

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 –
News Media Literacy/Newspaper In Education Program
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Any questions contact Mary at 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

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@flpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Name _____

Elizabeth Jennings Graham

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

racial segregation _____

streetcar _____

liberate _____

conductor _____

sympathetic _____

discrimination _____

Read the Famous New Yorker profile of Elizabeth Graham. Then answer the following questions.

1. What was Elizabeth Jennings' job? _____

2. What happened to Miss Jennings that she sued the Third Avenue Railroad? _____

3. How much money was Elizabeth awarded by the jury? _____

4. What organization was created as a result of Jennings' struggles? Who started it? _____

5. How did Elizabeth Jennings show her educational leadership after the US Civil War? _____

Related Online Editorial: *Gadsden Times* published in Gadsden, Alabama – July 2, 2001, Headline:
When Heroic Heroines Stood Up by Gail Collins

[https://news.google.com/newspapers?nid=1891&dat=20010702&id=92ofAAAAIBAJ&sjid=JNUEAAA
AIBAJ&pg=1584,205845&hl=en](https://news.google.com/newspapers?nid=1891&dat=20010702&id=92ofAAAAIBAJ&sjid=JNUEAAA
AIBAJ&pg=1584,205845&hl=en)

Newspaper Tie-ins:

- Elizabeth Jennings and Sarah Adams faced racial discrimination. 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.
- The Legal Rights Association was set up to help people sue businesses for discrimination. 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?

Name _____

Equal Opportunity – Fair/Unfair Treatment

Many laws and rules are enacted so people will be treated equally and fairly. Equal and fair treatment means that everyone is treated the same and has the same chance to succeed. Nobody receives special favors or can break rules that other people must follow.

As a class, use the print or electronic edition of the newspaper to find an example of someone being treated fairly. In the space below, write out how the person was treated fairly and why that was important. _____

Find an example in the newspaper of someone being treated unfairly. Write out what was unfair about the treatment. _____

Do some research and see if there is a rule or law that addresses this situation. Briefly describe the law (if there is one). _____

If there is a law, was it enforced? YES NO

If no rule or law exists, write out an idea for a law that would make sure people would be treated fairly in this situation in the future. If a law exists, write how you think it should be changed or why the law is okay the way it is. _____

Follow up: What did you learn about rules and laws guiding equal opportunity and fairness?

This exercise was modified from one originally created for *Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011 for the NAA Foundation*.

Name _____

Jerome Heartwell “Brud” Holland

Vocabulary – write a brief definition of the following words:

diplomat _____

excelled _____

glamor _____

academia _____

extremists _____

Read the Famous New Yorker profile of Jerome Holland. Then answer the following questions.

1. From which universities did Jerome Holland earn his education degrees? _____

2. Name at least four jobs/places Mr. Holland worked. _____

3. Who harassed Holland while he was ambassador to Sweden? _____

4. Which presidents gave Holland government appointments? For what? _____

Related Online News Article: *Spartanburg Herald-Journal* – Sunday, June 7, 1970 – Headline: Swedish Leader Defies Hecklers At Ohio College

<https://news.google.com/newspapers?nid=1876&dat=19700607&id=vX4sAAAAIBAJ&sjid=6MwEAAAAIBAJ&pg=7220,911856>

Holland Obituary in the *New York Times*, January 14, 1985-

<http://www.nytimes.com/1985/01/14/nyregion/jerome-holland-former-us-envoy.html>

Newspaper Tie-ins:

- In the 1930s Jerome Holland couldn't have become a professional football player even if he wanted to because the sport was racially segregated. Look for an example of someone being discriminated against in recent news stories in-print or online. Compare/contrast with Holland.
- Jerome Holland attended Cornell University where he could both excel as an athlete and gain a strong education. Using the help wanted listings in the print newspaper or online, select a job you might like to have when you're an adult. Research what you would need to know or what skills you would need to have to get that job. Organize your "job search" in the chart on the next page.

Name _____

Job description:
Why did you select this job?
What education/skills are necessary for this position?
Where could you get the required education/skills?
How long will it take to obtain these education/skills? Estimate how much this education will cost.
How does your “job preparation” compare to Jerome Holland’s choice to attend the Syracuse University?

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

Name _____

Mary Maynard Daly

Vocabulary – write a brief definition of the following words:

immigrant _____

counterparts _____

dissertation _____

metabolism _____

cholesterol _____

recruitment _____

protégés _____

Read the Famous New Yorker profile of Mary Maynard Daly. Then answer the following questions.

1. Who inspired young Marie's interest in science? _____
2. Where did Marie live when she attended Queens College? _____

3. What event during Marie's early career allowed women the opportunity to get jobs in science related fields? _____

4. What substance did Daly identify as a cause for high blood pressure and clogged arteries? _____

5. Name at least three colleges/universities Daly was associated with during her life. _____

Newspaper Tie-ins:

- Dr. Marie M. Daly's research included the effects of diet and smoking on heart health. Look through the newspaper (print or online) for articles or advertisements about healthy eating or quitting smoking. Be prepared to present what you've found to the class.
- Look through recent editions of the newspaper for advancements or improvements in health care. Compare and contrast these with those of Daly's time.

- Investigate recent scientific and medical developments in the news. Record the various sciences and medical advancements you find in the paper in the chart on the next page. Discuss findings as a class.

Name _____

Scientific/Medical Developments	Brief description

How could these scientific or medical advancements change your personal habits (what you eat, what you do in your daily life) or the lives of others?

Follow up: Dr. Daly worked to recruit minority students into the sciences and created a scholarship fund to keep her father's dream alive. Look through the newspaper (print or online) and other sources for news about scholarship funds. Why have they been established? Whose dream is being fulfilled?

Assessment question: Complete this statement – I still have a question about...

Name _____

Richie Havens

Vocabulary – write a brief definition of the following words:

Woodstock _____

doo-wop _____

avant-garde _____

gigs _____

counterculture _____

venue _____

Read the Famous New Yorker profile of the Richie Havens. Then answer the following questions.

1. How old was Richie Havens when he performed at Woodstock? _____

2. True or false: Havens was best known as a gospel and doo-wop singer. _____

3. Name the two record companies mentioned that Havens created albums for. _____

4. Why did Richie Havens appear as the opening act at Woodstock? _____

Related Online News Article: *The Daily Gazette*, Schenectady, NY – Friday, June 15, 1990, Headline: Richie Havens' Songs Are Anthems for Social Change

<https://news.google.com/newspapers?nid=1957&dat=19900615&id=FHMhAAAAIBAJ&sjid=tIgFAAAIBAJ&pg=2535,3821839&hl=en>

Newspaper Tie-ins:

- Play Richie Havens' 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 Richie Havens' tune. Be prepared to share/perform your new lyrics with the class.
- In the 1980s Richie Havens' performed as a commercial jingle writer. Write a commercial jingle for a newspaper advertisement. Use the chart on the next page to organize your work.

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 attached 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 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:

Elizabeth Jennings Graham:

1. She was a teacher and organist.
2. Elizabeth sued the Railroad because she and a friend were thrown off the streetcar because they were black.
3. She was awarded \$225.
4. The Legal Rights Association was started by Elizabeth's father, Thomas Jennings.
5. Elizabeth started the first kindergarten for black children in New York City.

Jerome "Brud" Holland:

1. Cornell University and University of Pennsylvania
2. Accept any four of the following: helped his father gardener/caretaker, personnel director at Pennsylvania shipyard, president of Delaware State University, president of Hampton Institute, board of governors at American Red Cross, US ambassador to Sweden and director of the New York Stock Exchange.
3. Antiwar protesters/American draft-dodgers
4. President Richard Nixon appointed Holland as the US ambassador to Sweden and President Jimmy Carter appointed him as chairman of the Red Cross board of governors.

Marie Maynard Daly:

1. her father
2. at home
3. World War II
4. cholesterol
5. Accept any three of the following: Queens College, Howard University, Columbia University, New York University, Albert Einstein College of Medicine at Yeshiva University.

Richie Havens:

1. Richie Havens was 28 years old when he performed at Woodstock.
2. False
3. Two of the record companies Havens worked for were Douglas Records and Verve Forecast.
4. The opening act was stuck in traffic, other bands were nervous to go first or had too much equipment to set up quickly.

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 Sources 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

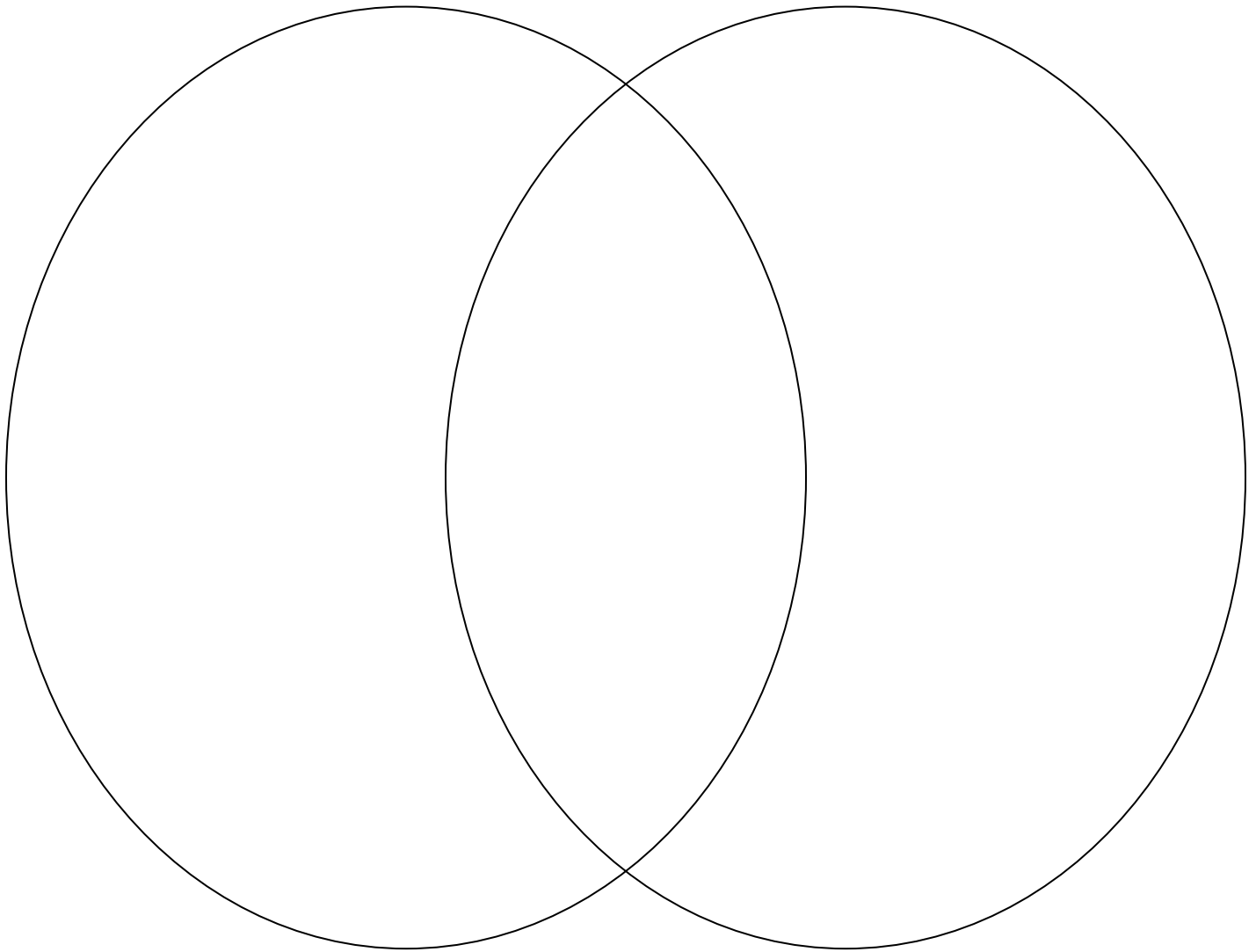
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*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

Effect

Story Headline:

Cause

Effect

Story Headline:

Cause

Effect

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

Newspaper in Education Activities: Florida Press Education Services

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 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 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.

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.

Cannonball Adderley
Wally Amos
Mary McLeod Bethune
Clarence Fort
Robert Hayling
Zora Neale Hurston
Daniel "Chappie" James, Jr.
James Weldon Johnson
Joseph E. Lee
Carrie Meek
Julee Panton
Sidney Poitier
Philip Randolph
John C. Riley
Deion Sanders
Augusta Savage
Wesley Snipes
William Monroe Wells
Joseph E. Lee

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: Sojourner Truth, John “Bud” Fowler, Bessie Buchanan or Sammy Davis Jr. 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.



Elizabeth Jennings Graham

(circa 1827 — 1901)



**Elizabeth Jennings Graham,
circa 1895.**

A century before Rosa Parks challenged racial segregation on a Southern bus, Elizabeth Jennings challenged segregation on a New York City streetcar.

Elizabeth's father, Thomas L. Jennings, was born a free man. He became the first black man to win a U.S. patent when he invented a new dry-cleaning process. Jennings used his earnings to buy his wife's freedom rather than wait for New York State law to liberate her. Throughout his life he was an activist against slavery and fought for equal rights for black Americans.

Elizabeth Jennings was born sometime between 1826 and 1830. Learning the value of education from her parents, Elizabeth became an educator herself. She taught in New York's public school system and for the Society for the Promotion of Education Among Colored Children. Little else is known about her until Sunday, July 16, 1854.

Jennings was in a hurry to get to her church, where she was the organist. As usual on Sunday, she boarded a horse-driven Third Avenue Railroad streetcar, along with her friend Sarah E. Adams. On this day, however, the conductor claimed that the car was full, despite plenty of open seats, and told them to wait for a properly labeled car that permitted black passengers. He said his white passengers objected to sharing the car with black women, although none of them said so. On the street, both whites and blacks protested when Jennings and Adams were thrown off the car.

Jennings' church demanded an end to streetcar segregation. Her father encouraged her to sue the Third Avenue Railroad and prove that her rights had been

violated. A white law firm, Culver, Parker and Arthur, took her case and assigned it to junior partner Chester A. Arthur.

The case went to trial on Washington's Birthday, Feb. 22, 1855. Jennings asked for \$500 in damages. Arthur showed that the company, as a "common carrier," was legally responsible for any employee's misconduct. A sympathetic judge instructed jurors that common carriers could not refuse "respectable" passengers, regardless of race. No conductor could deny service to "sober, well-behaved" blacks. The only real issue for the jury was how much money Jennings deserved. A majority believed she deserved the full \$500, but some jurors' "peculiar notions as to colored people's rights," as one reporter wrote, forced a compromise award of \$225 – a year's salary for Jennings. The judge added another 10 percent to the award, plus legal expenses.

Jennings' struggle inspired her father to help found the Legal Rights Association, an organization that helped more people sue businesses for discrimination. A succession of lawsuits finally persuaded New York streetcar companies to end segregation in 1865. Her lawyer went on to become president of the United States in 1881.

Jennings continued teaching, married Charles Graham in 1860, and started a family. Her one-year old son died during the July 1863 riots against the Civil War military draft. After dodging racist mobs to bury their boy, the Grahams left New York. Elizabeth Jennings Graham couldn't give up on her city for good, however. After her husband died, she resumed her teaching career and opened New York's first kindergarten for black children. She died on June 5, 1901. In 2007, thanks to a group of New York City third and fourth grade students, the corner of Park Row and Spruce Street in Lower Manhattan became Elizabeth Jennings Place.

Celebrating Black History Month



Jerome “Brud” Holland (1916-1985)

Racism kept “Brud” Holland from playing in the National Football League in the 1930s, but it didn’t stop him from becoming a widely respected educator, diplomat and all-around public servant.

Jerome Heartwell Holland was born in Auburn, New York, on January 9, 1916. At age eight he started helping his father at his job as a gardener and caretaker. “Brud” (short for brother) liked school better and excelled in both academics and athletics at Auburn High School. Brud became the first member of his family to go to college when he enrolled in prestigious Cornell University. He then became the first black player on Cornell’s powerful football team.

Brud Holland played both offense and defense and became Cornell’s most popular player. He received one of the highest honors in college football in 1937, when he was named to *Collier’s* magazine’s All-America Team. Holland played against NFL talent on collegiate all-star teams, but no NFL team would sign him after he earned his bachelor’s degree in 1939. Black athletes were barred from professional football until 1946.

In 1939, joining the NFL wasn’t yet a high priority for many college players, white or black. The NFL didn’t have the glamor of professional baseball, and many college graduates could earn more money in the business world or academia. Like many ex-athletes, Jerome Holland continued his education. He earned a master’s degree in sociology from Cornell and studied for a doctorate at the University of Pennsylvania while teaching and coaching football at black colleges. During World War II, he worked as a personnel director in charge of training black employees at a Pennsylvania shipyard.

Holland earned his Ph.D. in 1950. He worked as a researcher for the Pew Foundation until a chance meeting with the governor of Delaware led to his appointment as president of Delaware State University in 1953. The underfunded black college was considered an academic disgrace, but Holland reversed its fortunes. He proved himself an able administrator and fundraiser, increasing enrollments, endowments and government support while making Delaware State financially and academically respectable.

In 1960, Holland became president of Hampton Institute in Virginia. He was increasingly recognized outside the black community for his leadership. In 1964, he was appointed to the board of governors of the American Red Cross. The most surprising phase of Holland’s career began when President Richard Nixon appointed him U.S. ambassador to Sweden in 1970. His appointment was controversial in Sweden, where the U.S. war in Vietnam was very unpopular. Some Swedes took the appointment of a black ambassador as an insult, while Americans saw it as proof that their country wasn’t racist. Ambassador Holland was harassed by antiwar protesters, including American draft-dodgers, throughout his two-year tenure. He also earned the respect of many Swedes who felt the extremists had treated him unfairly.

Back in the U.S., Holland served on numerous corporate boards and became the first black director of the New York Stock Exchange. In 1979, President Jimmy Carter named him chairman of the Red Cross board of governors. Holland held that post until his death on January 13, 1985. His election to the College Football Hall of Fame in 1965 was only a footnote to a life of far greater accomplishments.



Courtesy of the Division of Rare
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Celebrating Black History Month



Marie Maynard Daly

(1921-2003)



Photo by Ted Burrows, courtesy of Albert Einstein College of Medicine, D. Samuel Gottesman Library Archives

Marie Maynard Daly inherited her father's dream of being a chemist. She inspired dreams for future generations as the first African-American woman to earn a Ph.D. in chemistry, and as a researcher whose work has influenced everyone's life.

Marie's father was an immigrant from the British West Indies. He won a scholarship to study chemistry at Cornell University, but room and board were too expensive for him. He dropped out after one semester and eventually moved to the Corona neighborhood in Queens, where Marie was born on April 16, 1921.

Marie was fascinated by her father's science books. Her grades allowed her to attend the all-female Hunter College High School, where teachers encouraged her interest in chemistry. After graduation she enrolled in Queens College, part of the City College of New York system. Not only was the tuition free, but the school was close enough to home that Marie could commute to classes. She could thus afford to earn a Bachelor's degree in 1942.

During World War II opportunities opened up for women seeking careers in science while their male counterparts went to war. Marie Daly earned a Master's degree from New York University while working as a lab assistant at Queens College. She moved on to the Ph.D. program at Columbia University. Mentored by Dr. Mary Letitia Caldwell, who overcame physical disability to become the school's first female assistant professor, Daly earned her doctorate in 1948 with a dissertation on a pancreatic enzyme's effect on digestion.

Dr. Daly took a teaching job at Howard University, one of the nation's most prestigious black colleges. She soon earned an American Cancer Society research grant that allowed her to work at the elite Rockefeller Institute. The only black scientist at the Institute, Daly was at the forefront of research during a golden age in the field of biochemistry. She studied cellular metabolism and the building blocks of the nucleus at the same time that James Watson and Francis Crick discovered the structure of DNA. Watson acknowledged Daly's work when he and Crick won the Nobel Prize for their discovery.

Daly returned to Columbia as a biochemistry instructor at the school's College of Physicians and Surgeons. At the same time, she became a researcher at Goldwater Memorial Hospital, where she did her most influential work. Researching the causes of heart disease in rats, she identified cholesterol as an important factor in high blood pressure and the clogging of arteries. Americans haven't looked at food the same way since.

The chemistry of aging and heart disease became Daly's specialty. Moving to the Albert Einstein College of Medicine at Yeshiva University, she organized research on the effects of diet and smoking on heart health. She remained at Einstein College until her retirement in 1986.

As a researcher and professor, Marie Maynard Daly became a mentor for the next generation of scientists. She became a leader in the recruitment of minority students in fields beyond her own. Among her protégés was Francine Eissen, the first African-American woman to earn a Ph.D. in biology. Daly died on October 23, 2003 but a scholarship fund she created in 1988 keeps her father's dream alive by creating opportunities for future black scientists.

Celebrating Black History Month



Richie Havens

(1941-2013)

Almost by chance, Richie Havens became part of pop-culture history at the 1969 Woodstock music festival, but Havens earned that chance with a decade of hard work in a changing music industry and a changing culture.

Richard Pierce Havens was born in Brooklyn on Jan. 21, 1941. In a poor Bedford-Stuyvesant neighborhood dominated by street gangs, Richie saw music rather than education as his way out. While in high school, he sang in gospel choirs and street-corner doo-wop groups. After dropping out, he moved to the Greenwich Village section of Manhattan, already legendary as a haven for struggling artists. Havens read poetry in nightclubs and tried to make money as a portrait artist. All the while, he observed the growing folk music scene.

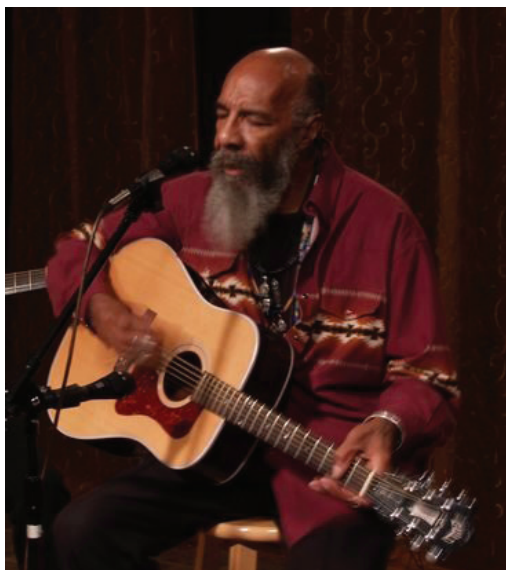
A new kind of folk music was growing in popularity in the early 1960s. Rejecting the electronic amplification of rock, folk musicians played simpler music that was often avant-garde in its social criticism and poetic lyrics. Havens made himself into a folk musician, mastering a unique guitar-playing style despite hands that many thought were too big for the instrument. Successful gigs in New York nightclubs got him noticed by record companies and he signed a contract with Douglas Records in 1965. After recording two albums, he signed with Verve Forecast and recorded *Something Else Again* (1968), his first album to hit the charts.

Havens was reaching a wider audience as popular music became more diverse, expressing the rebellious dreams of a young counterculture. After stealing the show at the 1968 Newport Folk Festival, before more than 10,000 people, he was signed to perform alongside musicians of many other genres at the Woodstock Music & Art Fair in August 1969. On the opening day of the “festival of peace and music,” Aug. 15, Havens arrived at the concert venue in a helicopter and looked down at hundreds of thousands of young people waiting for the show to start.

Havens was scheduled to be the fifth act on stage. The opening act, a band called Sweetwater, tried to arrive by car but was stuck in traffic. The acts between Sweetwater and Havens didn’t have their equipment ready or were reluctant to go out first in front of such a large crowd. Since Havens didn’t need much preparation and was used to crowds, he agreed to go out first.

Afterward, Havens thought he had stayed on stage for three hours. He had stayed longer than planned while other bands straggled in. Most importantly, he had thrilled the crowd with his unique guitar style while improvising a chant of “Freedom.” A film crew recording the festival caught the intensity of his performance close-up.

The *Woodstock* movie, released in 1970, made Havens’ performance even more dramatic. It was the peak of his fame. Havens never quite became a superstar. His only Top 40 single was a 1971 cover of The Beatles’ *Here Comes the Sun*. Havens continued recording and performing while becoming a successful singer of commercial jingles in the 1980s. He also became active in environmental education and other causes. Until his death on April 22, 2013, Richie Havens remained a symbol of Woodstock and the hopes for which it stood.



Richie Havens performing in 2006.
Photo by Phil Konstantin

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