

# A FEW SIMPLE THINGS YOU CAN DO IN YOUR CLASSROOM IN HONOR OF **BLACK HISTORY MONTH (FEBRUARY)**

## MATHEMATICS

- Assign students someone who made a notable contribution to the field of mathematics.  
<http://www.barcodesinc.com/articles/biographies-of-africa-american-mathematicians.htm>  
They can then:
  - present in the form of a 5 minute oral/visual presentation for their peers. This can be for a grade or an extra credit assignment.  
<http://www.infoplease.com/spot/bhmscientists1.html>
  - create a Fakebook or poster on someone also for oral/visual presentation.  
<http://www.classtools.net/FB/home-page>
- Introduce a lesson on utilizing tables and graphs to examine African American population changes. See this link for more: [http://www.educationworld.com/a\\_lesson/03/lp297-03.shtml](http://www.educationworld.com/a_lesson/03/lp297-03.shtml)

## ENGLISH LANGUAGE

- Read in class or assign as homework some of the poetry or essays of prominent African American writers. Follow up with a short response or essay question. You can also ask students to research themselves and find a poem that speaks the most vividly to them. In their writing, students should explain clearly why they chose the particular poem as the best one.  
<http://www.poets.org/poetsorg/black-history> <http://www.ctadams.com/famous1.html>
- Introduce students to two women: Melba Pattillo (now Melba Pattillo Beals): one of nine students to integrate Little Rock (Arkansas) High School; and Ruby Bridges, (now Ruby Bridges Hall) - a first grader when she became the first black child to attend William Frantz Elementary School in New Orleans. Share the resources below with students; they are reflections of their experiences that were written by the girls as grown women. You might share these pages as a class, or students might read them online or in printed form on their own. Follow up with an assessment. For example, ask students to write a journal entry or poem, placing themselves in the feet of either woman about how they felt after the first week in their new school.
  - Integrating Central High: The Melba Pattillo Story  
(<http://teacher.scholastic.com/barrier/hwyf/mpbstory/index.htm> )
  - Ruby Bridges Hall: My Story  
([http://www.pbs.org/wnet/aaworld/history/spotlight\\_september.html](http://www.pbs.org/wnet/aaworld/history/spotlight_september.html) )

## WORLD LANGUAGES

- Students can be assigned an important African American figure in any field of interest (or from a provided list) and have them obtain a picture and create a short bio written in the language of study. The length of the bio could be tailored appropriately to level of study.

## DRAMA/MUSIC

- Have students either read or perform a short scene from an important play ex. "Now Let me Fly" <http://nowletmefly.com/downloads/index.php>

You might ask students to reflect in their journals about the experience of reading this play. What did they learn? How did reading the play help them to see our nation's history in a different perspective that they might not otherwise have had?

- *Students can be introduced to either jazz or gospel in a lesson. See these links for help:*  
<https://www.teachervision.com/music-styles/lesson-plan/8289.html> or  
<http://www.scholastic.com/teachers/activity/history-jazz-black-history-america-activity>

#### SCIENCE

- Assign students an African American scientist or inventor and have them:
  - conduct research in the form of a 5 minute oral/visual presentation for their peers. This can be for a grade or an extra credit assignment.  
<http://www.infoplease.com/spot/bhmscientists1.html>
  - Create a Fakebook or poster on someone also for oral/visual presentation.  
<http://www.classtools.net/FB/home-page>

#### HISTORY

- Explore/discuss the Civil Rights Acts passed by the U.S. Congress include those of 1866, 1870, 1871, 1875, 1964, 1968, and 1991.
- Assign students a seminal abolitionist figure to conduct research and report back in the form of a 5 minute oral/visual presentation.
- Discuss with students Brown vs. Board of education  
<http://www.scholastic.com/teachers/article/brown-v-board-education-topeka-kansas-document>
- Use this link for overall inspiration <http://zinnedproject.org/>

#### LIBRARY, RESEARCH & TECHNOLOGY

- Have students choose one person (from a provided list) to do a mini research on the person. Have students use a software program of choice (MS Word, Publisher etc.) to create a certificate to honor the person. Give them a guide as to what belongs on the certificate. For example, it should have a border, a seal, readable font, signature line, graphic, etc. Each student/team gets a chance to present their award to the class.
- Have students use FakeTweet make a Fakebook page for a person (from a provided list). Each student/team gets a chance to present their award to the class.  
<http://www.classtools.net/FB/home-page> <http://www.classtools.net/twister/>

#### THEOLOGY

- Students can either listen to or read speeches from seminal African American religious figures: Follow up with discussion questions or a written assessment. This is a great link <https://www3.amherst.edu/~aardoc/Biblio.html> that can be used to create many follow-ups.

#### DANCE

- Students can be given an assigned reading that is a biography or a Youtube interview/performance of one of many pioneering African American dancers (Arthur Mitchell, Debbie Allen, Alvin Ailey, Judith Jamison, Katherine Dunham, Pearl Primus, Bebe Miller, Misty Copeland etc. ). Follow up with an assessment if desired.