



Augustine Martinez recipient of Distinguished Service Cross

Online Collections Database, 1926.28.257, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online.

Fighting a Different War: The Struggle for Civil Rights on the Home Front

Recommended Grade Levels: 10-12

Course/Content Area(s): World History or U.S History

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LESSON OVERVIEW:	Students will look at the different experiences of three prominent marginalized groups in the history of the United States (African Americans, Mexican Americans, and Native Americans), then compare and contrast the prejudice around them as well as how they assisted in the United States war effort in World War I through the use of videos, scholarly articles, newspaper articles, and culminating with the children’s book, <i>Soldier for Equality: Jose de la Luz Saenz and the Great War</i> .
OBJECTIVES:	<i>Students will:</i>
	<ul style="list-style-type: none"> ● Identify the United States’ discriminatory practices against non-white groups ● Analyze and explore why someone might serve in the military or contribute to a country that does not treat them equally. ● Begin to track the progress of the Civil Rights movement and set the stage for further development in that area.
STANDARDS ALIGNMENT:	<p>National Council for the Social Studies (NCSS) C3 Framework Standards:</p> <p>D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>
TIME NEEDED:	90 Minutes
INTERDISCIPLINARY:	ELA - WW1 poetry and short stories may be read and analyzed to provide students with a better grasp of how WW1 impacted different aspects of civilian, post-war, and veteran life.
PRIOR KNOWLEDGE:	<ul style="list-style-type: none"> ● Students should have a working understanding of past discriminatory practices of the United States and state governments against Indigenous Americans, and African Americans, and an understanding of current feelings towards Mexican Americans.
MATERIALS NEEDED:	Service During WWI Slides Blank Graphic Organizer

	<p>Completed Teacher Graphic Organizer</p> <p>Readings (Print or provide digital access for students)</p> <ol style="list-style-type: none"> 1. W. E. B Du Bois’s “First Your Country, Then Your Rights.” 2. How WWI Changed America: African Americans in WWI 3. “How do we Indians Stand on the War” 4. How WWI Changed America: Native Americans in WWI 5. <i>Soldier for Equality: Jose de la Luz Saenz and the Great War</i> by Duncan Tonatiuh (Will need to be purchased by the teacher, borrowed, or potentially acquired via InterLibrary Loan) 6. An alternate for <i>Soldier for Equality</i> is “Search for Lost Soldier Shows How Little We Know About Latinos in WWI” <p>Pencil/Pen Blank paper if having students write down their responses For additional/alternative readings, see the Further Resources section below.</p>
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<h2>LESSON</h2>
PRE-ASSESSMENT/INTRODUCTION/HOOK:
Use the attached Google Slides to gauge students' opinions and thoughts on how/if marginalized groups would contribute to their nation when at war. This introduces the main idea to students while allowing them to critically think about past injustices and how they impact a group's outlook on their nation. The Slides are intended to be used with Pear Deck to give students a safe space to discuss their opinions. Depending on your classroom you could have students write their answers down or have them openly discuss them as a class or in groups.
DIRECTIONS: 90 minutes
<ol style="list-style-type: none"> 7. Give 10-15 minutes for students to answer the questions on the Google slides and facilitate discussion with them. 8. Students should be provided with a copy of the blank graphic organizer as they begin to do their reading and watching. 9. Students will be asked to read or follow along with the teacher for W. E. B Du Bois’s “First Your Country, Then Your Rights.” This is an argument laid out by Du Bois to convince African Americans to enlist in the army. 10. Accompanying video after students have gone through the graphic organizer with the teacher to help in clarifying any remaining questions. How WWI Changed America: African Americans in WWI 11. Students will then be asked to read or follow along with the teacher for the article “How do we Indians Stand on the War”? Which talks about why Native Americans should serve during World War I. <ol style="list-style-type: none"> a. Context: Wassaja was a Native American-owned newspaper named after Dr. Carlos Montezuma also known as Wassaja which means “signaling” or beckoning” Dr.

Montezuma was a staunch advocate for Indigenous Americans and often criticized the United States government and the Bureau of Indian Affairs over their treatment of Indigenous Americans. He helped to found the Society of American Indians in 1911 which was the first Native American Civil Rights group.

12. Accompanying video after students have gone through the graphic organizer with the teacher to help in clarifying any remaining questions. [How WWI Changed America: Native Americans in WWI](#)
13. Students will then be asked to follow along with the teacher for the book *Soldier for Equality: Jose de la Luz Saenz and the Great War* by Duncan Tonatiuh (Will need to be purchased by the teacher, borrowed, or acquired via InterLibrary Loan)
14. Could additionally use the following article in conjunction with or in replacement of *Soldier for Equality* [“Search for Lost Soldier Shows How Little We Know About Latinos in WWI”](#)

POST-ASSESSMENT:

Students should be assessed with an exit ticket or a short essay asking students to synthesize the information into paragraph form discussing the discrimination faced by 1 of the 3 groups, why they chose to enlist, and if the enlistment made a positive contribution towards these group’s fight for equality in the United States.

MODIFICATIONS/ACCOMMODATIONS

- Depending on your student's grade level or reading level you could find different readings, or alter readings, to better fit your needs. Some additional readings are included in the Further Resources section below.
- If you are fluent in Spanish or could coordinate with a Spanish teacher, [La Prensa](#) is a Spanish-American newspaper that advocated for Mexican American enlistment during WW1.

Further Resources:

1. [Native Americans in WWI: Courage and Sacrifice](#)
2. [America's First "Code Talkers"](#)
3. [Firsthand Accounts from Black Soldiers in WWI](#)
4. [African American Women and WWI](#)
5. [African American Experience in WWI](#)

Bibliography:

Contreras, R. (2024, September 5). Search for lost soldier shows how little we know about latinos in WWI. Axios. <https://www.axios.com/2023/09/05/latino-veterans-world-war-texas>

Montezuma, W. (1918, May). How do we indians stand on the war? *Wassaja*.

Taylor, J. (2018, May 16). (1918) W.E.B. Du Bois, "Close Ranks," Editorial from The Crisis. BlackPast.org. <https://www.blackpast.org/african-american-history/w-e-b-du-bois-close-ranks-editorial-from-the-crisis-july-1918>