MACARIO GARCÍA

LESSON PLAN

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 <u>Reading Like a Historian Framework</u>. 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 <u>video series</u> 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.
 - 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.
 - \circ $\;$ 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:
 - What were the major events and who were the major players mentioned in this video? What is their significance?
 - What was the filmmaker's point of view? How does this point of view affect the presentation of facts, events, and people?

MACARIO GARCÍA

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?

MACARIO GARCÍA

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.

MACARIO GARCÍA

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.

National Archives and Records Administration.



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

MACARIO GARCÍA

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?

MACARIO GARCÍA

WARM-UP WORKSHEET

"LATIN-AMERICAN HERO FACES CHARGES IN BRAWL AT CAFÉ," AMARILLO DAILY NEWS, SEPTEMBER 25, 1945.

United Press International.

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Latin-American Hero Faces Charges in Brawl at Cafe

il-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.

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

rih- nesses, became angered when he on was refused a cup of coffee and was nd 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 ball bat. Jim Brown reported that "the

sergeant asked for coffee and was insulted when they told him they did not s rve 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.



MACARIO GARCÍA

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?

MACARIO GARCÍA

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?

MACARIO GARCÍA

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?

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PRIMARY SOURCE WORKSHEET

WILLIAM WALTON, "THE BATTLE OF HÜRTGEN FOREST," *LIFE* MAGAZINE, JANUARY 1, 1945, VOL. 18, NO. 1. *LIFE* Magazine

THE BATTLE OF HÜRTGEN FOREST

A GLOOMY GERMAN WOODS TAKES ITS PLACE IN U.S. HISTORY BESIDE THE WILDERNESS AND THE ARGONNE by William Walton



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

MACARIO GARCÍA

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 Garcia couldn't believe his eyes when he saw six American engineers warily working their way across the flat, unfenced fields into Grosshau. Garcia 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 Garcia had done then. All they knew was that Garcia 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.

Garcia 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 Garcia's

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MACARIO GARCÍA

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 cerie 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-

New roads had to be cut through the trees and paved with logs so trucks could move up

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

MACARIO GARCÍA

QUESTIONS

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

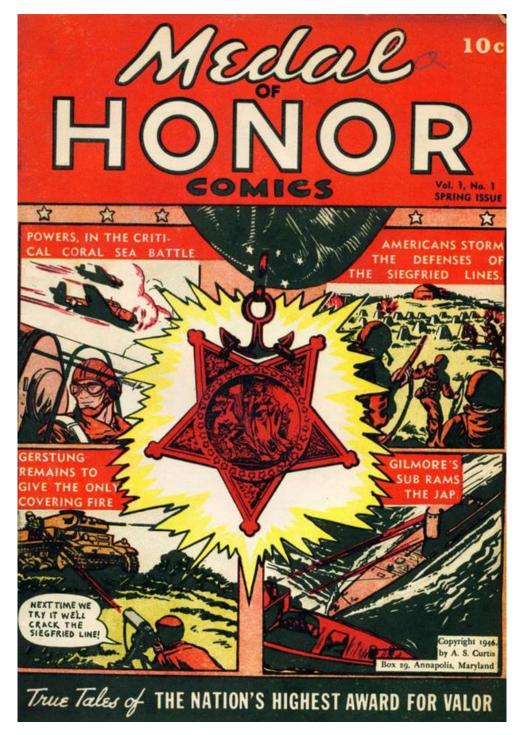
2. Why did the magazine article include the story of García as an introduction to the much longer account of the Battle of Hürtgen Forest?

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?

MACARIO GARCÍA

PRIMARY SOURCE WORKSHEET

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



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MACARIO GARCÍA

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?

MACARIO GARCÍA

PRIMARY SOURCE WORKSHEET

RECOMMENDATION FOR AWARD OF THE MEDAL OF HONOR, FEBRUARY 1, 1945.

National Archives and Records Administration.

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MACARIO GARCÍA

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R-E-S-T-R-I-C-T-E-D

AG 200.6 Gercie, Macario (NMI) (Enl), Ltr, Recom for Award, 1 Feb 45 (Cont'd)

uously by gallantry and intropedity at the risk of his life above and beyond the call of duty. On 27 November 1944, Company "B", 22nd Infantry, was attacking a hill in the vicinity of Grosshau, Germany. The ground directly in front of the hill was wooded; to the right a gulley, and on the left a bald alope. The only route of attack was through an open field directly in front of the wooded area. When the twon"on line" platcons were almost to their objective, they were fired upon and pinned down by enemy machine-gun and rifle fire from cutrenched 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 platcon was committed. In a vain effort to get to the flanks, this platcon, too, was pinned down, and enother barrage fell on the company.

"In this action Staff Sergeant Garcia was a squad leader in the support platoon. The heavy Garman 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-gum 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 grawled up the slope towards the known enemy machine-gun neet. He threw hand-granades into the snope towards the known enemy machine-gun neet. He threw hand-granades into the snope towards the known enemy machine-gun neet. He threw hand-granades into 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 machinegun opened fire from a different section of the woods, grazing Company B's front and again pinning down the men. Still refusing medical evacuation, Staff Sergeant Garcia again left his pinned-down comredes, worked up the slope and through the waist-kigh grass, and assaulted this second machine-gun nest. He knocked out the gun with head-granades, shot and killed three more Garmans with his rifle, and them 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 feesable 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 Garcis evacuated to the rear for medical treatment.

"Due to the initiative, bravery and patriotic desction 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, E2nd Infantry, was able to seize its objective, dominating terrain from which the fortified German town of Grosshau was cut off from the west."

Incls. TONY BIZZARO See next page. 1st Lt., 22nd Infantry Commanding. R-R-S-T-R-T-C-T-R-D

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

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MN PECUASSIFIED 735017

RESTRICTED

APO # 4, US ARMY 10 December 1944

200.6 Garcia, Macarie, (NMI), (EM)

Personally appeared before me, the undersigned efficer, duly qualified to adminster eaths, HROBERT H. WESSMANN + T/SOT. + ASH 32024180 + Company "B", SEnd Infantry; whe, after being first duly swern, states under eath as fellews:

"On 27 Nevember 1944, "B" Company, 22nd Infantry was attacking a hill near Gresshau, Germany. The hill was strengly defended with furtified pesitions by machine gum and rifle fure. The energy was "dug-in" in a weeded area in the appreach to the hill. The only raute of attack was an open field in which the grewth of grass was waist high. On the right was a gulley and an the left a hald slepe. The company attacked two plateens abreast and upon getting almost to their objective were fired upon by energy machine gun and rifle fire. After a heavy methar and artillery barrage, and the committal of the support plateen, I now Private First Olass Garcia ge into the woods in front of my pesition. I now him crawl up almost to the energy gun emplacement and threw soveral greenades.Later at the sound of M-1 rifle fire, I saw Private First Class Garcia kill three Germans as they were leaving their position. The machine gun fired no more after this action. He seemer had Private First Olass Garcia rejeined 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 mare Germans and captured four priseners. After the company had reached it's objective, Private First Olass Garcia had to be erdered to the rear for medical treatment of a wound in the sheulder sustained before he went into the woods for the first time. His hereism gaved the lives of many men and allowed the company to reach it's objective. "

Further deponent sayeth not.

Robert H. WESSMANN ROBERT H. WESSMANN T/SGT. ASH, 32024180 Company "B", 22nd Infantry

Subscribed and swarn to by the above maned individual before no at.

*GOSTINGEN, LUXENBOURG * on this 10th day of December 1944.

EMITHOS B. FHY CAPTAIN, INFAUTRY ADJUTANT .

Inol #1 2

RESTRICTED

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MN PECLASSIFIED 7350.17 N: 1015773

RESTRICTED

Garcia, Macario, MMI,

APO # 4, U.S.ARM 10 December 1944

200 .6

(EM)

Personally appeared before me, the undersigned officer, duly qualified to administer caths, * THOMAS D. WARD, * S/SGT * 39102798 * Company B, 22nd Infantry, whe, after first being duly sworn, states under oath as follows:

"On the morning of 27 November 1944, I was with "B", Company, 22nd Infant attacking a hill in the vicinity of Grosshau, Germany. We had to attack through an open field at the end of which was a wooded area at the base of the hill. On the right was a gulley and on the left another bald slope .As the two "on line"platoon were nearing their objective they received enemy machine gun fire and rifle fire from entrenched positions within the woods .We had no sooner gotten down when the enemy placed a heavy barrage of mortar and artillery on us.I was with the support platoon and as we were trying to get to the flanks, they opened up again on ws with mortar and artillery fire .I saw Private Pirst Class Garcia, an acting squad leader in our platoon, edge his way up to the woods. He then crawled up as close te the gun position as possible and tossed a couple of grenades at the enemy machine gun crow. When the enemy tried to get out of their holos he killed all three of them with his rifle .He was fired at by another machine gun from another section of the woods. He then went back in the woods and unassisted got up almost to the newly discovered position, crawling and throwing grenades with deadly accuracy, and was able to knock out this new position, killing three more Germans. he returned with four prisoners and as soon as the company got to it's objective he was sent to the rear for medical treatment for a wound which was sustained before knocking out the first machine gun. His act saved many lives, and was largely responsible for the company taking it's objective.

Further deponent sayeth not.

WARD S/Sgt . ASN, 39102798 B Company, 22nd Infantry

Subscribed and sworn to me thesabove named individual before me at

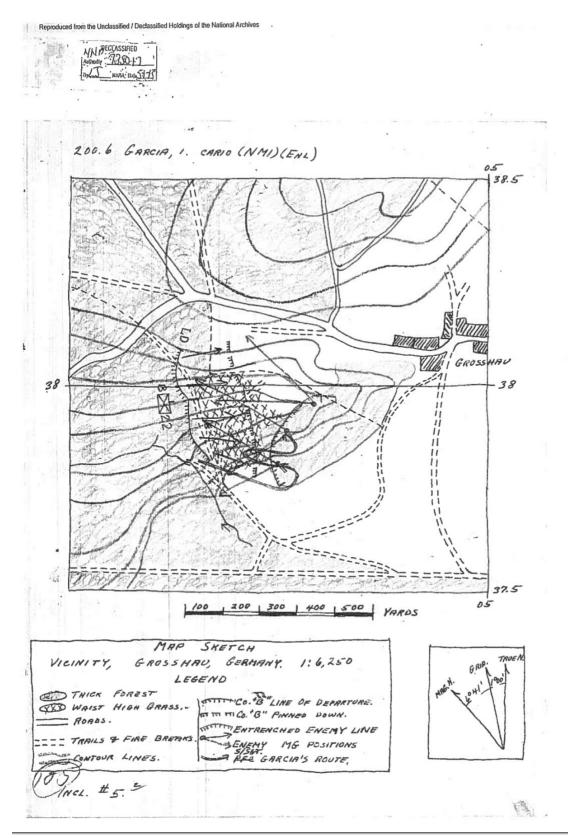
* GOSTINGEN, LUXENBOURG. *, on this *10th * day of, * DECEMBER ,1944 *

JEMNIKUS B.FRY Capta in, Infantry Adjutant.

Incl #2 2

RESTRICTED

MACARIO GARCÍA



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

MACARIO GARCÍA

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?

LATINO MARICANS

MACARIO GARCÍA

PRIMARY SOURCE WORKSHEET

"L.U.L.A.C. PAYS HOMAGE TO SUGAR LAND WAR HERO," HOUSTON POST, **SEPTEMBER 7, 1945.**

Courtesy Houston Metropolitan Research Center at Houston Public Library.

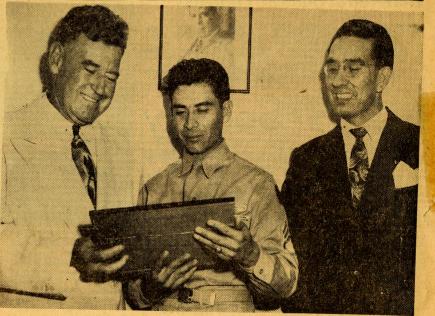
HE HOUSTON POST Classified, Radio, Amusement SECTION TWO

SEPTEMBER 7, 1945

HOUSTON, TEXAS

L.U.L.A.C. Pays Homage To Sugar Land War Hero

I OSUGOT LAGNOW ORTHONO
IN MARTHA GREGORY
A Sugar Land farm boy, born in device, who wears his adopted fountry, highest military award, school of the League of United time more Germans and cause of the position, he destroyed the gun, bold er went forward. Storming the position, he destroyed the gun, bold er went forward. Storming the position, he destroyed the gun, bold er went forward. Storming the position, he destroyed the gun, bold er went forward. Storming the position, he destroyed the gun, bold er went forward. Storming the position, he destroyed the gun, bold er went forward. Storming the position, he destroyed the gun, bold er went forward. Storming the position of the League of United States and the position of the transpositions of the remetide to exact and the position of the transposition on a hill.
Although painfully wounded in the position painfully wounded in the private, refused to boo, then a private, refused to the devented. He crawled forward alone until he had reached a position on a hill.
Although painfully wounded the boy the shoulder, the Texas forward the position on a hill.
Bother emplacement. Hur, boy the emplacement. Hur, ing grenades, he assulted the position, destroyed the gun and with is rifk, killed three Germans and cause.
For an achine gun emplacement. Hur, ing grenades, he assulted the position and Robert E. Smith, attempted to escape.
Weat machine gun opened fire meeting.



SUGAR LAND HERO-Staff Sgt. Macario Garcia of Sugar Land, wearer of the congressional medal of honor, was honored by the Houston council of the League of United Latin American Citi-zens Thursday night at the civil courthouse. Reading the citation, left to right, are: Robert E, Smith, chairman of the Good Neighbor commission in Texas; Sergeant Garcia, and John J. Her-rera, vice president of the council.

MACARIO GARCÍA

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?

MACARIO GARCÍA

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.

Veteran Hero Resents Being Refused Service

RICHMOND, Tex., Oct. 18—(AP) —Staff Sgt. Macario Garcia, congressional Medal of Honor winner, yesterday made bond of \$500 here on charges of aggravated assault filed Sept. 24 by Mrs. Donna Andrews.

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

MACARIO GARCÍA

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?

MACARIO GARCÍA

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.