

## Black History

Black History Month celebrates the accomplishments of black Americans and educates all Americans.

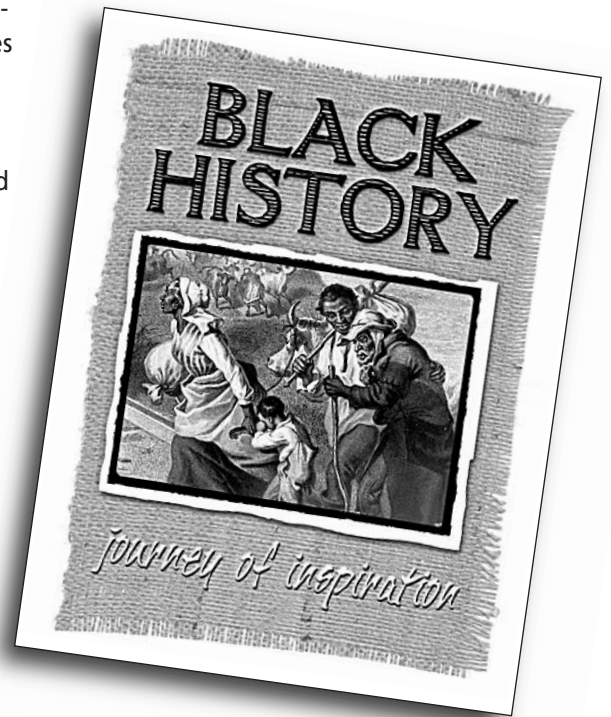
From the pain of the slave trade to the Million Man March, black history is a story of perseverance, strength, achievement and triumph.

From the days of bondage, African Americans have risen to influence all aspects of American life.

This Teacher Guide is designed to help you introduce the newspaper to your students and to extend the lessons of Hollister Kids' Black History supplements.

It contains suggested activities for using the newspaper, as well as several 8½ by 11 inch activity sheets that you may photocopy for students. It is designed to be used with additional deliveries of the newspaper beyond the edition containing the supplement.

As a special teaching feature, each activity is accompanied by a description of the national standards and skills it is designed to support.



### WEEK 1

- Black Achievers
- Much to Admire
- Photo-Journalism
- That's Entertainment
- Find the Source

### WEEK 2

- Quest for Fairness
- Making History
- News Coverage
- Character Counts
- Affirmative Action

### WEEK 3

- Views and Opinions
- Improve Conditions
- Jury Trial
- Who Makes the Laws?
- Protest Marches

### WEEK 4

- Cultural Visits
- At the Movies
- Influential Person
- Art and Life
- Talent to Share

## AFRICAN AMERICANS IN THE NEWS

*Black History is a story of courage and strength and inspiration. Most importantly, it is the story of freedom. Hollister Kids' Black History supplements tell part of that story. The activities on this page will let students learn other parts by examining African Americans in the news today. The activities are designed, as well, to introduce students to the newspaper.*

### 1. Black Achievers\*

Opportunities for African Americans were once greatly limited in the United States. But from Oprah Winfrey to Colin Powell to Tim Duncan, African Americans have come to succeed in all fields and to influence all of American culture. With the "Black Achievers" activity sheet on the next page, send students through today's newspaper to find African Americans who are influencing news or culture today.

*STANDARDS/SKILLS: Acquiring information from multiple sources and then evaluating, organizing and communicating it; constructing meaningful understanding of our diverse cultural heritage.*

### 2. Much to Admire

Ask students to look through the paper and pick an African American they admire. Ask them to write what qualities the person has that makes them admire him or her. Have them follow up by writing which of those qualities they have as individuals. Finish by asking them to write which of those qualities they consider the most important.

*STANDARDS/SKILLS: Identifying and explaining how individuals in history demonstrate good character and personal virtue; using written and visual texts to identify and research issues of importance that confront adolescents and their community.*

### 3. Photo-Journalism

Photographs are one way that newspapers tell the story. The achievements and activities of African Americans are a big part of that story. Ask students to find a photo of an African American who interests them in today's paper. Have them study the photo, noting exactly what the person is doing, where the person is pictured, how the person is dressed, the person's expression or body language. Challenge them to use this information as a starting point for a creative,

imaginative story that begins just AFTER the photo was taken.

*STANDARDS/SKILLS: Responding to visual, written or electronic texts to construct meaning; generating questions about important issues or topics about which they are curious; creating a thesis or hypothesis.*

### 4. That's Entertainment\*

Television often reflects the interests and attitudes of viewers. Ask students to look through the television listings of the newspaper and find all the regular shows that feature African American families. On the "That's Entertainment" activity sheet, have them list three shows. Then ask them to write a short summary of how the characters are portrayed.

*STANDARDS/SKILLS: Responding to a variety of visual written and electronic texts by making connections to students' personal lives; establishing standards for critical thinking and making judgments.*

### 5. Find the Source

News reporting begins with knowing whom to talk to for information. Have students read a headline on a story in today's newspaper that involves an African American. Instruct them not to read the story. Then challenge them to make a list of three kinds of people they would want to interview to get information.

*STANDARDS/SKILLS: Posing questions about life in their school or community; locating information using people, books, newspapers, recordings and other resources.*

# BLACK ACHIEVERS

Opportunities for African Americans were once very limited in the United States. But from Sammy Davis Jr. to Oprah Winfrey to Colin Powell, African Americans have come to succeed in all fields—and to influence all parts of American culture. Search today's newspaper to find African Americans influencing news and culture in the categories below. Be sure to record on what page you found each person, and to write down his/her name when it is given.



Martin Luther King, Jr.  
and Sammy Davis, Jr.

**1. An African American politician** p. \_\_\_\_\_

\_\_\_\_\_

**2. African American athlete who led team to victory** p. \_\_\_\_\_

\_\_\_\_\_

**3. An African American in a display advertisement** p. \_\_\_\_\_

\_\_\_\_\_

**4. An African American child** p. \_\_\_\_\_

\_\_\_\_\_

**5. An African American woman who is a leader** p. \_\_\_\_\_

\_\_\_\_\_

**6. Business owned by an African American** p. \_\_\_\_\_

\_\_\_\_\_

**7. TV show with an African American cast** p. \_\_\_\_\_

\_\_\_\_\_

**8. African American musician** p. \_\_\_\_\_

\_\_\_\_\_

**9. African American newspaper writer or columnist** p. \_\_\_\_\_

\_\_\_\_\_

ACTIVITY SHEET

# THAT'S ENTERTAINMENT

Entertainment such as television often reflects the interests and attitudes of the nation. Look through the television listings of today's newspaper and find all the regular shows that feature African American families. In the spaces below, list three shows. Then write a short summary for each describing how the characters are portrayed. Finally, indicate whether, in your opinion, the portrayal is realistic or not realistic by putting a star in the box next to those you feel are realistic and an "x" in the box next to those you believe to be unrealistic.

**SHOW:**

**Summary** \_\_\_\_\_

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**SHOW:**

**Summary** \_\_\_\_\_

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**SHOW:**

**Summary** \_\_\_\_\_

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## FREEDOM'S TRAIL

For African Americans in the United States, Freedom's Trail was blazed by the organizers of the Underground Railroad and brought to success by the civil rights movement of the 1950s and 1960s. Both of these efforts were a quest for fairness for people of color. The activities for this week focus on issues of fairness in the news.

### 1. The Quest for Fairness

At its core, the civil rights movement was an effort seeking fairness. As a class, discuss what fairness means and ask students to give examples. Then have them scan the newspaper today for stories that involve fair or unfair treatment. Direct them to write out what issues are involved. Ask them to write out whether race, ethnic background or neighborhood is part of the story. Finish by asking them to write how fairness was achieved or could be achieved.

*STANDARDS/SKILLS: Identifying aspects of life in the community that illustrate justice and freedom by posing questions about matters of public concern that students have encountered in school or community; using laws and other ethical rules to evaluate their own conduct and the conduct of others.*

### 2. Making History

Many people have made history in the civil rights movement. Who are history-makers today? Direct students to look through today's paper and find someone whom they consider a history-maker. It can be an African American leader or a person of another ethnic background. Have them write a paragraph explaining their choice.

*STANDARDS/SKILLS: Explaining significant events that shaped the U.S. before and since Reconstruction; using historical biographies to explain how events affect the lives of individuals and how some individuals influence the course of history.*

### 3. News Coverage

Issues of race can be among the most difficult and painful to discuss. But discussing them is the only way to break down barriers. Divide students into groups and ask them to survey how African Americans are portrayed in the stories and photos in the different sections of the paper. Then have them chart how white people are portrayed in stories and photos in the different sections of the

newspaper. What can conclusions can they make about race and the news based on their findings?

*STANDARDS/SKILLS: Locating information about local and state communities using a variety of sources; organizing social science information to make charts and tables; interpreting social science information.*

### 4. Character Counts \*

A community is like a team in sports. How each person performs, or behaves, contributes to the performance or behavior of the team as a whole. Using the "Character Counts" activity sheet, discuss what character values are important for the members of a sports team to have. Discuss and log what character values were important for African Americans to have as they worked to achieve civil rights.

*STANDARDS/SKILLS: Identifying and explaining how individuals in history demonstrated good character and personal virtue; using narratives and graphic data to compare the past of the community with present-day life.*

### 5. Affirmative Action

Programs of affirmative action helped correct years of discrimination against African Americans in the United States. Affirmative action, and quotas especially, have come under fire in recent years. Ask students to read editorials in the newspaper to see how they are written. Then challenge them to write editorials expressing their opinions about use of quotas to achieve racial diversity and opportunity. Remind them that even opinion writing needs to be supported by facts and examples.

*STANDARDS/SKILLS: Explaining how a public issue became a problem and why people disagree about it; explaining how culture and experiences shape positions that people take on an issue.*



The courage of Rosa Parks to not give up her seat to a white man—which resulted in her arrest—sparked the boycotting of Alabama buses by African Americans. For more than 380 days, African Americans sought alternative transportation. The boycott ended when the U.S. Supreme Court ruled that segregation on buses was unconstitutional.

# CHARACTER COUNTS

A community is like a team in sports. How each person performs, or behaves, contributes to the performance or behavior of the team as a whole. As a class, discuss what character values are important for the members of a sports team to have. Log some of them in the spaces below. Then discuss and log what character values were important for African Americans to have as they worked to achieve civil rights. Finish by searching the newspaper for examples of such values at work. Log these on the sheet and write a sentence on the back of this sheet describing one example.

## Character Values for Sports

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Values for Civil Rights Movement

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Character Values in the Newspaper

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## RIGHTS, LAWS AND THE CONSTITUTION

The success of the civil rights movement was rooted in the rights guaranteed in the U.S. Constitution. The freedoms laid out in the First Amendment of the Bill of Rights—freedoms of speech, assembly, protest, press and petitioning the government—were key to achieving equal rights for African Americans and new laws to ensure those rights. This week’s activities focus on the role of the Bill of Rights in the civil rights movement—and in society today.

### 1. Views and Opinions \*

The First Amendment to the U.S. Constitution gives Americans the freedom to express their views and opinions. This “free speech” can take many forms. It can come in protest marches, editorials in the newspaper, even in the plots of TV shows. As a class, discuss how Americans use the right to express opinions. With the “Views and Opinions” activity sheet, challenge students to look through today’s paper and list all the ways they can that Americans can express themselves. Urge them to stretch their thinking and include all sections of the paper.

*STANDARDS/SKILLS: Interpreting the meaning of rights guaranteed by the U.S. Constitution, including free expression; responding to a variety of visual and written texts by making connections to students’ personal lives.*

### 2. Improve Conditions

Many government laws and rules are passed to improve living or working conditions for citizens. Have students look through today’s newspaper for a story that involves a law, rule or regulation. Ask them to write a sentence describing the problem the rule deals with. Have them write a second sentence describing how effective the rule is.

*STANDARDS/SKILLS: Identifying rules in the local community and considering consequences for breaking rules; distinguishing among making, enforcing and interpreting laws; explaining how law is used to manage conflict.*

### 3. Jury Trial

The right to a jury trial is one of the freedoms guaranteed citizens in the part of the U.S. Constitution called the Bill of Rights. This was important to African Americans, who often were victims of rash “citizen justice” outside the courts. Other protections in the Bill of Rights are the freedoms of religion, the right to bear arms, and the right to a speedy trial.

In groups, find examples of these freedoms in today’s newspaper. Pick the two that are the most important to students and their families, and write out your reasons why.

*STANDARDS/SKILLS: Describing what state and federal courts are expected to do; describing issues that arise over constitutional rights; identifying disparities between American ideals and realities.*

### 4. Who Makes the Laws?

Laws are made by the legislative branch of government. At the state or federal level, that is the legislature. At the local level, it can be a city council. Direct students to find a story in the paper about a law that is being proposed. What is the problem the law would deal with? Who wants the law? Have them write a paragraph giving their opinion on whether the law is needed.

*STANDARDS/SKILLS: Distinguishing among the local, state and national governments and describing the roles of government institutions at all three levels; explaining how the rule of law protects individual rights and serves the common good.*

### 5. Protest Marches \*

Demonstrations like Martin Luther King’s March on Washington were a big part of the civil rights movement. Have students look through the newspaper today or for several days for stories about how people use public demonstrations to make their point. Have them pick one and write a short summary of the point. Then have them fill out the “Protest Marches” activity sheet to weigh the pros and cons of protest demonstrations.

*STANDARDS/SKILLS: Interpreting the meaning of specific rights guaranteed by the U.S. Constitution; acquiring information from multiple sources and then evaluating, organizing and analyzing it.*



*Martin Luther King Jr. at the 1963 March on Washington. His plea for equality was a high point of the massive demonstration. He won the 1964 Nobel Peace Prize for leading the nonviolent civil rights movement.*

# VIEWS AND OPINIONS

*The First Amendment to the Constitution gives Americans the freedom to express their views and opinions. This "free speech" can take many forms. It can come in protest marches, editorials in the newspaper, even in the plots of TV shows. Look through today's newspaper and find people exercising their right to freedom of speech. List three examples for each section of the paper. If you need more space, use the back of this sheet.*

## **Front Page**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Sports Section**

11. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Business Section**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Section**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# PROTEST MARCHES

*Demonstrations like Martin Luther King's March on Washington were a big part of the civil rights movement. Such public protests still are used to draw attention to problems. Look through the newspaper today or for several days for stories about how people use public demonstrations to make their point. Pick one and write a short summary of the point in the space below. Then weigh the pluses and minuses of protest demonstrations by completing this activity sheet. Write a paragraph on the back of this sheet expressing your opinion why this protest was or was not a successful way to convey the group's point.*

## Summary of a Point of the Protest

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## Positives of Protest Demonstrations

1. 

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2. 

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3. 

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## Negatives of Protest Demonstrations

1. 

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2. 

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3. 

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ACTIVITY SHEET

# WEEK 4

## AFRICAN AMERICAN INFLUENCE

The influence of African Americans on the culture of all Americans is profound. From jazz and gospel to comedy and tap dancing to television and sports, African American creativity has helped shape American culture and society. The activities on this page will help students explore this influence through the newspaper.

### 1. Cultural Visits\*

The culture of a community or region can be seen in its institutions like art or history museums. Have students look through the entertainment section of today's newspaper, or a weekend entertainment guide. From what they find, have them use the "Cultural Visits" activity sheet to make a "visitors list" of places they could take people to show them your community's heritage or art.

*STANDARDS/SKILLS: Locating and describing the major places, cultures and communities of the city, state and nation and comparing their characteristics; locating and describing diverse kinds of communities.*

### 2. At the Movies

Movie plots often come from real life. Direct students to pick a news or feature story involving African Americans that they think would make a good movie. Have them write a sentence stating what makes the plot a good one. Finish by challenging them to pick stars from film ads to be in their movies.

*STANDARDS/SKILLS: Responding to a variety of oral, visual, written and electronic texts by making connections to students' personal lives and the lives of others; recognizing that authors make choices as they write to convey meaning and influence an audience.*

### 4. Influential Person

Have students look through the news, sports and entertainment sections of their newspaper for an influential African American. On the "Influential Person" activity sheet, ask them to write the person's name and occupation. Then have them list reasons they chose him/her as influential. Next to each reason have them write out WHY the person is influential for this reason. Finish by having

them put a star on the reason they think this person might be remembered most in 10 years.

*STANDARDS/SKILLS: Identifying and explaining how individuals demonstrate good character and personal virtue; explaining how some individuals influence the course of history.*

### 3. Art and Life

Art often is a reflection of the world and time when it was created. Have students look through the paper for stories about an art form. Ask them to write a short description of how it reflects the concerns of today's world. When they have finished, challenge them to create a rap/rock song or a painting/drawing that reflects an important issue.

*STANDARDS/SKILLS: Locating information about local, state and national cultures and communities using a variety of traditional and electronic sources and direct observations; identifying and using the craft of the speaker or writer to express ideas artistically.*

### 5. Talents to Share

Everybody has talents to share with other people. As a class, make a master list of talents that each student feels he or she has. Then look through the paper and brainstorm ways students could have an influence with these talents by volunteering. Have students finish by searching the paper for African American leaders who display these talents in the community—and how.

*STANDARDS/SKILLS: Posing questions about life in school or local community; engaging each other in conversations about issues; identifying people and places explaining their importance to the community.*



# CULTURAL VISITS

The culture of a community can be seen in its institutions like art or history museums. Look through the entertainment section of today's newspaper, or a weekend entertainment guide. From what you find, create a "visitors list" of places you could take people to show them your community's heritage or art. Put a star next to places you have visited. Then rank them in order of interest (with No. 1 being most interest).

	<b>Places to Visit</b>	<b>Rank</b>
___ 1.	_____	_____
___ 2.	_____	_____
___ 3.	_____	_____
___ 4.	_____	_____
___ 5.	_____	_____
___ 6.	_____	_____
___ 7.	_____	_____
___ 8.	_____	_____
___ 9.	_____	_____
___ 10.	_____	_____

# SURVEY

## RATE THE PROGRAM

Hollister Kids' Black History supplements and this Teacher Guide are designed to assist teachers in the classroom. To enable us to serve you as effectively as possible, we would like to hear your comments. Please complete the following questionnaire and return to the Newspaper in Education department of this newspaper.

1. Please grade the overall quality of this Black History program.

+ A - + B - + C - + D - F

EXAMPLE: (B+ evaluation)

+ A - (+ B) - + C - + D - F

2. Do you feel that your students are more knowledgeable regarding Black History as a result of this program?

( ) yes ( ) no

3. Did this Black History program meet your overall expectations?

( ) yes ( ) no

If no, were expectations not met due to any of the following reasons:

- ( ) content of program materials  
( ) delayed receipt of this guide  
( ) missed/late delivery of student sections  
( ) missed/late newspaper delivery  
( ) difficulty incorporating materials into the curriculum

( ) other \_\_\_\_\_

4. What changes would improve this program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What new program(s) would be most useful for you?

\_\_\_\_\_

6. Circle the grade(s) you teach:

K 1 2 3 4 5 6 7 8 9 10 11 12

7. The subject(s) you teach:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Your school district:

\_\_\_\_\_

9. Optional information:

Your Name:

\_\_\_\_\_

School:

\_\_\_\_\_

Phone:

\_\_\_\_\_

email:

\_\_\_\_\_

Thank you for helping us improve our educational services.