



Mass grave of 15 men and boys
in Pilares, Mexico across from
Porvenir, TX

THE INJUSTICE NEVER LEAVES YOU

1918 PORVENIR MASSACRE

Teaching MEXICAN AMERICAN STUDIES
Instructor Guide & Student Workbook Included
By Arlinda Valencia

Note to the Instructor:

This unit plan was written specifically for the Texas Mexican American Studies Class and provides historical context and activities for educators interested in contextualizing the Povernir Massacre of 1918. We are working to expand our scope to include a wider group of students and to make this lesson plan more accessible for classrooms across the country. In the meantime, we hope that instructors can adapt this curriculum to best serve the needs of their classroom. We are always looking to improve, and we welcome your feedback.

Lesson Plan Statement of Purpose:

In the year of 1918, a small community called Porvenir, TX was located in northwest Presidio County on the banks of the Rio Grande across from Pilares, Chihuahua. Isolated by the Sierra Vieja range, Porvenir was twenty-four miles southwest of Valentine, TX and U.S. Highway 90. The town's name, Porvenir, means "future" in Spanish. In 1918, the Texas Rangers were far from the well-trained highly respected unit of Texas lawmen as they are known today. On January 28, 1918, the Texas Rangers, US Army 8th Cavalry Troop B and local ranchers rounded up 15 innocent men and boys from the community of Porvenir, TX and massacred them, leaving 15 families made up of their wives and children, alone, defenseless and having to fend for themselves. Fifteen (15) brown men were massacred by dozens of white men, many by those who had taken an oath to protect them. Throughout the next 100 years, the truth of the tragedy was covered up by the US government.

The purpose of this unit is to encourage the discussion and remembrance of this horrific tragedy. While our nation's history has recognized other civil rights events, we have yet to fully recognize why this event was excluded from our state's historical memory.

Key Questions:

Why were these men massacred? What was happening in our country at that time?
Where did the families flee after the massacre?
How did the victim's families fight for justice on their behalf? How many more Mexicans and Mexican Americans in early 20th century Texas suffered the same ending?

Who should we remember for having the courage to keep this story alive?

How can we incorporate the study of newspaper accounts, oral histories and local memory in Texas state history?

Texas State Standards and Skill-Based Learning Objectives:

HISTORY: The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930.

HISTORY: The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975.

GEOGRAPHY: The student understands the impact of geographic factors on major events related to Mexican Americans.

GEOGRAPHY: Student will analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930.

GEOGRAPHY: Student will analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.

GOVERNMENT. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history.

GOVERNMENT: The student understands the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.

GOVERNMENT: The student describes how Mexican Americans have participated in supporting and changing government.

Supplies Needed: Pens, student hand-outs, projector, internet connection, and teacher's computer.

Opening Writing Prompt:

Describe the town or city you live in. What are some of the first images that come to mind? Describe the sounds, smells, popular types of foods, popular types of businesses. What are the buildings that stand out? How do people get around (car, bus, subway, walk)? What are your favorite places to visit? Try to paint a picture so that someone who has never visited your town or city can get a picture of what life is like.

Have students share descriptions with class or in small groups.

After students complete their writing prompt, broaden the focus to introduce this unit on local Texas history. Often, in order to meet the scale of national curriculum requirements, many textbooks are forced to skip over more textured local histories. This unit hopes to help students situate themselves within Texas history, and to bring to light the important work catalyzed by the Texans who came before them.

1918 Porvenir Massacre: *Possible script for transition: Thank you for sharing. This week's unit will focus on the life of the people who lived in Porvenir, TX. This is one of the darkest periods in Texas history. We will learn about this period of time by looking at the life of several Porvenir families. Have any of you ever hear about the massacre that happened there?*

After students read the brief biography on the Porvenir Massacre ask what they Know, what more do they Want to know and what did they Learn? Using the KWL [Know-What-Learned] chart.

FURTHER QUESTIONS

Q What questions do they have about this time period?

Q About the Porvenir Families?

Q Where is the students' home town in relation to Porvenir? See image 1 in the slide show (mark on map).

Q What key dates should we place on the timeline provided?

Contextualizing the Time Period:

Ask students to focus on immigration trends during 1910 -1918.

Ask students to focus on immigration trends during 2010 -2018.

Then change the focus to how immigration trends are alike or different from 1918 to 2018.

How have things changed?

TEACHER GUIDE - LOCAL HISTORY AND PORVENIR, TX

Teaching With Technology: Visualizing Data

Project: Understanding Immigration
Trends from 1918 - 2018

SEARCH THE INTERNET FOR VISUAL
IMMIGRATION TRENDS.

This is a helpful mapping tool to help students understand immigration trends during this time period.

1. From 1880 to 2018: What are the biggest changes you notice over time?
2. For the years 1910, 1950, and 2018: Where are the majority of people immigrating from? Who is the largest immigrant group in your state? What about in your county?
3. What information does the map leave out that you would like to know?
4. Immigration to the United States doubled in the past century. How did this impact the local population in Texas versus other states? In Porvenir? In the student's hometown?

ASSIGNMENT

In preparation for an in class or homework assignment on the power of the press, assign an article from a local or national on-line newspaper for students to read.

Or, if possible,

ask faculty to bring in paper copies of the local newspaper the week before so students can have their own hard copy to peruse in the evening. It is fine if the papers are from different days: the key is to ask students to see the major issues being talked about today.

Assignment: Ask students to spend 15 to 20 minutes reading through the newspaper. Each student should pick one article to read alongside the Newspaper Exploration worksheet.

Porvenir, Texas



Newspaper Exploration Worksheet

Name

Date:

Title:

Author:

Date of Publication:

Source:

Summarize the article:

What was the author's most important point? (1 sentence)

Why did you pick this article? (1-2 sentences)

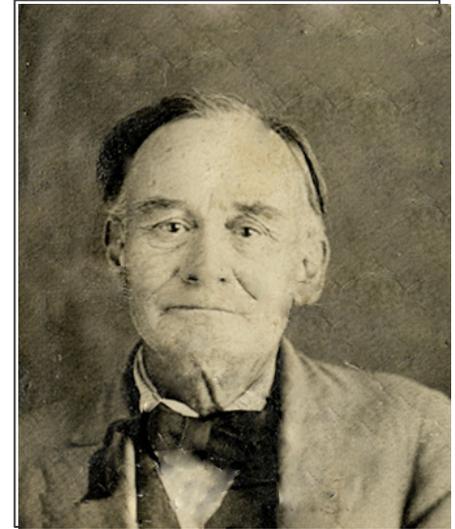
What question(s) did the article leave you with?

Student Handout: HARRY WARREN, SCHOOL TEACHER

Who was Harry Warren?

Harry Warren was the school teacher at Porvenir, TX. He was married to Juliana Jáquez and they had 3 children Anacleto, Nancy and Helen. Tiburcio Jáquez was his father-in-law and also one of the men massacred. After the massacre, Harry Warren could have remained silent but instead he immediately documented the horrific event. He could have easily kept quiet, moved away with his family and he could have left the massacre behind to become a story lost in the West Texas winds; but instead he insisted on bearing witness to this atrocity.

The fact that he immediately documented the tragedy and made it public, placed a target on his back. The Texas Rangers and ranchers were furious that he had documented the event. They spread the word to all those involved and no one in the area would hire him. Harry Warren in the end had to leave the state to find work. After the massacre, he took his family and traveled to Arizona. Even though he was an educated man with a law degree, the only job he found was in Arizona picking cotton.



HARRY WARREN (1885-1946)



1856

1918

1919

1931

Student Handout: HARRY WARREN, SCHOOL TEACHER

Form I. Permit Agent's No. 13217
United States Citizens' Identity Card for Use on the Mexican Border.
This card is revocable at any time without notice.

THIS IS TO CERTIFY that Harry Warren
a citizen of the United States, who resides at _____
Gadsden, Ariz., U.S.A.
(City or town.) (State, Territory, or country.)
whose business address is _____
Gadsden, Ariz., U.S.A.
(City or town.) (State, Territory, or country.)
and whose signature appears below, is granted permission under the
act of May 22, 1918, to cross and recross the border between the
United States and Mexico at Calixico, Cal.
(Name of city or town.)
(on) (between) until May 19, 1920
(Date or dates.)
subject to such restrictions as the Secretary of State may from time to
time provide. This card presented to an Immigrant Inspector at
any port of entry or departure on the Mexican border will entitle the
holder to enter or depart from the United States upon proper identifi-
cation, subject to the conditions and restrictions stated below.

Issued at Calixico, California
(City and State, or country.)
on NOV 19 1919, 19____
(Month and date.)
Harry Warren
(Signature of applicant.)
Permit Agent
(Permit Agent's Signature.)
Calixico, Cal.
(Address.)

This identity card, unless amended, is valid for travel by all United States citizens
resident within the 10-mile zone on either side of the Mexican border, and for travel
to the opposite side of said border within the 20-mile limit. It may be used as a con-
tinuing permit to cross and recross for the above specified time between the above-
mentioned places, but must be verified each time when entering the United States
and before each departure therefrom. A citizen entering Mexico from the United States,
the holder must have his card verified before his return by a diplomatic or consular
representative of the United States in Mexico.

1-792

DESCRIPTION OF HOLDER.
Born at Waterford, Miss., U.S.A.
(City or town.) (Country.)
Father born in U.S.A.
(Country.)
Mother born in U.S.A.
(Country.)
Age of holder 69 years.
Height 5 feet 7 inches.
Weight 135
Eyes Brown
Hair Grayish-brown
Complexion White
Distinctive marks Notch out of right ear;
ends of 2 fingers of left hand cut off
If naturalized, where, when, and by what court _____
Evidence of nationality pro- (Space for left thumb print.)
duced _____
Business, calling, or occupation
Cotton picker
Name and address of employer, if any Last employer,
Frank Newton, Gadsden, Ariz.
Object of travel _____

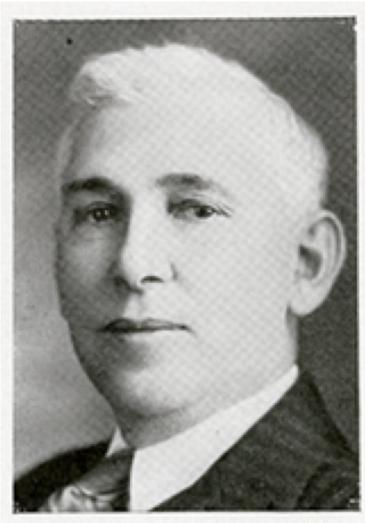
1-792

His passport photo states he profession as a cotton picker.

Several years later he finally was able to return to Texas where he belonged and taught until his death in 1931. His granddaughter Olivia Warren Morales still lives in El Paso, Texas.



STUDENT HANDOUT: THE POWER OF ONE VOICE



José T. Canales

Texas House Representative for the
75th District of the Cameron and
Willacy counties.

The Porvenir Massacre had one advocate that took on the entire legislature in order to bring this horrific event to light. José Tomás Canales stood up and fought for justice, no matter the cost. Canales, a Brownsville Democrat served a total of five terms between 1905 and 1921. During the Mexican border raids of 1915 and 1916, Canales organized a company of Mexican American scouts to collect evidence for the United States Army. He called for an end to Texas Ranger and vigilante abuse of Mexican Americans across the state of Texas. As the only Democratic Mexican American state legislator in Texas at that time, he had the courage to stand up against the establishment. His most daring move happened after the Porvenir Massacre. The killing of fifteen men and boys seemed to be the action that “broke the camel’s back” for Canales.

Within three days of the massacre on January 31, 1918, Canales filed nineteen charges against the Texas Rangers and demanded a legislative investigation. After the investigation was complete, the Texas Rangers were reduced in size and completely reorganized by the 1919 Texas Legislature. Canales finished what he set out to do but the hearings were not without repercussions. Texas Ranger Frank Hamer (famous for the Bonnie and Clyde murders) threatened his life because of his criticism of the Rangers. Frank was not the only threat. Canales received several death threats which in the end forced him to make the decision to not run for re-election. Even though he did not run for re-election José T. Canales accomplished what he set out to do and that was to begin the reforms that cleaned up the Rangers and set the Texas Rangers on the path to become the organization of well-trained and brave lawmen that they are today.

After he retired from state office, Canales continued to play an active role in the developing of the Mexican-American civil-rights movement. Canales also became a founding member and leader of the League of United Latin American Citizens, now known as LULAC.

He married Anne Anderson Wheeler on September 1, 1910, and the couple had one child. Canales died on March 30, 1976, in Brownsville, TX at the age of 99 years. His great nephew, Terry Canales has served as a Democratic member of the Texas House of Representatives, since 2013.

Jovita Idár and her family newspaper, La Crónica.

Before the invention of the television or the widespread use of radio, many people gathered their news exclusively from the daily newspaper. As the major tool to distribute information, newspapers were quite powerful and captured both the news of the day and the opinions of many of their readers. Historians often use old newspapers as evidence because they contain the anxieties and perspectives that circulated in society at a given time. We can learn what daily life was like by closely inspecting these old news stories.

To find the old newspapers, researchers look in archives. An archive is a collection of documents or objects housed for protection in university libraries, offices, museums, and government buildings. Today, you will be able to look at newspaper articles from Jovita Idar's newspaper, La Ronnica, from the University of Texas archives.

When historians look at archived newspapers, they consider the point of view of the reporter, photographer, or artist. Sometimes, the material the historian uncovers can be difficult to understand outside of the context, or time period and location, it was written in. It is important to ask who made the text and what the author was trying convey, or tell, to the reader.

**Images from the Past:
Violence Printed in the Press**

The following images were both printed in two, separate publications.

Keep Eye On Border MEXICANS was printed in the *Laredo Times* in 1916 and depicts an aspect of the unjust violence Mexicans and Mexican-Americans experienced along the border.

What is the point of view of the photograph?

What do we learn in the caption?

Based on what you learned, what is the context of the photo?

What are the questions you have about this image?

JUSTICE OUT OF A JOB is a political cartoon, or a drawing meant to tell a story and make a point about a significant event. Often times, political cartoons are full of **symbolism**. Instead of making their argument directly, they use different figures and signs to show the reader a certain perspective.

With your teacher, discuss the violence happening in the background. How does the artist depict the injustice of the violence?

What does the caption mean?

List Symbols below:



Image 1. "Keep Eye on Border Mexicans," *Laredo Times*, April 23, 1916.



Image 2. Illus. from *Puck*, Magazine v. 13, no. 330, (1883 July 4), cover.

DOCUMENTING FAMILY HISTORY

Name

Date:

Family Oral History Sampler (adapted from the UCLA Oral History Library Guide)

Oral history is a field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events. Though many oral histories require days to complete and hours of preparation, we will instead sample the process with a family member or friend.

In the process, see if you learn something new or surprising about a person you already know well. Are there family stories that you want to archive to pass on to the next generation?

Name of Person You Choose to Interview:

Time/Date of Interview start:

Time of Interview finish:

Record the answers to the following questions below:

What are the first things that come to your mind when you think about your parents?

What do you remember about your grandparents?

What was school like for you? What did you like about it? What was hard about it for you?

What's the largest town or city you remember visiting when you were young? Can you describe your impressions of it?

When you were little, who was your favorite musician or movie star? Why?

What were some of your most vivid childhood memories when you were around my age?

Question of your choice:

TEACHER GUIDE : VISUAL CULTURE & THE TEXAS RANGERS

Supplies Needed: Pens, student hand-outs, projector, internet connection, and teacher's computer

OPENING WRITING PROMPT

Write "Texas Rangers" on the board. Ask students to brainstorm first the key words that come to mind when they hear this phrase. Then, ask where they see images of the Texas Rangers.

Potential Transition Script:

The history of the Texas Rangers intersecting with the lives of Porvenir families in terrifying ways. But, before we return to Porvenir, we need to give a little back story to the Texas Rangers between the years 1915 and 1925.

Hand out student worksheet and project images on board. Ask students to read aloud handout text.

We will be looking at competing visions of the Texas Rangers in popular culture.

Q How do images that circulated widely through television, radio, and magazines influence how we see the world?

Project image 1.

Ask what does this image say? What does it mean? What does it do?

Q What is the image's purpose (is it trying to sell something, convey an idea, make an argument?)

Q Based on this image, what do you think are its creator's assumptions or beliefs?

Q How might different people see this image differently?

Q How does this image make you feel?

Project image 2.

Repeat questions from Image 1.

Project image 3, which has Image 1 and Image 2 side to side.

How can such different visions of the Texas Rangers exist, and what can it tell us about Texas History?

Scholars and writers have been studying these differing viewpoints for many years.

Q What questions would you ask the creators of these images?

Q How does a drawing differ from a photograph?

Slide 4 is optional. Please see the following page to determine whether or not this image would be appropriate to discuss in your class.

Homework Reminder: Student Oral History Worksheet due tomorrow.

VISUAL CULTURE & THE TEXAS RANGERS



This image is disturbing but it authenticates the dynamic in early 20th century South Texas between the Texas Rangers and ethnic Mexicans.

This image was found on a widely distributed postcard from this period in time. It depicts three Texas Rangers posed in front of the dead bodies.

Facilitation Suggestions:

Describe the image to your students before projecting it on the screen

If any students seemed particularly affected by the image during the discussion, check in with them individually after class.

Discussion Question Suggestions:

- Q What strikes you about this image? Why?
- Q This is a postcard that was distributed widely by the Texas Rangers. How does this affect the way you look at this image?
- Q Is there anything that feels unsettling or upsetting to you about this image? Feel free to explain.

STUDENT HANDOUT: the Texas Rangers



Russell Lee Photography Collection/The Dolph Briscoe Center for American History/University of Texas at Austin.

As immigration into the Texas region increased in the aftermath of the Mexican War, tensions over race, land, ownership, and assumptions about what it means to be an American began to arise. The Texas Rangers increased in size and power during this period as well.

The hundreds of people of Mexican heritage killed by Texas Rangers and vigilantes between 1915 and 1919 further intensified fears of those living along the border. Vigilantes are community members who act as law enforcement without the legal authority to do so.

Often, violence is used.

Today, many people are not aware of the violence that occurred during this period in time, although both the USA Mexico border and the role of the Texas Rangers, remain hotly debated. Images of the Texas Rangers are hard to miss. Let's think about where you see these images and the stories the images tell.



Close Reading Questions:

What is going on in this image?

What descriptors would you use to describe these men? Why?

How does it make you feel?

The Voice of the Farm Worker

El Malcriado

NO. 63E

In English



15¢

DELANO, CALIF.

JUNE 1967

TEXAS RANGERS

P. 9-10-11



Close Reading Questions:

What is going on in this image?

What descriptors would you use to describe this man? Why?

How does it make you feel?

TEACHER GUIDE: ORAL HISTORY

Supplies Needed: Pens, student hand-outs, projector, internet connection, white board or paper, and teacher's computer.

Opening Writing Prompt: Memory Test

Today, students will process aspects of the interviews they collected and listen to an oral history about the Porvenir Massacre.

But, to show how tricky oral histories and memory can sometimes be, we will begin with a quick "test."

As students are walking into class, nonchalantly walk around the room, performing small tasks (perhaps tossing an apple, saying hi to students, opening window shades, rearrange books on desk) until all students are seated. Continue small tasks for a few seconds after the bell.

Once students are settled, tell them that their job is to as accurately as possible describe your actions, in order, as detailed as possible.

Allow them to compare notes in groups of four. Usually, students will remember differently, and debate amongst themselves which version of their memory is "correct."

Q What is easy to remember? What is easy to forget?

(8-10 minutes)

Oral History/ Interview Exchange

Ask students to take out their oral history worksheet.

Have students turn to a partner and read aloud oral history sampler responses. Pairs should answer the following questions on the back of their worksheet:

- 1) Write two questions you would like to ask your partner's interviewee.
- 2) Were there any similarities between the person you interviewed and the person your partner interviewed?

Alternate: Create "stations" where a single question from the oral history sampler is written on a large piece of poster paper.

Have students write their answers (without names) on the paper as they cycle around the room.

(15- 20 minutes)

Name _____

Historical Marker & Monument Worksheet

Directions: You will design your own historical marker for the Porvenir Massacre or even a personal hero in your life. Before you begin designing, answer the guiding questions below.

Who is this marker meant to be for (the living, the dead, neighbors/friends/family/tourists, future generations, etc.)?

Where will it be located? Does this location have meaning?

Why do you think it is important to have a historical marker for this event or person?

What do you want the public to know about this event or person?

What symbols would you like to incorporate in the marker? To you, what do these symbols mean.



Location of Monument:

Historical Context and Timeline

Early 1900s: Increase in the Anglo population along the Texas-Mexico border

By the early 20th century, Mexican populations were the majority in border towns along the Texas-Mexico border. In these enclaves, although much of their land had fallen into the hands of Anglos, unlike in most of the rest of the state, ethnic Mexicans voted, held office, and served on juries. Some were prominent landowners and merchants. Anglo-Americans moving into the region were more likely to adapt themselves to border society by such means as learning to speak Spanish, converting to Catholicism, and marrying into Mexican families, rather than to insist on assimilation to Anglo-Texan cultural norms.

In the early twentieth century, new railroads and road connections linked these border enclaves to the rest of Texas, inciting dramatic change. Particularly in the Lower Rio Grande Valley, at the southern tip of the state, large numbers of white Americans moved to the region for the first time, so many that the population nearly doubled within just a few years. Rising land values and the consequent increased property tax bills worked together with title disputes to strip many ethnic Mexicans of their land.

1910-1920: Mexican Revolution

Due to the Mexican Revolution, nearly a tenth of the Mexican population would perish and another tenth would flee to the United States, setting into motion a pattern of migration that endures a century later.

November 1910: Murder of Antonio Rodríguez

One such migrant, Antonio Rodríguez, was accused of killing an Anglo ranching woman near Rocksprings, Texas. A mob took him from the jail and burned him at the stake, prompting official complaints from Mexican consuls, international press coverage, protests in border towns and Mexican cities, and a meeting the next year by Texas Mexicans to protest the denial of their civil rights.

1911: El Primer Congreso Mexicanista

The Idar family—owners of the Spanish-language newspaper, *La Crónica*—organized a civil rights conference called El Primer Congreso Mexicanista in order to discuss issues affecting the Mexican and Mexican American communities in South Texas. The congress, comprised of dozens of representatives from cities and towns across Texas, met for more than a week, focusing primarily on issues of poverty, racial violence, labor exploitation, inadequate educational opportunities, and gender inequity. Through court cases and later legislation, the congress made short-term progress and long-term impact on the rights of Mexicans and Mexican Americans.

1915: Plan de San Diego

Border turmoil ignited a brutal period of repression. Scattered attacks on ranches, irrigation works, and railroads by ethnic Mexicans quickly developed into a local rebellion in the Valley. They appeared to be the fulfillment of a manifesto entitled the “Plan de San Diego” drafted in South Texas in early 1915. This document called for a “liberating army of all races” composed of Mexicans, blacks, and Indians to kill all white males over age sixteen and overthrow United States rule in Texas, Colorado, New Mexico, Arizona and California. The newly-freed territory would form an independent republic, perhaps to rejoin Mexico at a future date. The insurrectionists killed only a handful, but prompted indiscriminate reprisals.

September 24, 1915: Murder of Jesús Bazan and Antonio Longoria

Texas Ranger, Captain Henry Ransom casually shot Jesús Bazan and Antonio Longoria. Ransom left the bodies exposed, shocking Rancher Sam Lane (himself a former Ranger) and young Anglo ranch hand Roland Warnock, who helped to bury Bazán and Longoria several days later. That fall, Ransom made a habit of running ethnic Mexicans out of their homes as he patrolled the countryside. At one point he casually reported to Ranger headquarters in Austin that “I drove all the Mexicans from three ranches.”

1917: American entry into WWI

The State expanded the Ranger force, increasing the number of Rangers from seventy-three to more than one hundred and thirty. Moreover, legislation empowered the governor to appoint three “Loyalty Rangers” in each county in order to monitor anti-war activity. In South Texas, these loyalty Rangers participated in an unprecedented assault on Mexican-American voting rights.

1918: Porvenir Massacre

Texas Rangers, US Army 8th Cavalry Troop B and local ranchers rounded up 15 innocent men and boys from the community of Porvenir, TX and massacred them, leaving 15 families made up of their wives and children, alone, defenseless and having to fend for themselves.

1919: Canales Hearings

The most dramatic effort to hold authorities accountable came in early 1919, in what became known as the Canales Hearings. In early 1919, State Representative José Tomás Canales, the only Mexican-American legislator, filed a bill intended to prevent a repeat of the Ranger actions of the previous years by dramatically restructuring the force. To make the case for his bill, Canales filed nineteen charges against Rangers and their commanders. The killings were finally discussed in the public eye.

1929: Formation of United Latin American Citizens

The violence had wider social resonances. It was key to the imposition of a Jim Crow style of segregation on those of Mexican descent, limiting their voting and relegating most to segregated neighborhoods and schools. On the other hand, it also catalyzed a Mexican-American Civil Rights movement. The course of the uprising convinced some key Mexican Americans in South Texas that revolutionary Mexican nationalism was a dead end, and that they were much better off seeking organizing themselves as American citizens with equal access to rights and protections under the U.S. constitution. These figures, including former State Representative José T. Canales, played a key role in the 1929 formation of the League of United Latin American Citizens (LULAC) out of the merger of pre-existing local groups. In subsequent decades, LULAC would fight for equal treatment and the voting and civil rights of Latinos.

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

Coming Soon in 2019

The **Povenir Texas** Movie

by

Andrew Shapter