

Celebrating Black History Month

Teaching Guide/Student Worksheets

This guide supports the use of the profiles in the Celebrating Black History Month series. It offers vocabulary words from the text and several short answer questions based on the content of each profile. In some cases, references to related websites are included with additional materials about the person or their pursuits. Lastly, the guide includes two or three activities per profile called “Newspaper Tie-ins.” These activities suggest how to bring the lessons of these historical figures into the present, to make their lives relevant and apply the lessons to today’s news. These graphic organizers were created for students in grades 4-8 and can be narrowed or expanded to accommodate the needs of each instructor’s class. Feel free to modify these activities or create your own.

*Written by Mary Hadigan Miller, Educational Services Director
for the New York Newspapers Foundation–
News Media Literacy/Newspaper In Education Program
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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: cpalms.org.

The activities in this packet applies to the following Florida Standards for grades four through twelve.

Social Studies: SS.4.A.1.1; SS.4.A.1.2; SS.4.C.2.2; SS.4.C.2.3; SS.5.C.2.4; SS.5.C.2.5; SS.7.C.2.11; SS.7.C.2.13; SS.7.C.2.14; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.8.A.1.6; SS.8.A.1.7; SS.8.FL.1.2; SS.8.FL.1.3; SS.8.FL.1.4; SS.8.FL.1.5; SS.8.FL.1.6; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.1.7; SS.912.A.7.6; SS.912.C.2.2; SS.912.C.2.3; SS.912.C.2.4; SS.912.C.2.5; SS.912.C.2.8; SS.912.H.1.6; SS.912.S.1.4 **Language Arts:** LAFS.412.RI.1.1; LAFS.412.RI.1.2; LAFS.412.RI.1.3; LAFS.412.RI.2.4; LAFS.412.RI.2.5; LAFS.412.RI.2.6; LAFS.412.RI.3.7; LAFS.412.SL.1.1; LAFS.412.SL.1.2; LAFS.412.SL.1.3; LAFS.412.SL.2.4; LAFS.412.SL.2.5; LAFS.412.SL.2.6; LAFS.412.W.1.1; LAFS.412.W.1.2; LAFS.412.W.1.3; LAFS.412.W.2.4; LAFS.412.W.2.5; LAFS.412.W.2.6; LAFS.412.W.3.7; LAFS.412.W.3.8 **B.E.S.T:** ELA.412.EE.5.1; ELA.412.EE.6.1; ELA.412.R.2.1; ELA.412.R.2.2; ELA.412.R.2.3; ELA.412.R.2.4; ELA.412.R.3.2; ELA.412.R.3.4; ELA.412.C.1.3 ; ELA.412.C.1.4; ELA.412.C.2.1; ELA.412.C.4.1; ELA.412.V.1.1; ELA.412.V.1.3

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@fpres.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Name _____

Stephen Myers

Vocabulary – write a brief definition of the following words and phrase:

Underground Railroad _____

requirement _____

lobbyist _____

priorities _____

hotbed _____

editorial _____

Read the profile of Stephen Myers. Then answer the following questions:

1. What stopped most Black men from being able to vote in New York state in the early to mid-1800s? _____

2. Name three different types of work Stephen Myers did during his lifetime (paid or unpaid). _____

3. What newspaper did Stephen and Harriet Myers publish together? _____

4. Based on only the newspaper's name, what type of news and information do you think it published? _____

5. How did Stephen Myers aid the Union Army during the Civil War? _____

6. Find Hoosick, New York on a map or use an online mapping tool. About how far is it from your school? _____

Newspaper Tie-ins:

- Myers promoted self-improvement and even helped start a school to teach Black children in this community. Look through the newspaper and other sources for news or articles about self-improvement or ways we should take care of ourselves and others. Be prepared to share what you find with the class.
- Look through several editions of the newspaper, print or online, for stories about how an ordinary citizen made a difference in their community. Compare one of these stories to Stephen Myers' efforts.
- Stephen Myers and members of the Albany Vigilance Committee worked to help others escape slavery on the Underground Railroad. Look through the newspaper for articles about people fighting for their freedom. Compare and contrast them with the American slaves of the past. Use the chart on the next page to organize your thoughts.

Name _____

| African American Slaves | Person or Group from Today's News |
|--|-----------------------------------|
| Both groups are fighting for freedom. | |
| Who is trying to help? | Who is trying to help? |
| How are they trying to help? | How are they trying to help? |
| Why are they trying to help? | Why are they trying to help? |
| How are these two groups the same? | |
| How are they different? | |

Assessment question: What was the most difficult part of this learning activity and why?

Name _____

Susan McKinney Steward

Vocabulary – write a brief definition of the following words:

pioneer _____

prosperous _____

cholera _____

homeopathic _____

marasmus _____

suffrage _____

temperance _____

Read the profile of Susan McKinney Steward. Then answer the following questions:

1. What may have been Susan’s motivation to enter the medical field? _____

2. What talent outside of medicine did Susan have? _____
3. In what field of medicine did Dr. Lozier mentor Susan Smith? _____

4. Although she treated all types of patients, what did Dr. Smith specialize in? _____

5. Name at least three educational or medical institutions Susan was associated with. _____

6. What political and social changes did Dr. McKinney support? _____

Lesson Extension:

- Create a timeline of major U.S. events that occurred during Steward’s lifetime. How might these events affect her life?

Newspaper Tie-ins:

- Search recent editions of the newspaper for articles about medical developments. Are any of them homeopathic? What do you think about the medical stories you’ve found?
- Look through the newspaper and find something you think is wrong that you’d like to change. Write a letter to the editor or create a political cartoon expressing your views on the topic.

Name _____

Look through copies of recent newspapers for stories about how an ordinary citizen made a difference in their community. Compare this to Dr. Susan McKinney Steward’s life’s work.

| Dr. McKinney Steward | Similarities | Modern Change-Maker |
|----------------------|--------------|---------------------|
| | | |

Follow Up: A Brooklyn junior high school renamed itself in Susan McKinney Steward’s honor in 1974. If you were part of a group selecting a new name for your school, who might you honor and why?

Assessment question: What do you think you’ll remember most about this lesson? Why?

Name _____

Robert Lee Hayes

Vocabulary – write a brief definition of the following words:

segregation _____

amateur _____

prestigious _____

prospect _____

eligible _____

alternatives _____

Read the profile of Robert Lee Hayes. Then answer the following questions:

1. About how old was Robert Hayes when he won Olympic gold medals? _____

2. How many times did Bob Hayes help the Cowboys get to the NFL championships/Super Bowl? ____

3. What challenges did Hayes face after retiring from professional football? _____

4. How did Hayes use his struggles to help educate others? _____

5. Find Jacksonville, Florida on a map of United States or use an online mapping tool. Approximately how far is it from your school? _____

Related Online News Article: *The Baltimore Afro-American*, Baltimore, MD – Tuesday, March 3, 1964 –
Headline: Bob Hayes undaunted by IAAF record slight
<https://news.google.com/newspapers?nid=2205&dat=19640303&id=Jb01AAAAIBAJ&sjid=NPUFAAAAIBAJ&pg=768,944471>

Related website: Olympics' YouTube Video - <https://www.youtube.com/watch?v=ztRL-QMI1NY>

Newspaper Tie-ins:

- Look through the newspaper, in print or electronic format, for news about professional or college football. What player today reminds you most of Bob Hayes? Why? Defend your answer.
- Robert Hayes faced racial discrimination even after winning a gold medal in the Olympics and succeeding as a professional athlete. Look through the newspaper for current examples of discrimination. Select one example and determine the basis for the discrimination (for example: age, race, gender, economic, etc.) Share your examples as a class and brainstorm possible remedies to fight against continued prejudice. Use the graphic organizer on the next page to structure your research and writing.

Name _____

| |
|---|
| Who? (The person or group being discriminated against) |
| When? |
| Where? |
| What? (Describe what type of prejudice took place) |
| How? (Brainstorm how this discrimination might be stopped) |

Follow up: If you were to get involved with a cause which would you select and why?

Assessment question: What is one thing you learned doing this activity that surprised you?

Name _____

Luther Vandross

Vocabulary – write a brief definition of the following terms:

doo-wop _____

amateur _____

eluded _____

jingles _____

R&B _____

Read the profile of Luther Vandross. Then answer these questions:

1. What was the name of the first musical group Luther Vandross performed with? _____

2. What television show did he appear on early in his career? _____

3. Name at least three ways Luther worked in the music industry. _____

4. How did the entertainment industry honor Vandross in 1997? _____

5. What medical event shortened Vandross's career? _____

6. Find Manhattan on a map or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *New York Times* – Luther Vandross, R&B Singer, Dies at 54 – <https://www.nytimes.com/2005/07/01/arts/music/luther-vandross-rb-singer-dies-at-54.html>

Newspaper Tie-ins:

- Play Luther Vandross' music and match newspaper stories or photos to his music.
- Using newspaper articles or photos as a source of inspiration, write new song lyrics to a Luther Vandross tune. Be prepared to share your new lyrics with the class.
- In the 1970s Luther Vandross wrote and performed TV commercial jingles. Write a commercial jingle for a newspaper advertisement. Use the chart on the next page to organize your work. Working individually or in small groups, make recordings of your finished commercial jingles.

Name _____

Directions: Look through the newspaper for an advertisement for a product or service that appeals to you. If the ad is small, paste it in the space below (if it doesn't fit, attach it to this document). Answer as many of the questions as you can to help guide your writing process. Then write a commercial jingle for that product or service.

Who is your audience? Who would this product or service appeal to the most?

Is this product or service unique in some way? Be specific.

What makes this product or service better than the competition?

Assessment question: What was the most interesting thing you learned while doing this lesson?

Series Exercises:

1. Select any two African Americans and compare and contrast their lives and accomplishments.
2. Create a crossword puzzle using key vocabulary words from each profile. Consider using the crossword puzzle student interactive tool available free online at <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>
3. Write an obituary notice for each.
4. Write a classified ad for each profile. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a journal entry from each personality's perspective regarding the challenge(s) each faced during his/her lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each individual.
7. Some of these famous people's homes may now be museums or have been designated historical landmarks. Research these online. What more can you find out about any of these African Americans that you didn't already know from his/her profile?
8. Check your library for an autobiography or biography about one of these people and read an extensive account of his/her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

Celebrating Black History Month



Stephen Myers (c. 1800 – 1870)

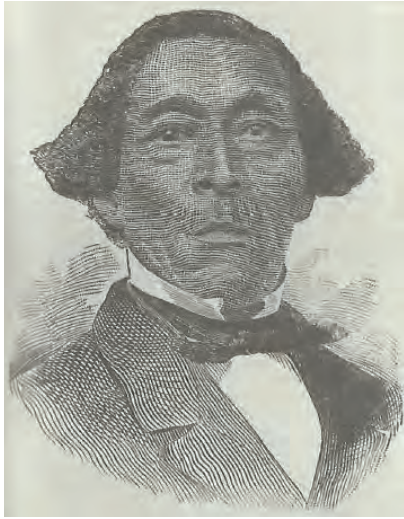


Image courtesy of the Underground Railroad History Project of the Capital Region, Inc.

Before the Civil War, an Underground Railroad of brave Americans helped thousands of people escape from slavery. In Albany, Stephen Myers was an important leader in the struggle for freedom and equality.

Myers was born about 1800 in Hoosick, Rensselaer County, and raised in the home of Abraham Eights across the Hudson River in Albany. Under a 1799 New York State law, Myers would have been bound to the Eights family until he was 28. He gained his freedom ten years early, at age 18, probably for service in the War of 1812. The Eights family most likely encouraged Myers to learn to read and write in preparation for freedom. He took full advantage of that preparation.

In 1821, New York curtailed Black men's voting rights. A requirement that Black voters own \$250 worth of property left 90% of them unable to vote. Stephen Myers spent the rest of his life working to restore voting rights to all Black men as a journalist, lobbyist and member of voting-rights clubs. Married to Harriet

Johnson, he worked at a variety of jobs, from running an Albany grocery to serving as a steward on Hudson River steamboats.

Myers' highest priorities were creating economic opportunity for Blacks and securing freedom for people escaping states where slavery was still legal. He entered the publishing business, starting newspapers to connect people with resources and jobs. He joined the Underground Railroad to help escapees from enslavement find refuge and safety on their journey.

In the years before the Civil War, Albany was a hotbed of anti-slavery activism. As a major destination for river traffic from New York City, the capital city became an important station on the Underground Railroad. As a ship's steward, Stephen Myers was ideally positioned to help smuggle freedom seekers up the Hudson. His home on Lumber Street, owned by brother-in-law John Johnson, sheltered people escaping enslavement.

Myers also led the Albany Vigilance Committee, which provided material assistance and legal help to passengers on the Underground Railroad. As leader of the Northern Star Association, he was the editor, publisher and agent of its widely-circulated journal, the *Northern Star & Freeman's Advocate*. Harriet Johnson served as proofreader and editorial assistant.

By the 1850s Stephen Myers was the "superintendent" for the Underground Railroad in Albany. Based in the Myers home, it assisted increasing numbers of people to freedom during a federal crackdown on fugitive slaves. At the state capital, he lobbied legislators to restore Black men's voting rights by abolishing the property requirement. During the Civil War that sealed slavery's fate, he recruited Black soldiers for the Union Army. In his own community, Myers promoted self-improvement, urging people to abstain from alcohol and helping found Albany's Free Colored School.

Despite Myers' lobbying, New York voters repeatedly upheld the property requirement, but history was on his side. Little more than a month after his death on February 13, 1870, the Fifteenth Amendment to the U.S. Constitution ended property requirements for voting that discriminated on the basis of race. The Myers home in Albany, now on the National Register of Historic Places, is a monument to Stephen and Harriet Myers' heroic commitment to human freedom and equality.

To learn more about Stephen Myers visit his home at 194 Livingston Ave, Albany, NY 12210 or go online to <https://undergroundrailroadhistory.org/>. This is one of a series of four Celebrating Black History Month profiles, written by Kevin Gilbert for the New York Newspapers Foundation's - News Media Literacy/Newspaper In Education Program. All rights reserved 2023.

Celebrating Black History Month



Susan McKinney Steward

(1847 – 1918)

Dr. Susan McKinney Steward was a pioneer for women of all races in New York State. Coming of age in a time of growing opportunities for her gender, she helped create greater possibilities for those who followed.

Biographers aren't certain why Susan Smith chose a medical career. She was born in 1847 to Sylvanus and Ann Smith, a family of racially mixed background who owned a prosperous Brooklyn pork store. Susan showed an early interest in music. She took organ lessons and became an organist for both Siloam Presbyterian Church and Bridge Street African Methodist Church.

In 1867, Susan Smith enrolled in the New York Medical College for Women. Two of her brothers had died in recent years, while Brooklyn had suffered a cholera epidemic in 1866. Seeing family and neighbors die may have inspired Susan to become a doctor, but at that time, no Black woman had ever become a physician in New York State.

The New York Medical College for Women was founded in 1863 by Dr. Clemence Sophia Lozier, a pioneering female physician in her own right. Dr. Lozier became Smith's mentor, guiding her education in the field of homeopathic medicine. After years of intense study and clinical work at Bellevue Hospital, Smith graduated at the top of her class in 1870 and became only the third African American woman doctor in American history.

While continuing her training at Long Island College Hospital, Dr. Smith started her own medical practice in her Brooklyn home. She treated patients of all ages and races, but specialized in children's medicine. She became an expert on marasmus, a wasting disease characterized by vomiting and difficulty digesting food, and wrote scholarly papers on her efforts to treat the disease.

Married to Rev. William G. McKinney in 1871, Dr. Susan Smith McKinney was a successful doctor, an active participant in the medical profession and in movements for social reform. Besides her own practice, she worked at the Brooklyn Home for Aged Colored People, and was a founder of the Brooklyn Women's Hospital and Dispensary in 1881. She supported voting rights for women and African Americans, helping to found the Equal Suffrage League of Brooklyn, and called for the prohibition of alcoholic beverages as president of her local chapter of the Women's Christian Temperance Union.

Widowed in 1892, Dr. McKinney later married Rev. Theophilus Gould Steward, the chaplain of the 25th U. S. Colored Infantry, known as the "Buffalo Soldiers." Dr. Susan McKinney Steward traveled west with her husband and, after his retirement, joined the faculty of Wilberforce University in Ohio in 1907. When the Stewards traveled to England in 1911, Dr. Steward delivered an address on "Colored American Women" at the First Universal Race Congress in London.

Dr. Susan McKinney Steward was honored as a community leader and historic trailblazer after her death on March 7, 1918. A Brooklyn junior high school renamed itself in her honor in 1974, while African American women doctors in New York State continue to dedicate themselves to the memory of the woman who led the way for them all.



**Dr. Susan McKinney Steward
Documenting the American South - page 164,
2002. University Library, The University of
North Carolina at Chapel Hill.**

Celebrating Black History Month



Robert Lee Hayes

(1942 — 2002)



Image of Bob Hayes Sculpture By
Kristen Vusbal.

Source: visbalsculpture.com

Racial segregation in the 1950s and 1960s couldn't stop Bob Hayes from reaching the pinnacles of amateur and professional sports.

Robert Lee Hayes was born in Jacksonville, Florida, on December 20, 1942. Despite the Supreme Court's 1954 ruling against separate schools for different races, Bob still had to attend Blacks-only schools as he grew up. At Gilbert High, his football team won Florida's 1958 Black high school championship. Instead of playing for Florida's most prestigious college teams, Hayes attended Florida A&M, one of the state's historic Black colleges. Florida A&M had a respected football program, but its team had few chances to take on their white peers.

Track and field was a different story. Representing Florida A&M, Bob Hayes won the Amateur Athletic Union's 100-yard dash championship three years in a row, beating rivals of all races. Without formal training as a sprinter, he set a world record in the dash in 1963. Hayes went on to represent the U.S. at the 1964 Summer Olympics in Tokyo. He tied the world record for the 100-meter dash and led the U.S. 4x100 meter relay team

to a come-from-behind victory in world-record time. His triumphs established Bob Hayes as the fastest man on Earth.

While college football was still segregated in parts of the U.S., Blacks and whites had played together in the National Football League since the 1940s. Bob Hayes' sprinting speed and football experience made him an attractive prospect. The Dallas Cowboys drafted Hayes before he was technically eligible to turn pro. He joined the Cowboys as a wide receiver and punt returner in 1965 only five years after the team was formed. His arrival helped make the young Cowboys a championship contender.

Sparked by "Bullet Bob" Hayes, the Cowboys made it to the NFL championship game in 1966 and 1967. They lost both times to the Green Bay Packers, that won the first two Super Bowls against teams from the rival American Football League. After the two leagues merged in 1970, Hayes and the Cowboys made it to Super Bowl V but lost to the Baltimore Colts. They returned the following year and defeated the Miami Dolphins, 24-3, in Super Bowl VI. Bob Hayes became the first man to win both an Olympic gold medal and a Super Bowl ring. Nearly fifty years later, he remains the only man to have done so.

Hayes set many Cowboys records on offense, but his biggest long-term impact was on the way teams played defense. His speed and agility forced coaches to adopt alternatives to traditional man-to-man defense, since few individual players could hope to keep Hayes from catching the ball. Despite his historic impact on the game, the NFL was slow to honor Hayes after his retirement in 1975.

Substance abuse led to Hayes' arrest for drug trafficking in 1978. While he served only ten months in prison, and his conviction eventually was overturned, the disgrace delayed his inclusion in the Hall of Fame and the Cowboys' Ring of Honor. Hayes later started the Person to Person program and made personal appearances to educate young people about the dangers of substance abuse.

Bob Hayes' name finally was added to the Cowboys' Ring of Honor at Texas Stadium a year before his death on September 18, 2002. In January 2009, Bob Hayes was elected to the Pro Football Hall of Fame.

For more information about the National Football League, visit the Pro Football Hall of Fame online at <https://www.profootballhof.com>. This is one of a series of four Celebrating Black History Month profiles, written by Kevin Gilbert for the New York Newspapers Foundation's - News Media Literacy/ Newspaper In Education Program. All rights reserved 2023.

Celebrating Black History Month



Luther Vandross

(1951 – 2005)

Through hard work and dedication to his craft, Luther Vandross moved steadily forward from backup vocals to claim the spotlight as one of the biggest musical stars of the late 20th century.

Luther Ronzoni Vandross Jr. was born in the Kip's Bay neighborhood of Manhattan on April 20, 1951. Luther reportedly taught himself to play the piano at age 3 by imitating the notes he heard on records. He may have been inspired by his older sister Patricia, a founder of The Crests, a multi-racial doo-wop group. Patricia just missed out on stardom, quitting the act for college before their greatest hit, "Sixteen Candles."

Luther joined a musical group called Shades of Jade while still in high school. They performed at the popular amateur night shows at Harlem's Apollo Theater, a national showcase for Black music. Luther attended Western Michigan University for one year before dropping out to pursue a career in show business. He had already made a promising start as part of the group Listen My Brother, which appeared on the first season of the long-running children's show *Sesame Street*.

During the 1970s Vandross was deeply involved in the increasingly diverse world of pop music. As a songwriter, he contributed the song "Everybody Rejoice" to the hit Broadway musical *The Wiz*. He worked steadily as a backup vocalist in the recording studio and on tour for a wide range of both white and Black pop stars – but stardom in his own right eluded him. He fronted a band named Luther, but their two albums were unsuccessful. Along with more glamorous work he wrote and sometimes sang jingles for TV commercials. His voice was widely heard, but Luther Vandross was still little known outside professional music circles.

In the 1980s Vandross finally became a star. As lead singer for Change, he saw three songs from their debut album top the dance charts. In 1981 he signed a contract with Epic Records and released a solo album, *Never Too Much*. The title track became Vandross' first number-one single on the R&B charts. He topped the R&B charts twice more that decade, and at the end of the decade broke into the pop top ten with the single "Here and Now."

Vandross achieved even wider recognition in the 1990s. He earned the first of eight Grammy awards when "Here and Now" won Best Male R&B Vocal Performance in 1991. He won again the following year for "Power of Love," his biggest pop hit, which also earned him the Best R&B Song award. Vandross was named Favorite Soul/R&B Artist at the American Music Awards four times between 1990 and 1996. In 1997 he received one of the highest honors a singer can get when he was invited to sing the National Anthem at Super Bowl XXXI.

Shortly before an April 2003 stroke effectively ended his career, Vandross completed an album, *Dance With My Father*. Released that June, it was his first album to debut at number one on the *Billboard* magazine chart. The title song, a remembrance of the father he lost at an early age, earned him Grammys for Male R&B Vocal and Song of the Year. By the time of his death on July 1, 2005, Luther Vandross had become one of America's most beloved singers.



Photo credit: Don Hunstein,
Sony Music

Answer Key:

Stephen Myers:

1. Most Black men didn't own at least \$250 of property – a requirement at that time to vote.
2. Accept any three of the following: grocery worker, ship steward, editor, publisher, soldier.
3. The Myers published the *Northern Star and Freeman's Advocate*.
4. Accept any reasonable response.
5. Myers assisted the Union Army by recruiting Black soldiers to fight during the Civil War.
6. Answers will vary by location.

Dr. Susan McKinney Steward:

1. A cholera epidemic that killed family and friends.
2. She played the organ.
3. Homeopathic medicine
4. Children's medicine, especially marasmus
5. Accept any three of the following: New York Medical College for Women, Bellevue Hospital, Long Island College Hospital, Brooklyn Home for Aged Colored People, Brooklyn's Women's Hospital and Dispensary and Wilberforce University
6. Women's suffrage/right to vote, African American's right to vote and the temperance movement.

Robert Lee Hayes:

1. Robert was approximately 21 years old when he when he won his Olympic Medals.
2. The Cowboys competed in four Super Bowl games while Robert Hayes played for the team.
3. He suffered from substance abuse and was arrested and convicted of drug trafficking. (The drug trafficking conviction was ultimately overturned).
4. He started the Person-to-Person program and talked to young people about the dangers of drug abuse.
5. Answers will vary by location.

Luther Vandross:

1. He played in a band called Shades of Jade in high school.
2. Vandross' group, Listen My Brother, performed on *Sesame Street*.
3. Accept any of the following: writer, backup vocalist/singer, jingle writer, performed as a solo artist, sang as part of a group, or recording artist
4. He was invited to sing the National Anthem for Super Bowl XXXI.
5. He suffered a stroke in April 2003.
6. Answers will vary by location.

Additional online resources:

<http://www.africanamericanhistorymonth.gov/index.html> - African American History Month resources created by government agencies including Library of Congress, National Archives and Records Administration, National Park Service and more.

<http://new.civiced.org/resources/curriculum/black-history-month> - The Center for Civic Education - The School Violence Prevention Demonstration Program presents educators with lesson plans that explore the use of nonviolence in history, paying particular attention to the civil rights movement and African American history.

<https://www.scholastic.com/teachers/collections/teaching-content/black-history-month/> - Scholastic resources for teachers

<https://www.pbs.org/newshour/extra/2019/02/black-history-month-resources-for-the-classroom/> - Twenty pertinent classroom resources for Black History Month from PBS.

<http://www.loc.gov/teachers/usingprimarysources/guides.html> - Using Primary Resources Teacher's Guide and Analysis Tool from Library of Congress.

<https://nmaahc.si.edu/explore/exhibitions> - Explore the online resources available from the Smithsonian's National Museum of African American History & Culture.

Additional generic NIE graphic organizers are included on next pages to extend these lessons or to use as you wish.

Name _____

A Study Guide*

Working in groups of no more than five, choose and study carefully a newspaper story about someone or a group of people working to make your community a better place for everyone to live. Answer the questions below based on details from the chosen story.

1. Remembering (retrieve)

Who committed the action? _____

What is the action? _____

When did the action take place? _____

Where did the action take place? _____

2. Understanding (summarize)

Retell or give the main idea. _____

3. Applying (carry out)

Why is (the specific event) _____ significant?

4. Analyzing (compare)

How does (the problem in the story) _____ compare with another problem _____?

5. Evaluating (judge)

Do you agree with a viewpoint offered by someone in the story or the opinion expressed by the person writing the opinion? _____

What do you think? _____

6. Creating (plan)

Devise an action plan to solve the problem and present your plan to a group of students, parents, school and/or community officials. _____

(*Bloom's Taxonomy revised)

Name _____

Levels of Thinking and Reasoning*

From your newspaper, choose a story about diversity in your community that interests and/or involves you and is likely to appeal to other students in your class. Ask a question on each level and have a classmate read the story and answer the questions. Also, ask for a critique of the questions.

| |
|--|
| Headline: _____ Author: _____ Newspaper: _____ Date: _____ |
|--|

| |
|---------------|
| Create |
|---------------|

| |
|-----------------|
| Evaluate |
|-----------------|

| |
|----------------|
| Analyze |
|----------------|

| |
|--------------|
| Apply |
|--------------|

| |
|-------------------|
| Understand |
|-------------------|

| |
|-----------------|
| Remember |
|-----------------|

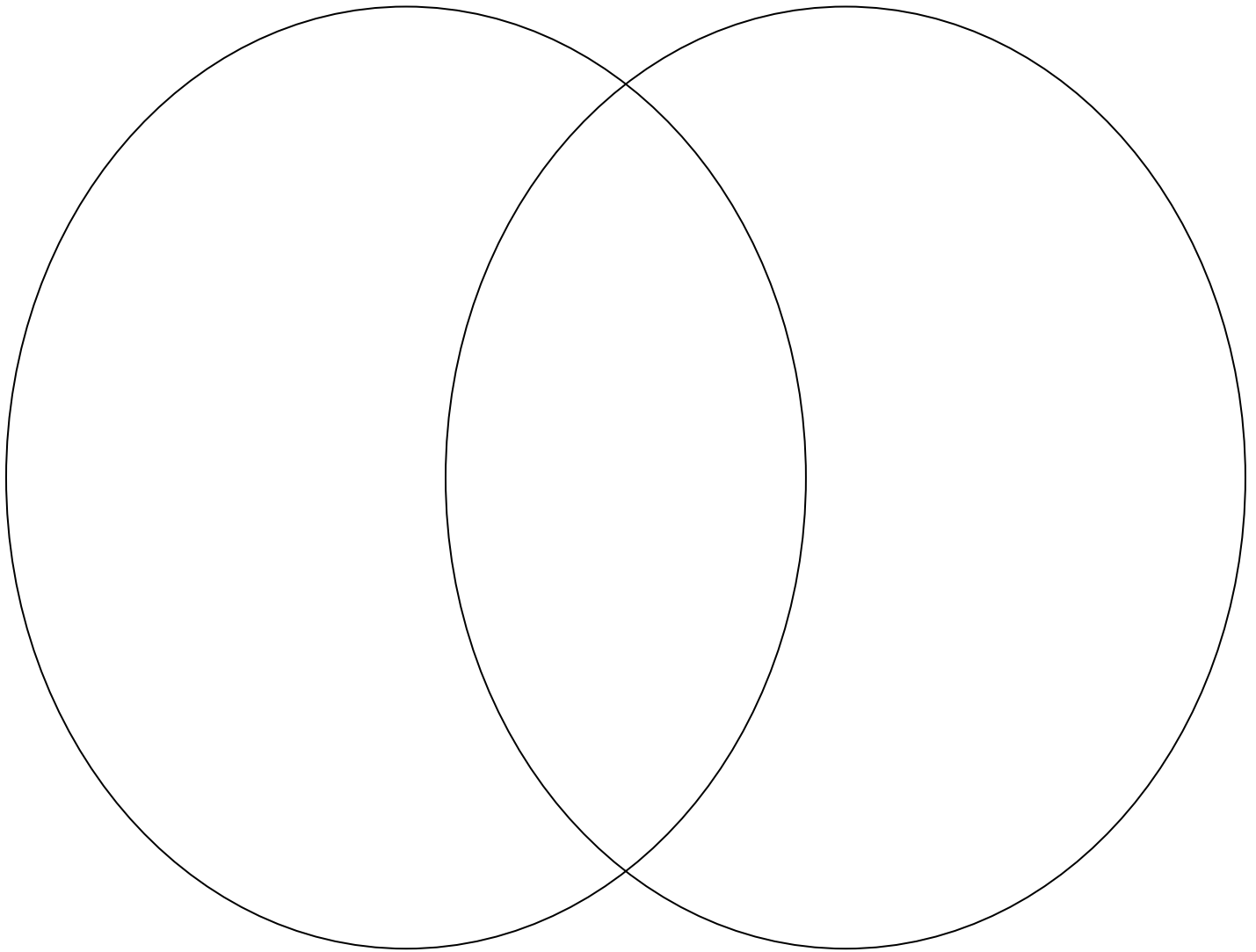
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom's Taxonomy revised)

Name _____

Venn Diagram

Directions: Compare one person from the Celebrating Black History Month profiles with someone in the news who is working to improve the community.



Follow-Up: What character trait do they share?

Name _____

KLW Chart

Directions: Before you read fill out the KNOW column with what you already know about the topic. As you read fill in what you've LEARNED in the center column. After you have finished reading fill in the WANT column with what you *want* to know more about.

| KNOW | LEARN | WANT TO KNOW |
|------|-------|--------------|
| | | |

Follow-Up: Conduct research to answer your questions.

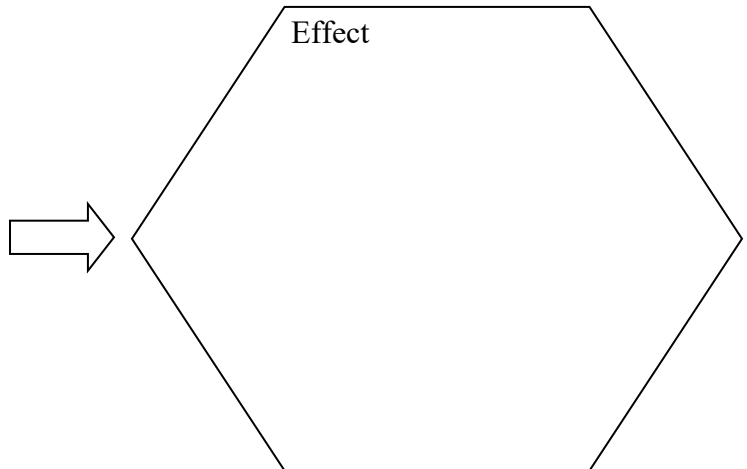
Name _____

Cause and Effect

Directions: Select one or more news stories that focus on issues of equality and justice. Identify causes and effects.

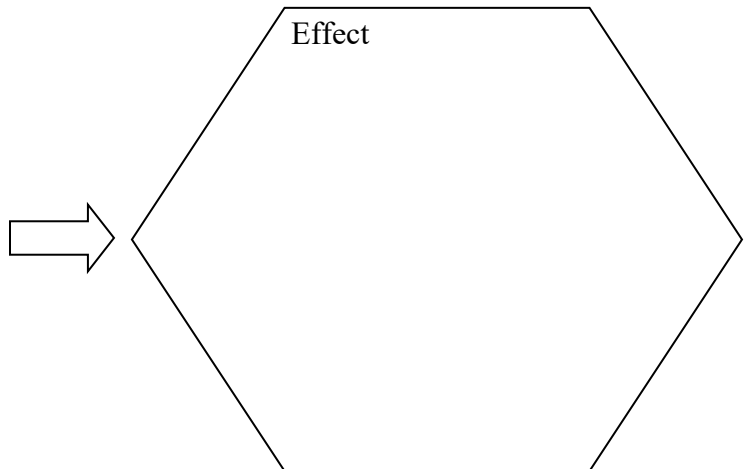
Story Headline:

Cause



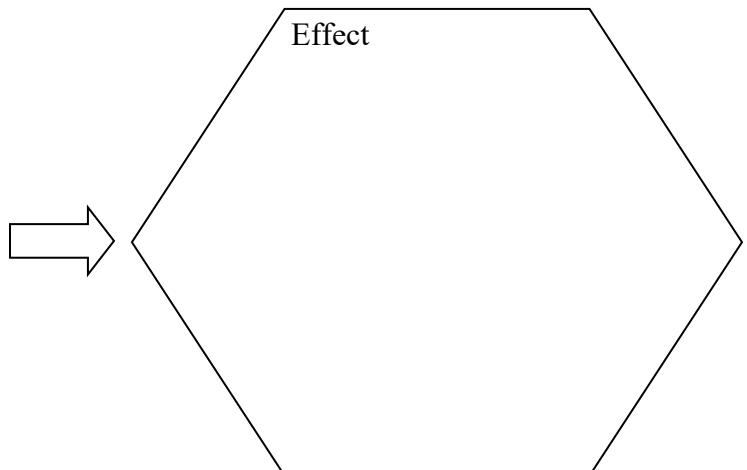
Story Headline:

Cause



Story Headline:

Cause



Follow-Up: Which effects represent positive and which, negative results, for the people involved?

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