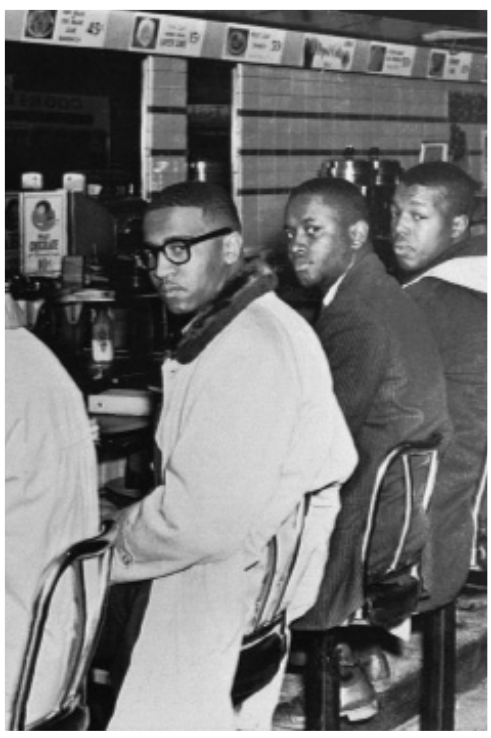


February 20–26, 2005

Bettmann/Corbis



Four African-American college students sit in protest at a whites-only lunch counter at a Woolworth's in Greensboro, N.C., on Feb. 2, 1960.

► This Week's Focus:

## Black History: Student Sit-Ins

In this week's issue, we continue our celebration of Black History Month with a lesson plan on the student lunch counter sit-ins that helped end segregation in this country. Another lesson plan examines the current controversy over teaching evolution in the schools, while a third looks at a classroom where students are improving their lives by learning how to speak out and speak up. We'd also like to remind you about Ask Marilyn's "Clues in the News" contest—now in its fourth week. It's a chance for you and your students to win big prizes. You can find details of the contest at [www.paradeclassroom.com/marilyn](http://www.paradeclassroom.com/marilyn).

### Everyday Newspaper Activity

**Activity #25: Creative Writing.** Have students imagine that they've just landed on Earth from another planet. They must report back to their superiors about life in America and in your town. Their only information source is your paper. What impressions do they get of teen life? What roles do teens have? How do they look, behave and dress?

### Coming Up Next Week

- Fighting Eating Disorders
- Oscar Time
- Iraq After the Elections

► In the News: **Black History: Student Sit-Ins; Conflict Over Evolution** p.2

► In PARADE: **Learning to Speak Up** p.3

► Skills Sheets: **Interview** p.4; **Stamping Out Stereotypes** p.5

## Black History: Student Sit-Ins

**Curriculum links:** History, social studies, civics and government, Black history

**Briefing:** On Feb. 1, 1960, four freshmen at North Carolina Agricultural and Technical College started a revolution. How? Dressed neatly in suits, Ezell Blair Jr., Franklin McCain, Joseph McNeil and David Richmond sat down at a lunch counter in a Woolworth's store in Greensboro, N.C. Lunch counters in the North were integrated. But in the South, they would serve only white people. The four black students were not able to buy lunch that day. But the next day they returned to sit with more students. This time, newspapers noticed. The story spread, and black college students in other towns began to hold sit-ins as well. Many were arrested. In some cases, as when a student named Anne Moody sat-in at a lunch counter in Jackson, Miss., white people attacked them. "I was dragged 30 feet toward the door by my hair," she wrote. "The mob started smearing us with ketchup, mustard, sugar, pies and everything on the counter." Students in the North wanted to show their support. So they boycotted the northern branches of the stores involved. The sit-ins continued and, by August 1961, there were 70,000 people participating—and 3000 arrests. The boycotts and sit-ins caught the attention of the country and helped to end segregation in this nation.

### Classroom Debates

- **Why were the students willing to take the risk of being attacked and arrested in order to eat at a lunch counter?** What was it like to be an African-American in the 1950s and early 1960s? How have things changed since then? What still needs to change? Which do you think were more effective—the sit-ins or the economic boycotts of the businesses?

**Newspaper activity:** College students were the force behind these historic sit-ins. Look through the paper. Can students find examples of court cases today that involve civil rights and young people?

**Resources:** Books: Anne Moody's *Coming of Age in Mississippi* (Laurel, 1992), Ellen Levine's *Freedom's Children* (Putnam, 1993), Walter Dean Myers' *Now Is Your Time!* (HarperCollins, 1991). Web sites: Learn more about the sit-ins from the International Civil Rights Center and Museum, and others.\*

## Evolution in the Schools

**Curriculum links:** Science, civics, social studies, current events

**Briefing:** Charles Darwin's theory of evolution states that genetic changes in populations are inherited by successive generations. Scientists, therefore, believe that humans and chimps evolved from a common ancestor. While scientists accept evolution as fact, some fundamentalist Christians take literally the statement in the Bible that God created Adam and Eve. In 1987, they challenged teaching evolution in schools and lost before the Supreme Court. Now, a new form of creationism is challenging evolution. Intelligent Design (ID) is the idea that an intelligent agent designed life on Earth. Some groups want ID taught alongside—or instead of—evolution in schools. There have been challenges to evolution in more than 13 states. In Dover, Pa., teachers now present ID as an alternative theory to evolution. For a time, science textbooks in Georgia were required to include a sticker saying that evolution was just a theory. A federal judge struck the requirement down, saying the ruling violated the First Amendment separation of church and state.

### Classroom Debates

- **Who should decide what is taught in science classes at public schools?** Teachers? Scientists? The courts? Religious groups? School boards? Others? What are the pros and cons of each approach? Would teaching ID violate the First Amendment?

**Newspaper activity:** The evolution debate is one example of science coming into conflict with religious beliefs. Look through the paper. Can you find other examples?

**Resources:** Books: Charles Darwin's *Origin of the Species* (Signet, 2003), Tom McGowen's *The Great Monkey Trial* (Franklin Watts, 1990), Don Nardo's *Evolution* (Greenhaven, 2004). A pro-ID book is Percival Davis *Of Pandas and People* (Haughton, 1989). Web sites: Read arguments for and against teaching ID from *Natural History* magazine and others including the Discovery Institute, a pro-ID group.\*

\*Visit [www.paradeclassroom.com/links](http://www.paradeclassroom.com/links) for links to all mentioned Web sites.

# Learning to Speak Up

**Curriculum links:** Speech and forensics, language arts, drama, personal development

**Briefing:** Tommie Lindsey is changing young people's lives through forensics. This forensics is not the science of figuring out how people died. Lindsey's forensics involves speech, drama and debating. Lindsey, the recipient of a MacArthur Foundation "genius award," teaches this form of competitive public speaking at Logan High School in Union City, Calif. While most forensics competitors come from wealthy public and private schools, Lindsey teaches at a working-class school. Most of his students are "at-risk"—students of all colors from poor and dysfunctional families, some of them homeless. Lindsey believes that being able to speak well in public "can be the key to success." In his classes, this turns out to be true. While 40% of the school's graduates go on to four-year colleges, more than 90% of those in his classes do. Some have won scholarships to Harvard, Yale and Stanford. They also win state and national forensics championships. Students excel in different forensics categories. They learn how to research and organize speeches, how to argue and how to deliver dramatic monologues. "This teaches you how to compose yourself and not get nervous when you speak," says one student. When grateful students want to know what they can do to pay him back, Lindsey responds simply, "Just help someone out the way I helped you."

**Newspaper activity:** What if you had to debate a current events issue? Take a look through the paper and see what controversies are currently in the news. What's your take on them? How can you use the newspaper to get more information about them?

**Resources:** The textbook Lindsey uses is Randall McCutcheon's *Speech: Communication Matters* (Glenco/McGraw-Hill, 2001). Student debaters may profit from Brent Oberg's *Forensics: The Winner's Guide to Speech Contests* (Meriweather, 1995). Web sites: Visit a PBS site on Lindsey. Read what Oprah and the MacArthur Foundation have to say about him; or listen to him on a radio program.\*

## Classroom Debates

- **Are you comfortable speaking in public?** Why or why not? How do you think that competitive speaking could help students? For example, could it improve reading skills? Help them organize their thoughts? Increase poise? Improve their grades? Build confidence? Why do you think that students in Mr. Lindsey's class are so much more likely to go on to a good college than other students in the school? Are there any other types of classes that could help a student as much? Explain. Would you like to take a class with Lindsey? Why or why not?

## ASK MARILYN

This is Week Four of Ask Marilyn's "Clues in the News" contest. If you missed the previous three weeks, please visit [www.paradeclassroom.com/marilyn](http://www.paradeclassroom.com/marilyn) for full instructions, rules and entry forms. You'll also find Clues No. 1, 2 and 3. Here is the clue for this week as well as the newspaper activities for the "news source": the Entertainment Section.

### Clue No. 4

**News Source:** The Entertainment Section.  
**News Clue:** Some say they can predict the future. In big cities, you see them mainly in the movies.  
**What's the Keyword?** Enter the answer on your contest form.

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#### Newspaper activities:

- Ask students to compare and contrast the ways that the paper reviews books, movies and TV shows. How are reviews similar? How are they different?
- Ask students who have seen a particular movie whether or not they agree with the paper's review. Why or why not? What could account for any differences in opinion?
- Have students look at the movie ads in the paper. If they have seen any of the movies, ask whether or not the ads give a good idea of what the movie is like.

(See the skills sheet on p. 4.)

### Answer Key:

**Interview p. 4:** Answers will vary.

**Stamping Out Stereotypes p. 5:** Answers will vary.

## Interview

It's always fun to read interviews and get to know celebrities in the news. But how do reporters conduct interviews? And what is it like to face one? To get an idea, try the interview techniques below.

Search the paper for a story about one of your favorite actors, actresses or musicians. Make sure the story contains plenty of quotes. Then write down five questions that the reporter must have asked in order to get this information.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Next, think about five questions you'd like to ask that might not have been addressed directly in the interview. What are they?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How do you think the person would respond? Would he or she feel comfortable with your questions—or avoid them? Write down the answers you imagine, and underline any parts of the newspaper interview that support them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Stamping Out Stereotypes

**Intolerance is often the result of a failure to see a person as an individual.** People who commit hate crimes rarely know their victims. Usually, they see only a stereotype, not a flesh-and-blood individual with unique characteristics. Stereotypes are opinions that are based on fixed ideas, not actual facts. When we decide something about a person based on how they look, where they come from, the color of their skin, their sexual orientation, their religion or other single factors, we are stereotyping. For example, the dumb blonde and the bonehead jock are stereotypes that are unfair to blondes and athletes.

Can you recognize stereotypes? Read the letters to the editor in your local paper for a week or more. Do any of the letters overgeneralize or stereotype people or topics in the news? Look at the advertisements as well. Do they stereotype? What ideas do they promote about different types of people? Do you find any stereotypes in the comics pages? You may use the worksheet below to help you evaluate.

**Person or group being depicted:**

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**How is the person or group shown or described?**

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**What traits are being attributed to this person or group?**

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**Is this fair? What are the facts?**

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**Extra Credit:** Write a letter to the editor criticizing the stereotypes you see in the letter or advertisement.