

# **Celebrating Black History Month**

## **Teaching Guide/Student Worksheets**

This guide supports the use of the profiles Celebrating Black History Month. 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 News Publishers Association –  
Newspaper In Education Program  
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*Any questions contact Mary at [mmiller@nynpa.com](mailto:mmiller@nynpa.com) or call 518-449-1667*

# 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: <http://www.cpalms.org>.

The reading material and 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

## Tampa Bay Times Newspaper in Education

The Tampa Bay Times Newspaper in Education (NIE) program is a cooperative effort between schools and the Times 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. And since the mid-1970s, NIE has provided schools with class sets of informational text in the form of the daily newspaper and our award-winning original curriculum, at no cost to teachers or schools.

In the Tampa Bay area each year, more than 5 million newspapers and electronic licenses are provided to teachers and students free of charge thanks to our generous individual, corporate and foundation sponsors. In addition to providing free supplemental materials to educators, NIE hosts free educator workshops and webinars. Our teaching materials cover a variety of subjects and are consistent with Florida's education standards. For more information about NIE, visit [tampabay.com/nie](http://tampabay.com/nie) or email [ordernie@tampabay.com](mailto:ordernie@tampabay.com). Follow us on Twitter at [Twitter.com/TBTimesNIE](https://twitter.com/TBTimesNIE).

Name \_\_\_\_\_

## James McCune Smith

Vocabulary – write a brief definition of the following words:

apprentice \_\_\_\_\_

assumptions \_\_\_\_\_

debunked \_\_\_\_\_

eloquence \_\_\_\_\_

phrenology \_\_\_\_\_

theoretically \_\_\_\_\_

Read the profile of James McCune Smith. Then answer the following questions.

1. How did James McCune Smith first earn money? \_\_\_\_\_

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

2. Why did Smith go to Scotland for medical school? \_\_\_\_\_

\_\_\_\_\_

3. Why did a colleague of Smith's need to present James' case reports at the New York Medical & Surgical Society? \_\_\_\_\_

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

4. Besides helping medically, how did James McCune Smith serve the black community? \_\_\_\_\_

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

5. Find New York City on a map or use an online mapping tool. About how far is it from your school? \_\_\_\_\_

\_\_\_\_\_

**Related Online News Article:** *The Blade*, Published in Toledo, OH – June 29, 1968, Headline: Medical, Scientific History Made Despite Vast Waste Of Human Talent

<http://news.google.com/newspapers?nid=1350&dat=19680629&id=fyZPAAAIBAJ&sjid=nAEEAAAIBAJ&pg=7017,816950>

**Newspaper Tie-ins:**

- Look through recent editions of the newspaper (print or online) for news about someone who had to overcome obstacles to achieve his or her goal. Compare and contrast their story with James McCune Smith's life.
- James McCune Smith worked to end slavery and for racial equality. Look through the newspaper for examples of people fighting for the equality of others. What group of people are they working for? How and why are they doing it? Compare this modern group with the black Americans during James McCune Smith's lifetime. Use the following page to organize your writing.

Name \_\_\_\_\_

<b>Black Americans 1800s</b>	<b>Group from Today's News</b>
What is the problem?	What is the problem?
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 interesting thing you learned while doing this lesson?

Name \_\_\_\_\_

## Frederick Douglass

**Vocabulary – write a brief definition for the following words and phrases:**

runaway slave \_\_\_\_\_

distinguish \_\_\_\_\_

eloquent \_\_\_\_\_

Underground Railroad \_\_\_\_\_

alienated \_\_\_\_\_

**Read the profile of Frederick Douglass. Then answer the following questions.**

1. In what year did Frederick Douglass first come to live in Rochester? \_\_\_\_\_
2. What other rights leader did Douglass associate with? \_\_\_\_\_
3. What was the name of the newspaper Douglass published in Rochester and what was its primary goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Give at least two times Douglass left New York State and why he left. \_\_\_\_\_  
\_\_\_\_\_
5. About how old was Frederick Douglass when he died? \_\_\_\_\_
6. Find Rochester on a map or use an online mapping tool. About how far is it from your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Related Websites:

Frederick Douglass National Historic Site – Washington D.C. -  
<https://www.nps.gov/frdo/learn/historyculture/frederickdouglass.htm>

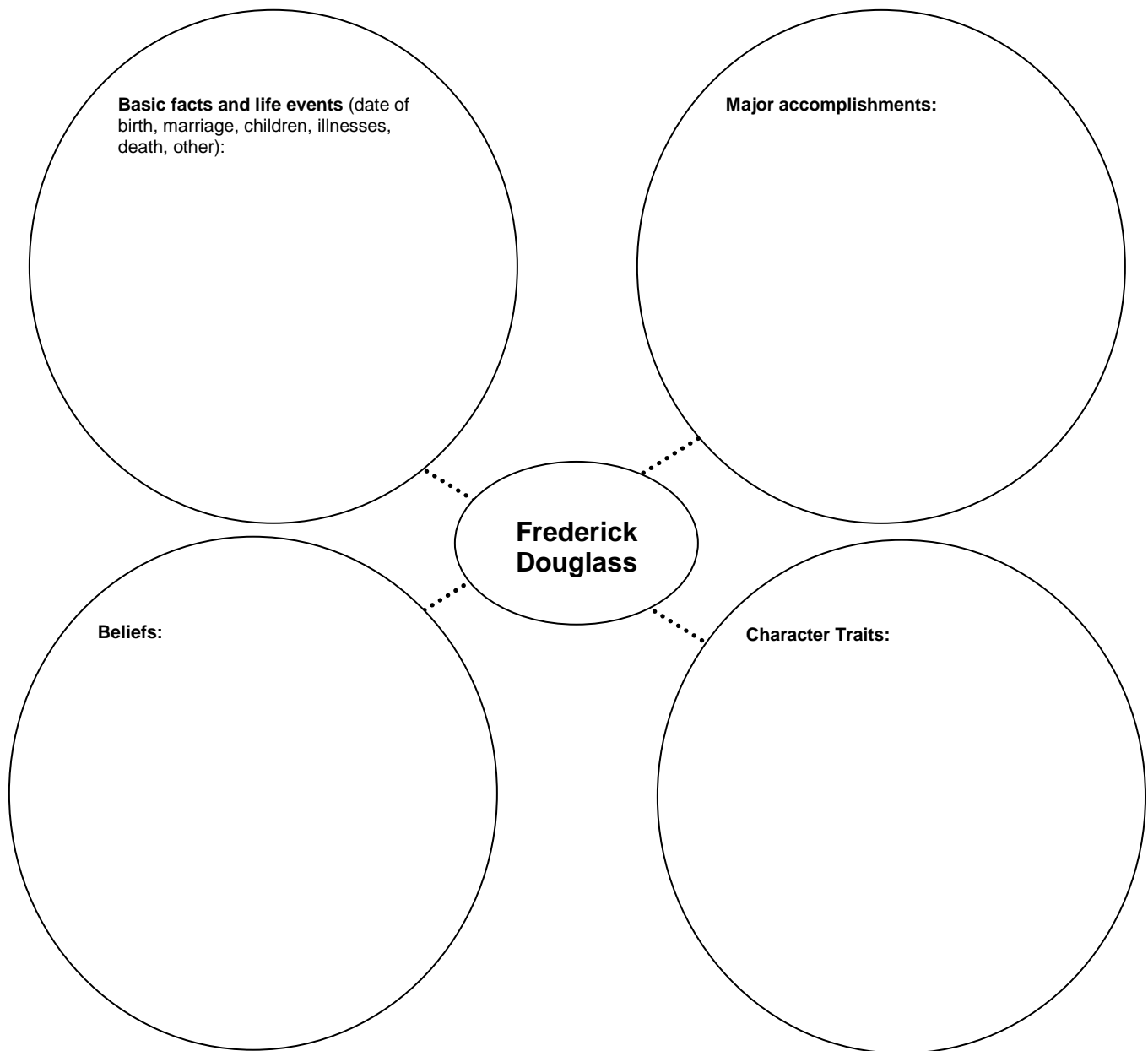
### Newspaper Tie-ins:

- Search recent editions of the newspaper for editorial cartoons. Collect several dealing with social injustices. Draw your own editorial cartoon on a social injustice you feel strongly about. Be prepared to share your cartoon with the class and to discuss any symbolism, irony and/or personification used. For help with understanding editorial cartoons visit the Library of Congress website at <http://tinyurl.com/loc-cartoons>.
- Frederick Douglass was someone who helped bring about change. Read through several editions of your local newspaper and look for an issue or topic you feel requires change. As a class, brainstorm some possible solutions to this problem. Write a letter to the editor summarizing the thoughts of your class.

- Douglass published a weekly newspaper. As a class, develop your own newspaper reporting on the activities of the past week or two. Have students write about school events or other things that might interest them. Assign each student to a specific task including, photographer, cartoonist, reporter, editor, printer, carrier (distribution), etc.

Name \_\_\_\_\_

**Directions:** As you read the profile about Frederick Douglass, fill in as much of the chart below as you can. If there is more time available, explore other resources to fill out this character chart thoroughly.



**Newspaper follow up:** From your newspaper, choose a story about someone and complete the chart above based on what you learn from the story.

**Assessment question:** Name something that you learned and inspired you about Frederick Douglass.



Name \_\_\_\_\_

## Mary Edmonia Lewis

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

Ojibway \_\_\_\_\_

progressive \_\_\_\_\_

medallion \_\_\_\_\_

patrons \_\_\_\_\_

neo-classical \_\_\_\_\_

realism \_\_\_\_\_

**Read the profile of Mary Edmonia Lewis. Then answer the following questions.**

1. What was Mary Edmonia Lewis’s ancestry? \_\_\_\_\_  
\_\_\_\_\_
2. What wrongdoing was Lewis accused of while attending Oberlin College? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What inspired Mary Edmonia Lewis to become a sculptor? \_\_\_\_\_  
\_\_\_\_\_
4. In which European country did Lewis live and work? \_\_\_\_\_
5. Why did President Grant have Lewis sculpt a bust of him? \_\_\_\_\_  
\_\_\_\_\_
6. Find Rensselaer on a map or use an online mapping tool. About how far is it from your school?  
What is the approximate distance between Rensselaer and Boston? Using a world map, about how far  
is Rensselaer to Italy?  
\_\_\_\_\_  
\_\_\_\_\_

### **Newspaper Tie-ins:**

- As a class, discuss kinds of art you have seen in your community, your city, on TV, in newspapers or on the Internet. Discuss which was the most unusual or the one you liked most.
- In groups or as a class, go through the print or electronic edition of the newspaper to find a photo of an interesting building or public space, such as a park. Select one and use the graphic organizer on the next page to gather detailed information about what you’ve found.

Name \_\_\_\_\_

Art is everywhere in the world. Paintings, sculptures, statues, buildings, parks or specially designed public spaces are kinds of art. Artists who created them use shapes, colors, textures and special materials to get people to look at these works and respond to them as art. They design their art to get people to take a fresh look at their surroundings, think in new ways or feel certain emotions.

**Write down three adjectives to describe the building or space:**

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---

---

**Write down three emotions you might feel if you were standing near the building or in the space.**

---

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**Write a sentence describing what you think is the most interesting thing about the building or space.**

**Is it the size, shape, colors or something else?** \_\_\_\_\_

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---

---

**Follow up:** If you were designing a building or public space, such as a park, what would it look like? What shapes, colors, textures or special materials would you include and why? If you'd like, make a quick drawing of your building or space on another piece of paper.

**Assessment question:** What one new thing did you learn about sculpture or other art forms during this lesson?

This activity was modified from an original lesson from *Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011*, created for NAA Foundation by Peter Landry, Hollister Kids. For additional NIE art activities go to [www.americanpressinstitute.org](http://www.americanpressinstitute.org)

Name \_\_\_\_\_

## Shirley Chisholm

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

colleagues \_\_\_\_\_

U.S. House of Representatives \_\_\_\_\_

legislation \_\_\_\_\_

prestigious \_\_\_\_\_

prevailed \_\_\_\_\_

reluctant \_\_\_\_\_

**Read the profile of Shirley Chisholm. Then answer the following questions.**

1. What island country did Shirley’s parents emigrate from? \_\_\_\_\_

2. Who raised Shirley as a young child? Where? \_\_\_\_\_

3. Why did Shirley turn down a scholarship to attend Vassar College? \_\_\_\_\_

4. What famous first is Shirley Chisholm known for? When did she accomplish it? \_\_\_\_\_

5. Name at least two causes Shirley championed while serving in the New York State Assembly? \_\_\_\_\_

6. What political office did Shirley seek but was not selected? When? \_\_\_\_\_

### **Newspaper Tie-ins:**

- Imagine you lived during Shirley Chisholm’s time. Write an editorial on how you feel about her campaigning for President.
- Shirley Chisholm was someone who was driven to change social injustices. Read through several editions of your local newspaper (print or online) and look for an issue or topic you think is unfair. As a class, brainstorm some possible solutions to this problem. Write a letter to the editor summarizing the thoughts of your class.
- Look through newspapers (print or electronic) for editorial cartoons. Collect several dealing with social injustices. Use the graph on the next page to analyze your favorite.

**Assessment question:** Write two things you learned about Shirley Chisholm and/or newspapers while doing this activity.

Name \_\_\_\_\_

## Analyzing an Editorial/Political Cartoon

1. What is the cartoon's title or caption?
2. Who drew the cartoon?
3. When and where was it published?
4. What is familiar to you in this cartoon?
5. What questions do you have about this cartoon?
6. Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?  

<input type="checkbox"/> Humor	<input type="checkbox"/> Labels
<input type="checkbox"/> Caricature	<input type="checkbox"/> Analogy to another historical or current event
<input type="checkbox"/> Symbols	<input type="checkbox"/> Stereotypes
<input type="checkbox"/> Speech/idea balloons	<input type="checkbox"/> References to popular culture, art, literature, etc.
7. List the important people or objects shown in the cartoon:
8. Are symbols used? If so, what are they and what do they mean?
9. Are stereotypes used? If so, what group is represented?
10. Is there a caricature of anyone in the cartoon? If so, who?
11. Briefly explain the message of the cartoon:
12. What groups would agree or disagree with the cartoon's message? Why?
13. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

## 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 [www.readwritethink.org/files/resources/interactives/crossword/](http://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.

## Answer Key:

### James McCune Smith:

1. He worked as an apprentice blacksmith.
2. because schools in the US would not admit him
3. because he was not allowed to attend and present in person
4. He worked for racial equality and the abolition of slavery
5. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

### Frederick Douglass:

1. 1848
2. Susan B. Anthony
3. The North Star, to inform others about anti-slavery
4. Accept any two: 1838 – passed through NY while escaping slavery, 1859 – to avoid wrongful persecution after John Brown’s slave insurrection, 1872 – his house burned and he moved to Washington, D.C.
5. 77 or 78 years old
6. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

### Mary Edmonia Lewis:

1. Her father was a free black man and her mother was Native American.
2. She was accused of poisoning two classmates and stealing art supplies.
3. a statue of Benjamin Franklin
4. Italy
5. He was impressed by her sculpture of “The Death of Cleopatra.”
6. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

### Shirley Chisholm:

1. Barbados
2. her grandmother, Barbados
3. She couldn’t afford the housing costs.
4. She was the first black woman elected to the U.S. House of Representatives, 1968
5. Accept any combination of the following: Children’s needs, working people’s needs, accessibility to college for the poor, rights for pregnant teachers, and unemployment rights.
6. President of the United States, 1972

### 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.

<http://www.nea.org/tools/lessons/black-history-month.htm> - National Education Association, Black History Month website

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

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.

<b>Headline:</b> _____ <b>Author:</b> _____ <b>Newspaper:</b> _____ <b>Date:</b> _____
--

<b>Create</b>
---------------

<b>Evaluate</b>
-----------------

<b>Analyze</b>
----------------

<b>Apply</b>
--------------

<b>Understand</b>
-------------------

<b>Remember</b>
-----------------

**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?

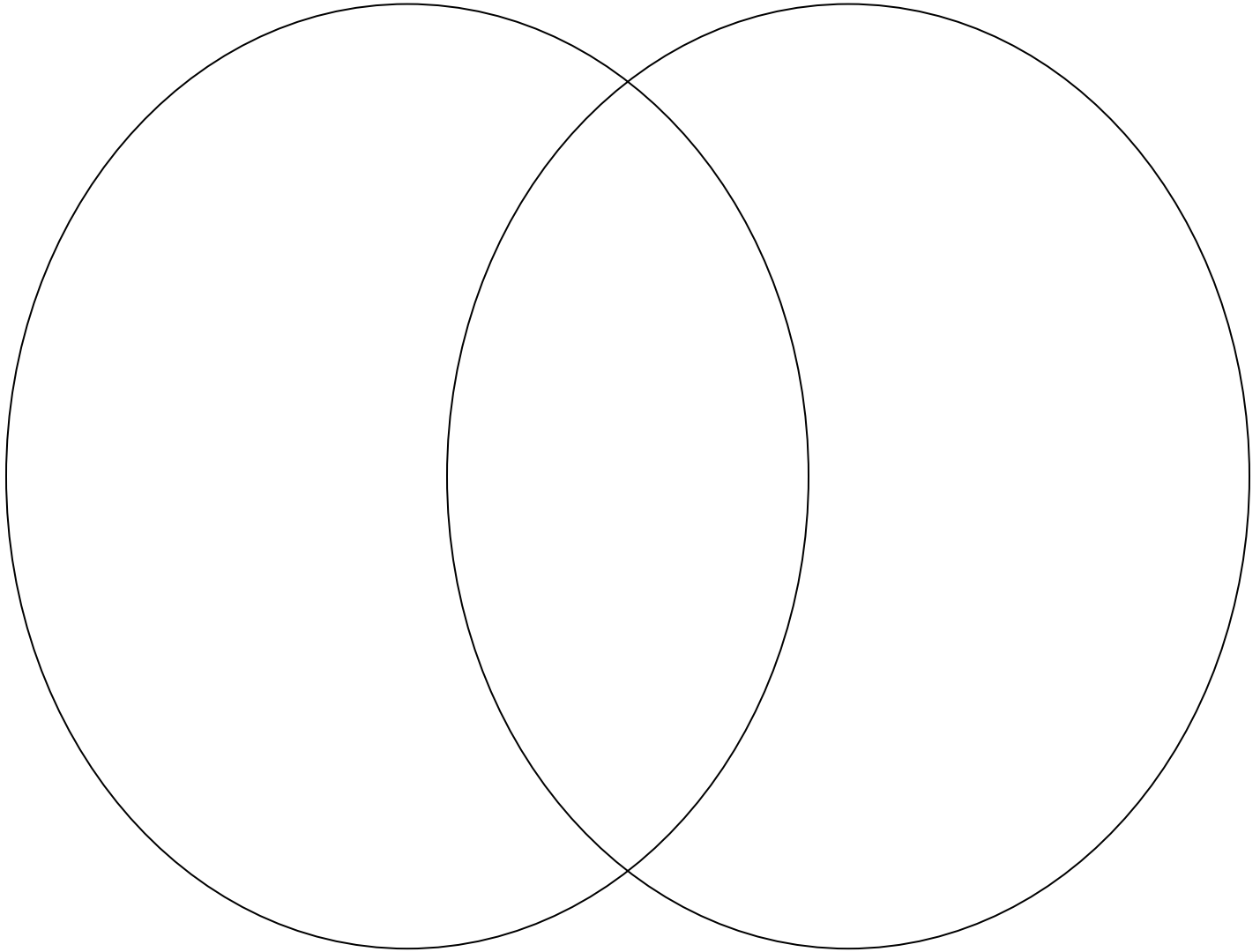
(\*Bloom's Taxonomy revised)



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.

<b>KNOW</b>	<b>LEARN</b>	<b>WANT TO KNOW</b>

**Follow-Up:** Conduct research to answer your questions.

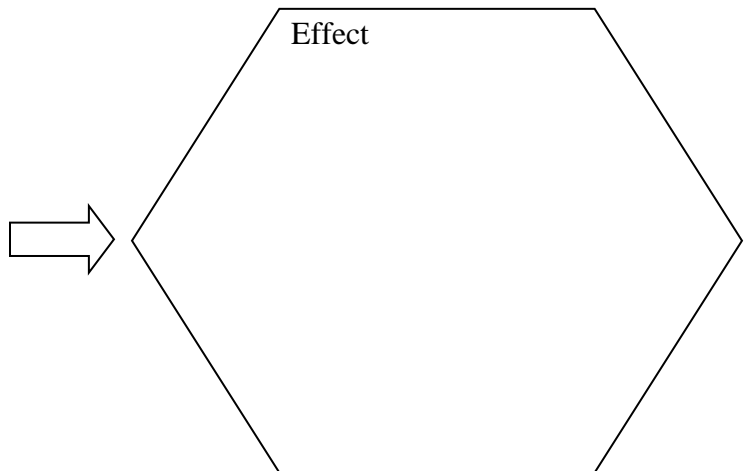
Name \_\_\_\_\_

**Cause and Effect**

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

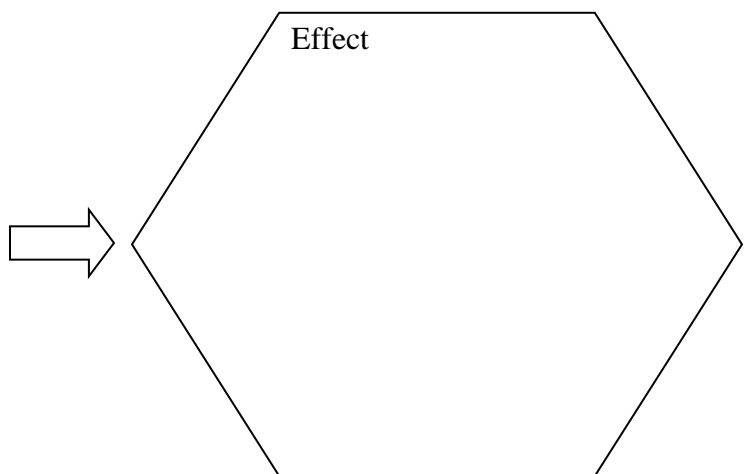
**Story Headline:**

Cause



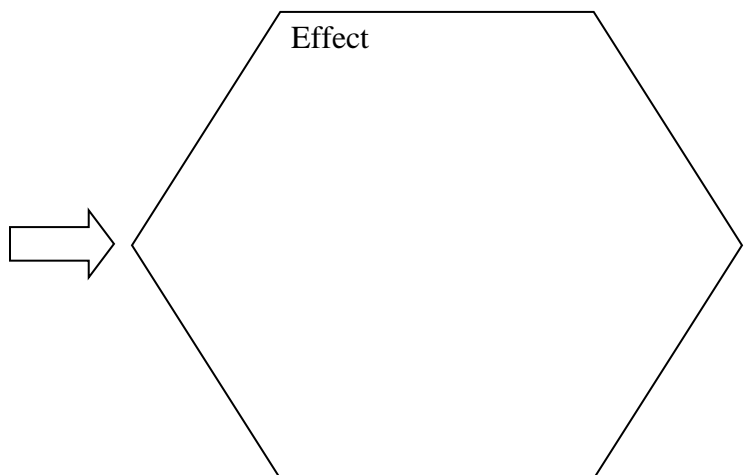
**Story Headline:**

Cause



**Story Headline:**

Cause



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

## **Additional Research Activity: Tampa Bay Times Newspaper in Education**

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 increased 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 the *Tampa Bay Times*, 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 *Times*, 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.

## Tampa Bay Times Newspaper in Education 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.

Cannonball Adderley  
Wally Amos  
Mary McLeod Bethune  
Robert Hayling  
Zora Neale Hurston  
Daniel "Chappie" James, Jr.  
James Weldon Johnson  
Sidney Poitier  
Philip Randolph  
Deion Sanders  
Augusta Savage  
Wesley Snipes

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: James McCune Smith, Frederick Douglass, Shirley Chisolm or Mary Edmonia Lewis. Create a graphic organizer to show what you have learned (comparison chart, Venn diagram, KWL chart).
5. Create an oral presentation about what you have learned and discovered. Have the other students in the class complete your worksheets.