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Celebrating Black History



Tampa Bay
Times

NIE

newspaper in education

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Civic education and your newspaper

By Jodi Pushkin, *President Florida Press Educational Services (FPES)*

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The newspaper conveys information about the natural or social world. The articles are written from someone who knows information to someone who doesn't. The newspaper has specialized features such as headings and technical vocabulary.

Join FPES in promoting civics education by using some of the activities and lessons in this packet. If you have other lessons to share or would like to provide feedback, please email jpushkin@tampabay.com.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at www.fpesnie.org.

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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

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).

Famous Black Floridians

Using the publication [*Celebrating African American Inventors & Innovators, produced by the Orange County Regional History Center*](#), complete the following activities.

1. Select any two African Americans and compare 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 www.readwritethink.org/files/resources/interactives/crossword/
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.

Florida Press Education Services activity: Exploring history

The Struggle for Rights in America

Many documents at the [National Archives](#) illustrate how individuals and groups asserted their rights as Americans. Use this site to explore the topics of slavery, racism, citizenship, women's independence, immigration, and more. Explore an entire exhibit devoted to "Records of Rights" at recordsofrights.org where documents from the holdings of the National Archives illustrate how Americans have endeavored to define, secure, and protect their rights. Using one of the graphic organizers on the next pages, explore the information presented in the exhibit.

Graphic Organizer: KWL 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.

Graphic Organizer: 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	Effect
Cause	Effect
Cause	Effect

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

Florida Memory Project: The Civil Rights Movement in Florida

The Florida Memory Project has informational text and lesson plans available for [Black History Month](#).

The civil rights movement shaped the culture and laws of the United States in the 20th century. The former slave states of the South, including Florida, were battlegrounds in the fight to end legally enforced segregation and discrimination.

A key victory came in 1954 when the United States Supreme Court unanimously decided in the case of *Brown v. Board of Education of Topeka* that school segregation was unconstitutional. The actual process of school desegregation continued into the early 1970s.

At the same time, political protests and civic engagement led to a gradual change in laws. Florida's towns and cities slowly integrated buses, stores, theaters, beaches and other public places.

This unit introduces major themes, events and individuals in the history of the civil rights movement in Florida using primary sources from the [collections of the State Archives of Florida](#).

- ❖ [Timeline](#)
- ❖ [Photos and History](#)
- ❖ [Photo Analysis: Civil Rights Leaders Defying Segregated Bus Seating](#)

Florida Press Education Services activity: Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. The first step is to choose one of the notable Floridians listed and learn more about him or her. You can work by yourself or with a partner.

Julian "Cannonball" Adderley
Wally Amos
Angela Bassett
Mary McLeod Bethune
Ray Charles
George "Buster" Cooper
Eric Darius
Clarence Fort
Alfred "Freddie" Hair
Robert Hayling
Zora Neale Hurston
Daniel "Chappie" James, Jr.
Lillette Jenkins-Wisner
James Weldon Johnson
Joseph E. Lee
Thelma "Butterfly" McQueen
Carrie Meek
Julee Panton
Sidney Poitier
Peggy Quince
Philip Randolph
John Gilmore Riley
Jackie Robinson
Maya Rudolph
Deion Sanders
Augusta Savage
Emmitt Smith
Wesley Snipes
William Monroe Wells

1. When you are doing research, it is important to use credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.
2. Research the person you chose. Write down the important facts, including:
 - Who is this person?
 - What is his or her background?
 - Where was this person born and where did he or she live?
 - When did this person live?
 - Why is this person notable and/or important?
 - How is this person a role model?

3. Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.
4. Next, compare the person you chose to one of the other individuals you have read about during your exploration of Black History.
5. Create an oral presentation about what you have learned and discovered.

Florida Press Education Services: News in Education Activities

Battling injustice

Tampa resident Clarence Fort was among the 4,200 attendees at the Rev. Dr. Martin Luther King Jr.'s speech in Tampa. Interviewed by a local television station in early 2011, Fort remembered King's speech. "You could see people all dressed up in their Sunday best. Well, it was just very motivating, and it gave you the sense that you really wanted to go out and do something; that you wanted to demonstrate. You didn't worry about whether you might lose your job – but you just wanted to go for the equal rights and what it meant to us as African-Americans." Fort continued, "Our eyes did not begin to come open until Dr. King came into town and he started telling us about the injustices that, as a race of people, we faced every day."

What does the word "injustice" mean? Do you think injustice is prevalent in your community? Why do people risk their lives to challenge injustice? Would you? Make a list of examples of injustice that you have seen or heard about. Then, look in your newspaper for additional examples. Choose at least one example from personal experience and one from the Times. Focusing on the issue of injustice, write an argument paper. Use the examples to support your claims.

Freedom Riders

Black people struggled for decades to win legal equality. Segregation was deep-rooted in the South. Schools, public transportation and many public places were segregated. Lawsuits to challenge segregation in schools took place from the 1930s through the 1954 landmark decision of *Brown vs. Board of Education*. Ending segregation was not easy.

In 1955, the Montgomery Bus Boycott took on segregated city buses. And sit-ins challenged segregation at lunch counters starting in 1960. During the summer of 1961, with the civil rights movement well underway, activists challenged yet another segregation stronghold: interstate bus travel. Although this segregation was illegal, it still continued. Most black Americans did not try to assert their rights because of the likelihood of violence.

However, in 1961, a group of black and white Freedom Riders challenged segregation on interstate buses and in terminals. As a result, these citizens challenged federal officials to enforce U.S. law. The Freedom Rides became a defining part of the civil rights movement, and the Freedom Riders became models of the heroism that transformed race relations.

Research the Freedom Riders, specifically in Florida, in your school media center or local library. Examine not only the history of this heroic group of people, but also the concept of nonviolent protest. The Florida Memory Project is a good place to start as well as your newspaper's archives and the Library of Congress. Write a fully developed essay focused on your research. Share your research with your class.

Now that you have learned about the journey of the Freedom Riders, look in the newspaper for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.

Additional Research Activity: Florida Press Education Services

During the last year of his life, Martin Luther King, Jr. and the Southern Christian Leadership Conference organized the Poor People's Campaign, a movement to end poverty and promote economic justice for all Americans regardless of race, ethnicity or gender. In 1968, they drafted a statement given to members of the U.S. government and publicly demanded an economic and social bill of rights to help citizens obtain jobs, income, education and housing, among other items.

How might a lack of education contribute to poverty? How might intensified education lead to economic success not only for individuals, but also for an entire community? Did you know that according to the U.S. Bureau of Labor Statistics, workers with more education have lower unemployment rates and higher incomes than workers with less education? Some studies suggest that people with higher levels of education are also healthier. Other studies suggest that higher education rates correlate to lower crime. Discuss these ideas with your class. In what ways do you think increased education might economically benefit a community?

Dr. King championed education, but he also stressed action. In 1947, he wrote an essay titled "The Purpose of Education." In this essay, he wrote: "Intelligence plus character, that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate." What does Dr. King mean? To what worthy objectives might he refer? What is the power of your education? How might you be able to use it to help others?

Use your newspaper, the Internet and the school media center to research economic and education statistics for your state and community. Possible topics include median household income, high school graduation rates, college attendance rates and literacy rates. In addition to the newspaper, some other sources could include the State of Florida website, the Florida Department of Education website, the U.S. Census Bureau, the National Center for Education Statistics, the Department of Education and the National Education Association. How does our state compare to others? Create a graphic organizer to show what you have learned. Share your results with your classmates.

Going Beyond the Text

Human rights

The second bullet point of the preamble to the Charter of the United Nations is “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Think about what these words mean in connection to the second sentence of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Analyze political, economic and social concerns that emerged at the end of the 20th century and into the 21st century. What significance do these words have in connection with those concerns? How do human rights play a factor in these concerns?

Analyze the newspaper for a week and look at the current event stories on a local, national and international level. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). What do these issues have to do with human rights? Right a blog or journal post about this. Share your thoughts with your class.

Civil Rights

What does the term Civil Rights mean? Research this term with your class. At the same time black Americans were struggling to achieve civil rights in America, Mexican American farmworkers started movements to secure their rights as laborers. A key leader in this movement was Cesar Chavez, who was born into a family of migrant workers in Yuma, Arizona in 1927. Throughout the agricultural regions of the U.S., Latino families worked long hours harvesting crops for inadequate wages and no protection from poor working conditions. Learn about the United Farm Workers (UFW) at ufw.org. Research the UFW. Compare the struggles of Mexican Americans to black Americans. Find a current issue regarding black and or Mexican Americans in your newspaper. Add the current information you find to your research and create a graphic organizer or infographic to show your comparison. Share what you have learned with your class.

Source: History Channel and Washington Times Newspaper in Education program

People are people

Throughout history, many different groups have been treated poorly. Typically, those persecuted have done nothing wrong to prompt the actions taken by their aggressors. Most often, these groups are singled out for characteristics that are not harmful. Look in the newspaper for examples of people or groups of people being treated unfairly. You can look at articles, photos or cartoons. Write down the points you see that identify unfair conditions or treatment. Once you have done that, write down some ways that this unfair treatment can be changed. Write a fully developed paragraph outlining the issues presented in the article, photo or cartoon and how changes can be made to improve the situation presented. Be sure to use specific examples from your sources to support your idea. Share your information with your classmates.

Leadership in the news

The goal of an activist is to bring about political or social change. Throughout this Newspaper in Education publication, you have read about many activists who are great examples of ordinary citizens, who stood up for their beliefs. Who are some current activists in our society? You don't have to look further than the daily newspaper to find them. Look through the newspaper for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.

Jim Crow

“Jim Crow was the name of the racial caste system that operated primarily, but not exclusively, in southern and border states between 1877 and the mid-1960s. Jim Crow was more than a series of strict anti-black laws. It was a way of life,” according to the Jim Crow Museum of Racist Memorabilia. Under Jim Crow laws, black people were considered second-class citizens. Jim Crow laws legitimized racism. Have your teacher break up your class into small groups. Research Jim Crow laws, focusing on Florida. Think about how these laws would affect everyday life. Are there laws in our communities today that are unfair to specific groups of people? Discuss this with your peers and write down what you have learned and your thoughts about it in journal or blog form. Once you organize your thoughts in your journal or blog, write a newspaper-style opinion article or editorial focusing on this topic in relationship to your community. Use the editorials, opinion articles and columns in your newspaper as models for your writing.

Music as informational text

Preston Lauterbach, author of *The Chitlin' Circuit and the Road to Rock 'n' Roll*, writes: “The Chitlin' Circuit was African Americans making something beautiful out of something ugly, whether it's making cuisine out of hog intestines or making world class entertainment despite being excluded from all of the world-class venues, all of the fancy white clubs and all the first-rate white theaters.”

Ed Ward with National Public Radio noted that before the 1960s, “Segregated American cities helped give birth to a touring circuit that provided employment for hundreds of black musicians and eventually brought about the birth of rock 'n' roll.”

Between 1917 and 1935, a cultural, social and artistic outburst, known as the Harlem Renaissance, took New York City and the rest of the country by storm. During this time period, after World War I and before World War II, Harlem was a cultural center, beckoning black writers, artists, musicians, photographers, poets and scholars from throughout the United States. Many of these artists were from the South [Source: Public Broadcasting System].

Song lyrics can be the living textbook to learn about moments and events that have shaped American history and culture. During times of segregation, black musicians were not permitted to play in traditional concert halls. The musicians played what was known as the Chitlin' Circuit. Some of the most popular venues in Florida were in the following locations: Tampa, St. Petersburg, Tallahassee. Gainesville. Miami, Jacksonville, Orlando, Pensacola and Dade City. You can listen to some of the musicians who played during this time period on this [Tampa's Chitlin' Circuit playlist on Spotify](#).

Using the songs on playlist, discuss the following points:

- Explain how the music evokes feelings and emotions.
- Analyze the song lyrics to critically examine themes and messages.
- Use one or more songs to express a personal viewpoint or message about a tolerance-related issue that's important to you.
- What can we learn from music?
- What is the role of music in society?
- What responsibilities do songwriters have to use their platforms for positive change?
- Why is the viewpoint of songwriters relevant?

Choose one of the songs on the playlist and compare it to a modern song. How do the differences and similarities reflect on American society? Write down your ideas in the format of a blog post, and then share your thoughts with your class.

Extension activity: Look through your local newspaper and find an article about a topic that is important to you. Write a song or poem, focusing on this topic to share with your class.

Activities written by Jodi Pushkin, Tampa Bay Times Newspaper in Education. For more information, contact jpushkin@tampabay.com.

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