LESSON OVERVIEW
Macario García was a Medal of Honor-winning soldier in World War II. He is also known for the controversy surrounding the time in 1945 when he was turned away from a café in Richmond, Texas. In this lesson, students will explore primary and secondary sources from the time period to assess the dynamics of race that existed during World War II, both in the military and on the home front.

Note: This lesson plan uses the Stanford History Education Group’s Reading Like a Historian Framework. This method teaches students how to explore primary source documents and investigate historical questions by employing strategies such as sourcing, contextualizing, corroborating, and close reading. To see this process in action, watch this video series available on the Teaching Channel.

GRADES
9–12 (This lesson plan is suitable for middle school students with modifications such as excerpting the primary source documents used.)

OBJECTIVES
• Students will understand the military experience and later experiences of Macario García as representative of the experience of Latino soldiers during World War II and its aftermath.
• Students will be able to analyze primary documents to answer an essential question.

ESSENTIAL QUESTION
How do Macario García’s experiences represent both the achievements and significant challenges faced by Latino soldiers during World War II? Use primary and secondary source documents from the time period to support your answer.

LESSON PROCEDURE
1. Warm-up:
The purpose of this section is to generate student interest in the lesson.
   • Project the photograph of President Harry Truman awarding the Medal of Honor Citation to Staff Sergeant Macario García and lead students through a quick exploration of the image.
     o Ask students a series of questions that lead them to notice details in the image. (e.g., What is happening in the image? Who do you think the man in the blue suit is? How do you think each of them feels?)
   • Project the article “Latin-American Hero Faces Charges in Brawl at Cafe.” Tell students that this was the headline in García’s hometown newspaper just one month after the Medal of Honor ceremony.
     o Ask students to hypothesize what might have happened.
   • Tell students that the circumstances of García’s story will be used to illustrate larger themes regarding the role of Latinos in World War II and in the U.S. during the war’s aftermath.

2. Video and Discussion of Its Themes:
The purpose of this section is to discuss the events and themes presented in the video.
   • Watch the clip from episode 3 of Latino Americans, “War and Peace” (1:30–17:50) and have students complete the video worksheet.
   • Once the students have completed the worksheet, ask the following questions:
     o What were the major events and who were the major players mentioned in this video? What is their significance?
     o What was the filmmaker’s point of view? How does this point of view affect the presentation of facts, events, and people?

For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
3. **Build Background Knowledge:**
During the exploration of primary source documents, students will be asked to contextualize the documents within the time period. This section is intended to build background knowledge about Latinos’ participation in World War II generally and the experience of Macario García specifically.

- **Key ideas:**
  - Latinos fought alongside whites in all branches of the service. Percentage-wise, Latinos received more military commendations than any other ethnic group. García was one of these commended soldiers.
  - Many Latinos were celebrated as heroes for their service during the war; García was just one example.
  - When Latinos returned home, many faced the same discrimination they had faced before the war.

4. **Exploration of Primary Source Documents:**
In this section, students will use a Historical Thinking Chart to explore primary sources that describe the story of Macario García both during and after WWII. In preparation, make copies of each of the documents. These may then be posted around the room for a gallery walk, or the teacher can choose to make copies of all of the documents for all students. The Historical Thinking Chart is set up so that the teacher can decide which documents to present to the students (the main consideration being the amount of time the teacher can dedicate to the activity). The exploration can also be modified by telling students that they must explore a set number of documents within the time allotted.

- **Pass out the blank Historical Thinking Chart.**
  - If necessary, introduce students to the terms *sourcing, contextualization, corroboration,* and *close reading* as steps historians take to paint a full picture of any historical event and be critical consumers of information.
  - If doing a gallery walk, bring students’ attention to the posted documents, and explain that they will circulate around the room reading the documents and filling out the notes template for each one. Give students at least thirty minutes to rotate around the room.
  - Alternately, the teacher may give students copies of all the selected documents to work on individually or in small groups.
  - Optional: Have students complete a Primary Source Worksheet for each corresponding document.

5. **Discussing the Documents:**
The purpose of this section is to explore the events and themes more deeply.

- **Bring the class back together.** If students were not able to see all of the documents in the time allotted, you may want to give them a few minutes to share notes with other students who were able to see documents they did not get a chance to view.
- **Lead a discussion that helps students connect these documents to the following questions:**
  - Why did Macario García receive the Medal of Honor?
  - Did his actions at the Oasis Café detract from his image as a hero?
  - Was the fact that García was decorated with the Medal of Honor evidence that racism against Latinos did not exist within the army? Why or why not?
  - The civil rights movement began not long after the end of World War II. What evidence do you see in the documents from today that point to the reasons for this?
6. **Closing:**
The purpose of this section is to give students a chance to synthesize their thoughts independently in writing.

- Give students the following writing prompt:
  
  *How do Macario García’s experiences represent both the achievements and significant challenges faced by Latino soldiers during World War II? Use primary and secondary source documents from the time period to support your answer.*

- Give students time to compose their paragraphs.
WARM-UP WORKSHEET

PRESIDENT HARRY TRUMAN PRESENTS STAFF SERGEANT MACARIO GARCÍA WITH THE CONGRESSIONAL MEDAL OF HONOR, AUGUST 23, 1945.
National Archives and Records Administration.
QUESTIONS

1. What does this image portray?

2. What message does the image convey about the status of Latinos in U.S. society in 1945?

3. What impact do you think the image might have had on the discrimination Latinos faced in the U.S. in the years following World War II?
“LATIN-AMERICAN HERO FACES CHARGES IN BRAWL AT CAFÉ,” AMARILLO DAILY NEWS, SEPTEMBER 25, 1945.
United Press International.

HOUSTON, Sept. 25 (U.P.)—When Staff Sgt. Marcario Garcia, 25 years old, of Sugarland, winner of the Congressional Medal of Honor for valor in combat, returns from Washington with his discharge, he will find himself liable to arrest for assault and battery and aggravated assault.

The charges were filed as a result of a fight when a Richmond, Tex., cafe owner refused to serve Sgt. Garcia because he is of Mexican decent.

Sgt. Garcia, according to witnesses, became angered when he was refused a cup of coffee and was told that “we don’t serve Mexicans in here.”

A baseball bat was used on the young hero during the argument.

Houston attorneys, headed by John Herrera, vice president of the United Latin American Citizens, will move to Richmond to defend the soldier if District Attorney Robert Bassett of Richmond chooses to prosecute.

Two sailors, John and Jim Brown, who live near Sugarland, Tex., and were in the cafe at the time of the incident, said that Garcia was justified in becoming angered when refused service. They went to his aid when an unidentified man struck him with the baseball bat.

Jim Brown reported that “the sergeant asked for coffee and was insulted when they told him they did not serve Mexicans. He protested and was told to get out. A scuffle ensued and when some guy hit him with the baseball bat we interfered.”

Sgt. Garcia was presented the Congressional Medal by President Truman. He was decorated for heroically knocking out several machine gun nests and killing several snipers who had pinned his company down in Germany.

His company faced death, until, although wounded, he volunteered to clear out the enemy.

His parents live on a tiny farm near Sugarland.
QUESTIONS

1. How is Macario García portrayed in the article?

2. What details and facts are included in the article? What details are excluded?

3. How do the eyewitness accounts of John and Jim Brown shape how the incident is presented?

4. Is the article objective in its reporting of the incident? If not, to whom do you think the reporter is sympathetic?
VIDEO WORKSHEET

DIRECTIONS
Answer the following questions using the information provided in the episode.

1. The video traces the story of the friendship between naval enlisted man Charles Wheeler and navy pilot Ensign Manuel Gonzales. Why was Wheeler so surprised by the fact Gonzales was an officer and a pilot?

2. According to the video, what contributions did Latinos make during World War II and what impact did they have on the U.S. during wartime?

3. What are examples of discrimination that Héctor P. García and his family experienced, especially as he sought to serve in the U.S. military and as his family fled the Mexican Revolution to Texas?

4. How did the living conditions and military experiences of Puerto Ricans reveal the inequalities they faced in the U.S., despite their full citizenship?

For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
5. According to the video, how did Latinos’ understanding of their own citizenship in the U.S. change during the World War II era?

6. What living conditions did Macario García experience growing up in Texas?

7. Briefly describe Macario García’s actions in the Battle of Hürtgen Forest on November 22, 1944.

8. Which of Macario García’s actions that day do you believe demonstrated the greatest courage?
PRIMARY SOURCE WORKSHEET

WILLIAM WALTON, “THE BATTLE OF HÜRTGEN FOREST,” LIFE MAGAZINE, JANUARY 1, 1945, VOL. 18, NO. 1.

LIFE Magazine

Crouching in the tangled underbrush beneath a fallen tree, a little band of U.S. Infantrymen hear German shells crashing down in the woods close by.
Five miles southeast of Aachen is the Hürtgen Forest, 50 square miles of tall firs and Siegfried line pillboxes. In September U.S. troops went into the forest and after ten weeks of eerie, murderous fighting they came out of it. Last week the German counteroffensive threatened to outflank the Americans holding the forest but, told by "Time" and LIFE William Walton, it could not efface the story of courageous men who took it.

The sergeant named García couldn’t believe his eyes when he saw six American engineers warily working their way across the flat, unfenced fields into Grosshau. García knew that Grosshau was still very much in German hands. As he watched in the cold gray afternoon from his shell crater he saw happen just what he knew would happen.

The Germans burrowed into the cellars of the ruined village, let the engineers creep 200 yards past the first house, then opened fire from all sides. The engineers disappeared in a burst of flame, either dead or prisoners.

Nobody could find out who had given the engineers orders to enter Grosshau. One of those snafus which are part of any battle. Neither could anyone find out, after the battle of Hürtgen Forest had ended, just exactly what Sergeant García had done then. All they knew was that García and a half dozen other gunners had left skeleton crews at their antitank guns a quarter of a mile up the road from Grosshau. Then they crawled down into the village outskirts, killed the Germans in the nearest cellars, recaptured the engineers and crawled back with them to the American lines.

García was wounded. So nobody could get a detailed account from him before he was carried back to a clearing station. Not even his first name. Somebody remembered he had just got American citizenship a year ago. That was all. The regimental colonel when he heard about it said, "That man is going to get the best medal I can give him. Somebody must find out all the details." But the fight for Grosshau and the last dank patches of Hürtgen Forest were still too hot just then for any careful research, and García’s
feat had been only a little more heroic than those of hundreds of other men who in the tumult and confusion had been daring and courageous and resourceful. Most of their braveries never would be known, except to the few who witnessed them, just as no man would ever know all that had happened in the battle of the Hürtgen Forest.

Hürtgen Forest is a name to carve some day on the war memorials of America beneath such evocative place names as Château-Thierry, the Argonne forest and the Wilderness of the Civil War. Other battles in this war have been more dramatically decisive—Normandy, St. Lô, the Falaise pocket—but none was tougher or bloodier than the battle for this Hürtgen Forest.

Close-ranked firs towering 75 to 100 feet make the Hürtgen Forest a gloomy, mysterious world where the brightness of noon is muted to an eerie twilight filtering through dark trees onto spongy brown needles and rotting logs. Occasionally a neat ditch to control forest fires slices through the overgrowth. A few woodchoppers’ huts such as old Germanic folk tales describe are hidden among the trees. On the western fringe four villages—Rott, Zweifall, Vicht and Schevenhütte—fill small clearings. Otherwise the Hürtgenwald is a fathomless sea of darkness, somber enough in peacetime, in wartime sinister with lurking enemies, evil with whining bullets and bursting shells that leave broken trees and broken men in tangled fraternity.

American troops had been in the forest since mid-September when the 1st, 4th and 9th Divisions overran the outer Siegfried defenses with the momentum gained through France and Belgium. Two Hürtgen villages, Zweifall and Schevenhütte, fell before overtaut supply lines pulled the First U. S. Army up short. Not until mid-November could the starting signal be given again.

By Nov. 16 the 9th Division had been withdrawn from its dug-in Hürtgenwald positions and the 4th Division, first ashore in Normandy, substituted to spearhead the attack. The 4th commander, Major General R. O. Barton, sent his 12th Regiment in on the left.
QUESTIONS

1. Briefly summarize the article’s description of Macario García’s actions during the Battle of Hürtgen Forest.

2. Why did the magazine article include the story of García as an introduction to the much longer account of the Battle of Hürtgen Forest?

3. How is the article’s account of the battle similar to the account in the video? How is the article’s description of the battle different than the video?
PRIMARY SOURCE WORKSHEET

A. S. CURTIS, MEDAL OF HONOR COMICS, SPRING ISSUE, 1946, VOL. 1, NO. 1.

A. S. Curtis.

For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
Macario García

Congressional Medal of Honor

Hero

Staff Sergeant Macario García

by A. S. Curtis

Nov. 17, 1944, near Grosstau, Germany. García’s Company “B”, 22nd Infantry, attacks prepared enemy positions on a wooded hill which can be approached only by meager cover.

Come on fellows, let’s get them!

Staff Sergeant Macario García, Mexican-born infantryman from Texas. Although wounded, singlehandedly he stormed two flaming machine guns, killing or capturing their crews. For this, he received the nation’s highest award, for valor.

Pinned down by intense machine gun fire from the hill as well as by mortar and artillery, Co. “B” faces a crisis. Although painfully wounded, García refuses to be evacuated.

You’re hit, fella! Let me get you back to the medics.

No, I’m stickin’ with you! No, I’m O.K.

On his own initiative, García crawls forward towards the enemy.

For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
...TO hurl grenades at an emplacement, destroying the gun and gunner, and causing the crew to attempt flight!

WITH his rifle, García kills three of the enemy who attempted to flee.

GÖTUNSHIMMEL! HE got all of us!

NOT SO FAST, GUY?

GARCÍA / YOU knocked out that whole machinegun and its crew—nice going!

JUST LUCK, I GUESS, FELLOWS.

UTTERLY disregarding his personal safety, García storms the position...

WE got to get that machinegun!

KAMERAD / HANDS up, you nut-slug.

...destroying the gun, killing three and capturing four Nazis! Through García’s action, Co. “B” now continues its advance forward. García finally accepted medical aid; and for his conspicuous heroism, and his inspiring courageous conduct and achievement, he was awarded the Congressional Medal of Honor!
QUESTIONS

1. Who is the audience for this comic book?

2. How is Macario García portrayed? How is the comic similar to or different from other accounts of García’s heroic actions?

3. Why publish García’s story in comic book form? What impact do you think this depiction of García’s story had on the comic book’s readers?
RECOMMENDATION FOR AWARD OF THE MEDAL OF HONOR, FEBRUARY 1, 1945.
National Archives and Records Administration.

AG 200.6 Garcia, Macario (SM) (Enl)

SUBJECT: Recommendation for Award of the Medal of Honor.

THRU: Commanding General, 4th Infantry Division, APO #4, U.S. Army.

TO: The Adjutant General, War Department, Washington 25, D.C.

Under the provisions of AR 600-45, dated 22 September 1943, as amended, and 11th, HQ, ETOUSA, file AG 200.6 NPG, Sub: Awards and Decorations, dated 12 June 1944, it is recommended that the Medal of Honor be awarded to the following enlisted man for conspicuous gallantry and intrepidity at the risk of his life above and beyond the call or duty in action involving actual conflict with an enemy.

1. Personal Data:
   a. Name: Macario (SM) Garcia, Staff Sergeant 3214642
   b. Rank: Staff Sergeant
   c. Branch: Infantry
   d. Company: "B", 22nd Infantry

2. Service:
   a. Staff Sergeant Garcia was a Private First Class, ASN 3214642, assigned to Company "B", 22nd Infantry, and was serving in the capacity of acting rifle squad leader at the time of the action upon which this recommendation is based.

3. Decorations previously awarded:
   a. Bronze Star Medal, General Orders No. 89, 4th Infantry Division, APO #6, U.S. Army, dated 6 December 1944, for heroic achievement in connection with military operations against the enemy in the United States in Germany on 16 September 1944; Purple Heart, General Orders No. 37, 4th Infantry Division, APO #4, U.S. Army, dated 13 July 1944, for wounds received in action in France on 20 June 1944; Oak-Leaf Cluster to the Purple Heart, General Orders No. 25, 121st Station Hospital, dated 18 December 1944, for wounds received in action in Germany on 27 November 1944.

4. No decoration has previously been awarded for this act, and Staff Sergeant Garcia has not previously been recommended for an award on the basis of this or related acts.

5. The entire service of Staff Sergeant Garcia, since the rendition of the deed upon which this recommendation is based, has been honorable.

6. Entered the military service from: Sugarland, Texas.

7. Nearest relative: Mrs. Josefa Garcia (Mother), Box #251, Sugarland, Texas.

R-E-S-T-R-I-C-T-E-D
AG 800.6 Garcia, Macario (NM) (Hnl) Ltr, Recon for Award, 1 Feb 45 (Cont'd)

2. General Data:
   a. The officer recommending this award has personal knowledge of the act upon which the recommendation is based. Statements of two eye-witnesses are attached as Enclosures No. 1 and No. 2.
   b. The recommendation is not supported by official records.

3. Specific Data:
   a. Exact date of act: 27 November 1944.
   b. Location at which act was performed: Vicinity of Grossau, Germany, Sketch is attached as Enclosure No. 5.
   c. The following combat information is submitted:
      (1) Character of terrain: Wooded and hilly; of hostile observation; Excellent;
      (2) Character of enemy fire: Heavy machine-gun; mortars, artillery and rifle fire;
      (3) Visibility: Good;
      (4) Time of day: 1000;
      (5) Atmosphere conditions: Cold;
      (6) Location of enemy: Entrenched in pillboxes and dug-outs in the vicinity of Grossau, Germany;
      (7) Casualties sustained: None;
      (8) Casualties sustained: Heavy;

4. As a result of this act by Staff Sergeant Garcia, Company B, 88th Infantry, was released from the withering machine-gun fire which had pinned it down, permitting the company to seize and hold its objective, which, in turn, enabled the 1st Battalion, 88th Infantry, to accomplish its mission of gaining control of the important road network in the vicinity of Grossau, Germany.

For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
AN 800,6 Garcia, Macario (NMI) [Enl], Ltr, Recon for Award, 1 Feb 45 (Cont’d)

...nously by gallantry and intrepidity at the risk of his life above and beyond the call of duty. On 27 November 1944, Company "D", 82nd Infantry, was attacking a hill in the vicinity of Grossau, Germany. The ground directly in front of the hill was wooded; to the right a gulley, and on the left a bald slope. The only route of attack was through an open field directly in front of the wooded area. When the two "en line" platoons were almost to their objective, they were fired upon and pinned down by enemy machine-guns and rifle fire from entrenched positions in the wooded area. Many casualties were suffered, and almost immediately the enemy placed mortar and artillery fire on the troops. After the barrage had lifted the support platoon was committed. In a vain effort to get to the flanks, this platoon, too, was pinned down, and another barrage fell on the company.

"In this action Staff Sergeant Garcia was a squad leader in the support platoon. The heavy German fire which pinned-down the company inflicted casualties on the support platoon as it moved forward and to the flanks. Among the casualties was Staff Sergeant Garcia — his right shoulder wounded by a shell fragment, seeing the plight of Company B under the heavy machine-gun and small arms fire, and the heavy artillery and mortar concentrations, Staff Sergeant Garcia refused to be evacuated. On his own volition, alone, and though wounded, he worked his way to the woods on the right flank of his company and crawled up the slope towards the known enemy machine-gun nest. He threw hand-grenades into the enemy position and the gun ceased firing. Three enemy soldiers, trying to evacuate the position, were killed by Staff Sergeant Garcia with three accurate shots from his M-1 rifle. Upon his return to the company, another enemy machine-gun opened fire from a different section of the woods, grazing Company B’s front end again pinning down the men. Still refusing medical evacuation, Staff Sergeant Garcia again left his pinned-down comrades, worked up the slope and through the waist-high grass, and assaulted this second machine-gun nest. He knocked out the gun with hand-grenades, shot and killed three more Germans with his rifle, and then returned to his company a second time, this time bringing four Germans he captured in the latter action.

"Only then, with the withering automatic fire which covered all feasible routes of approach for the Company eradicated, did the remaining thirty-five men of Company B drive on to their objective with the undisputed glory of having won one of the greatest battles of the Hurtgen Forest. After the objective had been taken, and only upon orders then, was Staff Sergeant Garcia evacuated to the rear for medical treatment.

"Due to the initiative, bravery and patriotic devotion of this soldier (who had just recently become a citizen of the United States and who said he "wanted to do something for my country") the lives of many men were saved, and Company B, 82nd Infantry, was able to seize its objective, dominating terrain from which the fortified German town of Grossau was cut off from the west."
Personally appeared before me, the undersigned officer, duly qualified to administer oaths, ROBERT H. WESSELMANN, 2/SOT. ABN 52024160, Company "B", 32nd Infantry, who, after being first duly sworn, states under oath as follows:

"On 27 November 1944, "B" Company, 32nd Infantry was attacking a hill near Gerswald, Germany. The hill was strongly defended with fortified positions by machine gun and rifle fire. The enemy was "dig-in" in a wooded area in the approach to the hill. The only route of attack was an open field in which the growth of grass was waist high. On the right was a pulley and on the left a bald slope. The company attacked the platements abreast and upon getting almost to their objective were fired upon by enemy machine gun and rifle fire. After a heavy mortar and artillery barrage, and the commitment of the support planel, I saw Private First Class Garcia go into the weeds in front of my position. I saw him crawl up almost to the enemy emplacement and threw several grenades. Later at the sound of N-1 rifle fire, I saw Private First Class Garcia kill three Germans as they were leaving their positions. The machine gun fired me more after this action. He soon had Private First Class Garcia rejoined the company, when he was fired upon by another machine gun from a different part of the woods. He then took off again, and unassisted he killed three more Germans and captured four prisoners. After the company had reached its objective, Private First Class Garcia had to be ordered to the rear for medical treatment of a wound in the shoulder sustained before he went into the weeds for the first time. His heroism saved the lives of many men and allowed the company to reach its objective."

Further deponent sayseth not.

ROBERT H. WESSELMANN
2/SOT. ABN 52024160
Company "B", 32nd Infantry

Subscribed and sworn to by the above named individual before me at:

GOSTINGEN, LUXEMBOURG on this 10th day of December 1944.

CAPTAIN, INFANTRY
ADJUTANT.
For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
For related educational resources, visit www.humanitiestexas.org/education/latinoamericans
QUESTIONS

1. These documents are related to the official citation for Macario García’s Medal of Honor. What was the purpose of these accounts of García’s actions?

2. What elements are included in the official citation but are missing or different from the video’s account of the battle?

3. What elements of the official citation are missing or different from the account of the battle in the LIFE magazine article?

Courtesy Houston Metropolitan Research Center at Houston Public Library.
QUESTIONS

1. Why do you think the League of United Latin American Citizens (LULAC) chose to honor the accomplishments of Macario García?

2. How does the article describe García?

3. What are García’s postwar plans, according to the story?
PRIMARY SOURCE WORKSHEET

“VETERAN HERO RESENTS BEING REFUSED SERVICE,” BORGER DAILY HERALD, OCTOBER 18, 1945.

The Portal to Texas History, University of North Texas Libraries; crediting Hutchinson County Library, Borger Branch.


The charges were the outgrowth of a disturbance in a local cafe after Garcia said he was refused service.

Mrs. Andrews, one of the owners of the cafe, said she was struck in the mouth during the disturbance.

Garcia, a naturalized citizen of Mexican birth who now lives in Sugarland following a recent discharge from the army, was accompanied here by his attorney, John J. Herrera, and R. E. (Bob) Smith, chairman of the Texas Good Neighbor Commission.

The disturbance occurred Sept. 10. In the argument and fight, a plate glass window was broken and Garcia was struck on the head with a baseball bat.
QUESTIONS

1. How is Macario García portrayed in the article?

2. What details and facts are included in the article? What details are excluded?

3. Is this article objective in its reporting of the incident? If not, to whom do you think the reporter is sympathetic?

4. Compare this article to “Latin-American Hero Faces Charges in Brawl at Café.” What are the similarities and differences, and how do they impact your understanding of this article’s overall tone?
CLASSROOM ACTIVITIES, ASSIGNMENTS, AND FURTHER RESOURCES

CURATE A MUSEUM EXHIBITION
Gather images and documents that indicate the barriers faced by Latinos in acquiring rights and opportunities in the U.S. during and immediately after World War II. Make a similar exhibition for one of the following groups: women, African Americans, American Indians, or Japanese Americans. Compare and contrast the struggles of the two groups.

Groups may present their exhibitions as PowerPoint presentations or print images to create physical exhibitions.

ASSIGNMENT PROMPTS

- Using your textbooks or other sources, research the treatment of African Americans who served in the military during World War II. Write a brief essay explaining the differences between African Americans’ service and Latinos’ service. Conclude your essay by providing evidence for these differences.

- While Latinos faced barriers to equality and full citizenship during World War II, they also made gains in civil rights during this time. Write a brief essay describing how Latinos successfully challenged racism and segregation on the home front.

- Using your textbooks or other sources, examine the strategies employed by African Americans post-World War II to gain their civil rights. Using the provided primary source documents and the video, examine the strategies employed by Latinos. Write a brief essay identifying the two groups’ strategies and conclude with an evaluation of the most effective strategy.

- To further explore the work of World War II veterans in advocating for civil rights for Latinos, watch the segment in episode 3, “War and Peace,” (32:41–54:00) focusing on the story of Héctor P. García and download the related lesson plan.

- Veterans returning home from war today often face challenges readapting to civilian life. There are many articles on diverse issues relating to this topic, including this article from the Pew Research Center, which may serve as an entry point for teachers into class discussion.

For related educational resources, visit www.humanitiestexas.org/education/latinoamericans