote? _____**
- 6. Which president signed Executive Order 9981? _____**
- 7. How many Black men served in World War II? _____**
- 8. What was the consequence of Executive Order 9981?
_____**
- 9. What was a consequence of Brown vs. Board of Education 1954?
_____**
- 10. What city in Texas was the first to integrate its public schools?
_____**
- 11. Which president signed the Civil Rights Act of 1964? _____**

Name:

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Timeline Events

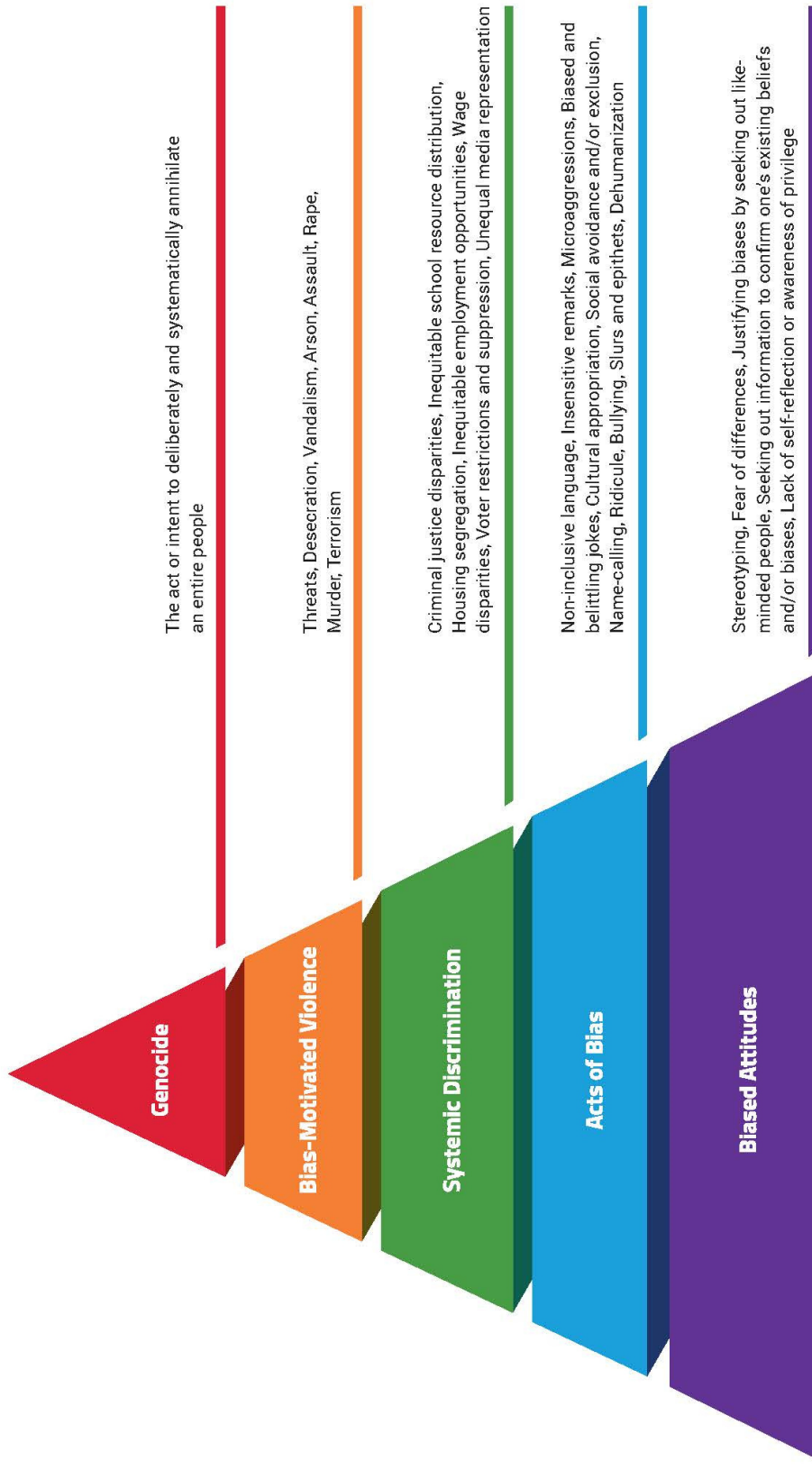
(Use the Museum Timeline to fill in the blanks.)

- 12.** The _____ championship was won in 1996. UTEP is the name now. What was the name of the school in 1966? _____
- 13.** Ron Stallworth, author of _____ graduated from Austin high school in what year? _____
- 14.** In 1992, _____ was beaten by four white police officers in Los Angeles, California.
- 15.** In 2020, _____ was killed. Protests against police brutality were worldwide.

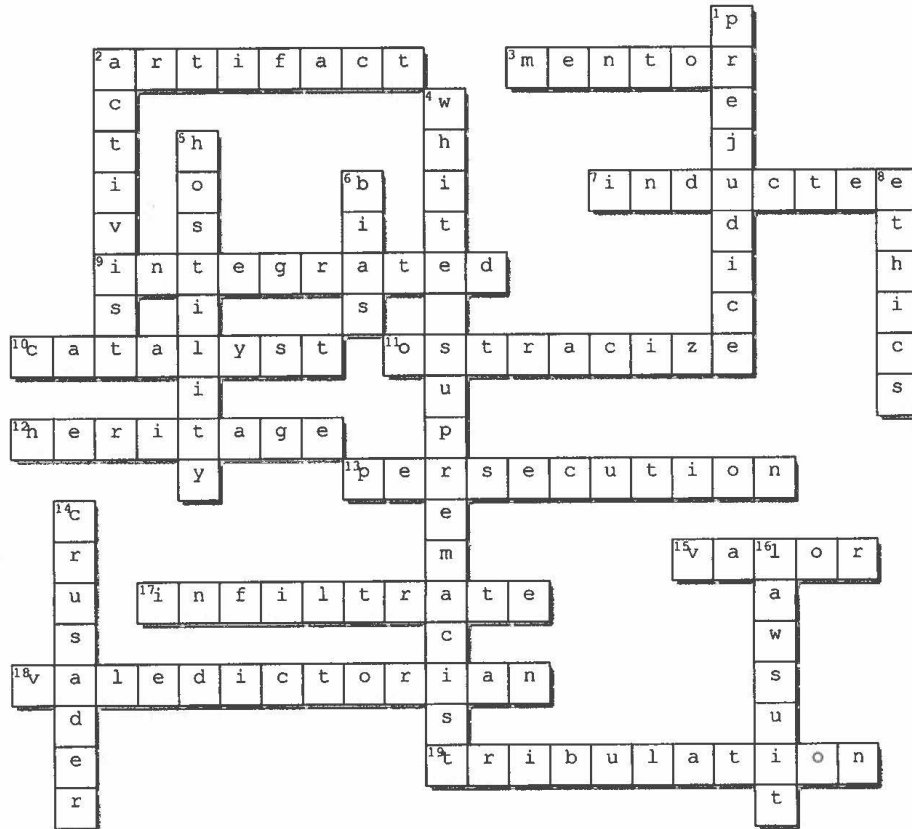
Having studied the Timeline - write a short paragraph about what happens when a group is made into “the other”. Consider power, influence and consequence. Try to include at least 3 new vocabulary terms.

ADL. PYRAMID OF HATE

The **Pyramid of Hate** illustrates the prevalence of bias, hate and oppression in our society. It is organized in escalating levels of attitudes and behavior that grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels; unlike a pyramid, the levels are not built consecutively or to demonstrate a ranking of each level. Bias at each level reflects a system of oppression that negatively impacts individuals, institutions and society. Unchecked bias can become “normalized” and contribute to a pattern of accepting discrimination, violence and injustice in society. While every biased attitude or act does not lead to genocide, genocide takes place within a system of oppression in which the attitudes and actions described at the lower levels of the pyramid are accepted. When we challenge those biased attitudes and behaviors in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.



Community & Museums - Complete the crossword puzzle below



Across

- 2. object made that has archeological or cultural interest (**artifact**)
- 3. somebody who advises and guides a (usually) younger person (**mentor**)
- 7. person formally placed in a position or office (**inductee**)
- 9. open to everyone, regardless of race, religion, gender (**integrated**)
- 10. something/body that makes a change happen (**catalyst**)
- 11. exclude from society (**ostracize**)
- 12. something somebody is born into (**heritage**)
- 13. unfair treatment of others because of race, religion, etc. (**persecution**)
- 15. courage, especially shown in war or battle (**valor**)
- 17. to become part of an organization in order to gather information (**infiltrate**)
- 18. the best student (**valdictorian**)
- 19. hardship or suffering (**tribulation**)

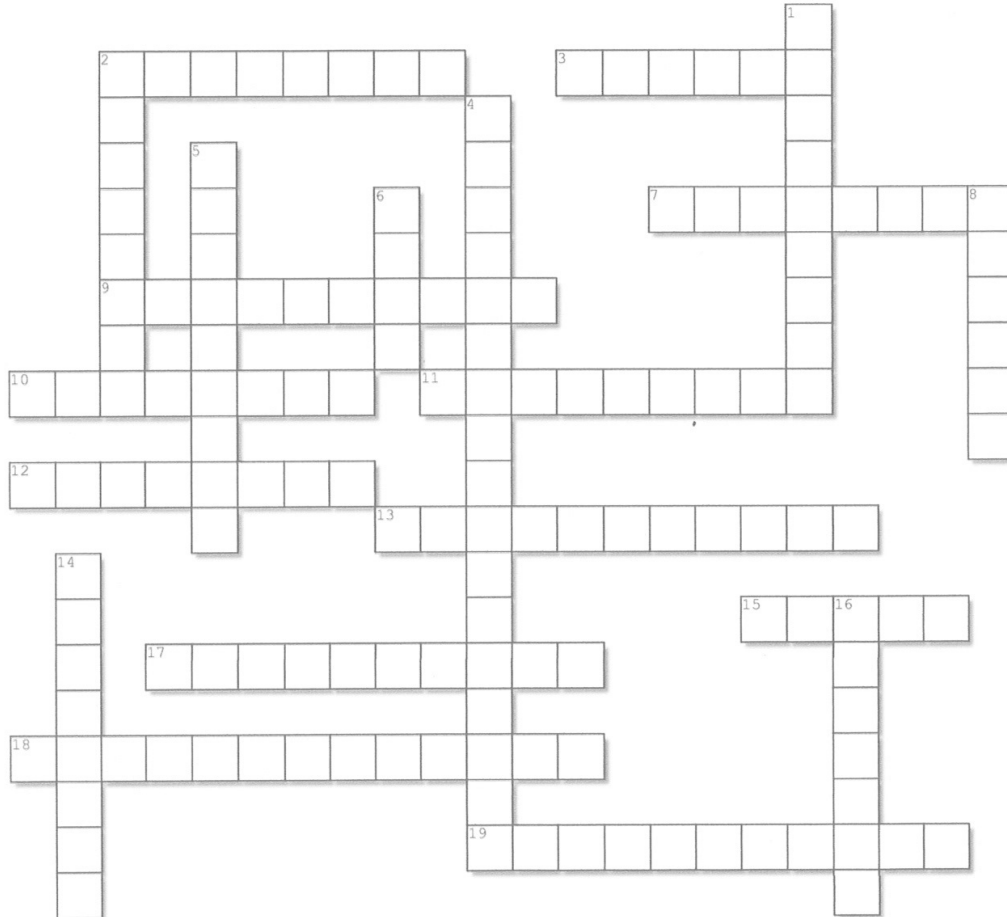
Down

- 1. Opinion formed beforehand (**prejudice**)
- 2. Person who acts in pursuing a political or social end (**activist**)
- 4. A racial view of hate (**white supremacist**)
- 5. Feeling or attitude of hatred or anger to others (**hostility**)
- 6. Unfair preference for or dislike of something (**bias**)
- 8. Set of standards (**ethics**)
- 14. A vigorous campaigner for or against something (**crusader**)
- 16. Court case between individuals (**lawsuit**)

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