

Black History Month Pathfinder

Lesson Plans (K-2)

[Ruby Bridges: A simple Act of Courage](#)

[Shades of Black](#)

[Being Treated Equally](#)

[Harriet Tubman](#)

[The Color of We](#)

Lesson Plans (3-5)

[Ruby Bridges: A simple Act of Courage](#)

[Abraham Lincoln and Frederick Douglass: Compare/Contrast Lesson](#)

[African American Inventors and Trailblazers](#)

[The African American Population in U.S. History](#)

[Spirituals and the power of music in slave narratives](#)

[Slavery and the Making of America](#)

Lesson Plans (K-5)

[African American Scientists and Inventors](#)

[Celebrate Black History Month](#)

[Black History Timeline](#)

[Black History from A to Z Teachers](#)

[Black History from PBS News Hour](#)

Activities (K-5)

[28 ways to celebrate Black History Month](#)

[Jazz Mixer](#)

[The Underground Railroad](#)

[Black History Scavenger Hunt](#)

[Harlem Renaissance](#)

[Martin Luther King, Jr. Word Search](#)

[Black History Activities from Education.com](#)

Videos

[Sesame Street - Black History](#)

[Kindergarten Black History](#)

[Global Wonders – African American](#)

[Reading Rainbow – Martin Luther King, Jr.](#)

[The Story of Martin Luther King Jr. by Kid President](#)

[Rosa Parks' Story](#)

[Black History Pages – The Civil Rights Movement](#)

[Celebrating Black History Month: Because of Rosa Parks....We Can!](#)

[I Like Myself! By: Karen Beaumont](#)

[Origins of Black History](#)

Print Resources

[Destiny Catalog](#)

To access print resources for Black History Month, click on the Destiny Catalog link above. Click on **Bethesda Elementary** and then click **Catalog**. Click **Resources Lists** on the left hand side of the catalog page. Resources have been organized into the following lists:

- African American Biographies
- African American Literature
- African American Poetry
- Black History
- Coretta Scott King Award Winners

Websites

[Harlem Renaissance](#)

[Harp Week](#)

[Blackpast.org](#)

[In Motion – The African American Migration Experience](#)

[Civil Rights Digital Library](#)

[Civil Rights Timeline](#)

[Library of Congress – African American Odyssey](#)

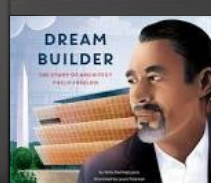
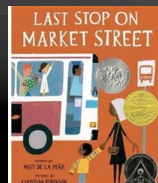
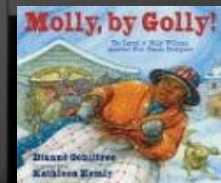
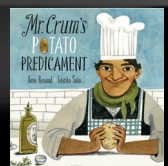
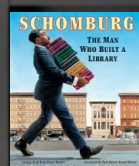
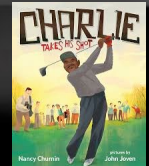
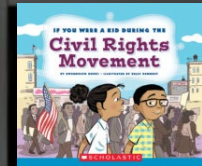
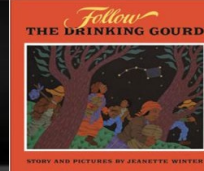
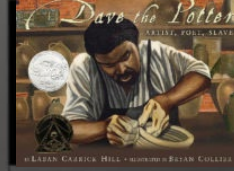
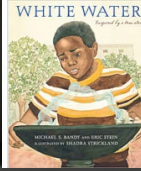
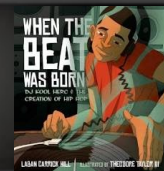
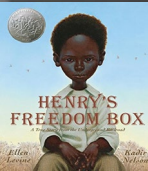
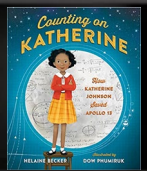
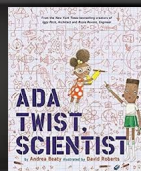
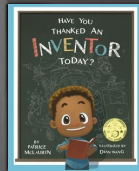
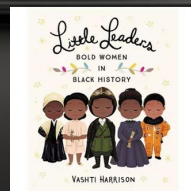
[African American Artists](#)

[African American Biographies](#)

[African Heritage in Classical Music](#)

[Negro Baseball League](#)

[African Americans in the Sciences](#)



Made by Christine Fleeman

Black History Month Mini-Research Project

CREATE AN ENGAGING AND INFORMATIVE BANNER



Name: _____ Date: _____ Class: _____

Assignment: During Black History Month, we celebrate and recognize the achievements, contributions, and lives of African Americans who have championed equality and had a significant impact on our society. Your job is to select one person to research and create an eye-catching banner that will allow your classmates to learn more about the person you have selected. The banner must contain a photo or drawing of that person, a quote from the person, and at least 5-6 important pieces of information that you feel your classmates should know about this person. You may format the 5-6 pieces of information in whatever way you like (paragraph, list of facts, graffiti wall, illustrations, etc.).



Suggested Websites for Research



- biography.com
- history.com
- pbs.org
- africanamericanhistorymonth.gov
- britannica.com
- timeforkids.com/minisite/black-history-month

REMINDER:
If you would like to use
another website for
research, it must be
approved by your teacher.

Brainstorm: Look at the lists of possible African Americans that you can select to research. Select 2-3 people that you would be interested in researching. You will have 5 minutes to quickly research the people you selected and decide which one you will select for your banner.

Person I will be researching: _____

Suggested List #blackhistorymonth



You may select someone not on this list, but you must get it approved by your teacher.

Early Abolitionists and Other Famous Africans Americans in the 19th Century

- | | | |
|------------------------|-------------------------|----------------------------|
| • Frederick Douglass | • Granville T. Woods | • Sojourner Truth |
| • Harriet Tubman | • Elijah McCoy | • George Washington Carver |
| • W.E.B. Du Bois | • William Wells Brown | • Madame C.J. Walker |
| • Ida Wells | • James T. Rapier | • Henry Highland Garnet |
| • Booker T. Washington | • Martin Robison Delany | • Norbert Rillieux |
| | • Lewis Latimer | • Dred Scott |

Famous African Americans in the 20th Century and the Civil Rights Movement

- | | | |
|------------------------------|----------------------|----------------------------|
| • Dr. Martin Luther King Jr. | • Garrett Morgan | • Maya Angelou |
| • Malcolm X | • Fred Shuttlesworth | • Langston Hughes |
| • Medgar Evers | • Andrew Young Jr. | • Zora Neale Hurston |
| • Amelia Boynton | • Coretta Scott King | • Toni Morrison |
| • Emmett Till | • John Lewis | • Dorothy Dandridge |
| • Rosa Parks | • Hosea Williams | • Hattie McDaniel |
| • Thurgood Marshall | • Ella Baker | • Alice Walker |
| • Ruby Bridges | • James Meredith | • Jesse Jackson |
| • Stokely Carmichael | • Daisy Bates | • A. Phillip Randolph |
| • Jesse Owens | • Sheyann Webb | • Fannie Lou Hamer |
| • Jackie Robinson | • Huey P. Newton | • Charles Hamilton Houston |

Famous African Americans in the 20th and 21st Century

- | | | |
|--------------------|-----------------------|---------------------|
| • Julian Bond | • Michael Jordan | • Barry Bonds |
| • Gwendolyn Brooks | • Denzel Washington | • Tiger Woods |
| • Alex Haley | • Muhammad Ali | • Hank Aaron |
| • Barack Obama | • Clarence Thomas | • Serena Williams |
| • Michelle Obama | • Halle Berry | • Pharrell Williams |
| • Colin Powell | • Shaquille O'Neal | • Beyonce |
| • Condoleezza Rice | • LeBron James | • Alicia Keys |
| • Oprah Winfrey | • Neil deGrasse Tyson | • LeVar Burton |
| • Eric Holder | • Ava DuVernay | • Sidney Poitier |
| • Ben Carson | • Van Jones | • Morgan Freeman |

Black History Month Banners Rubric



Name: _____ Date: _____ Class: _____

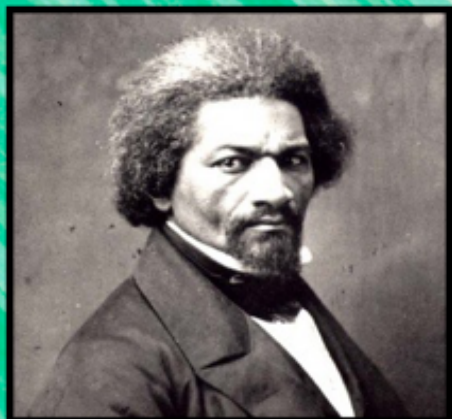
Scoring Descriptors	Exemplary 3	Proficient 2	Minimal 1	Incomplete/Not Evidenced 0
FOCUS/PURPOSE	<ul style="list-style-type: none"> The focus/purpose of the banner is well-developed and easy to identify. 	<ul style="list-style-type: none"> The focus/purpose of the banner is clear and easily identified. 	<ul style="list-style-type: none"> The focus/purpose of the banner is vague, unclear, or somewhat confusing. 	<ul style="list-style-type: none"> There is no clear focus/purpose for the banner.
CONTENT: RESEARCH INFORMATION & QUOTATIONS	<ul style="list-style-type: none"> The banner contains 5 or more well-developed facts and information that helps to support the focus/purpose. 	<ul style="list-style-type: none"> The banner contains 3-5 developed facts and information that helps to support the focus/purpose. 	<ul style="list-style-type: none"> The banner contains 1-2 well-developed facts and information that helps to support the focus/purpose. May contain more than 2 pieces of information, but information may be confusing or not related to focus/purpose. 	<ul style="list-style-type: none"> There is no content or information. Information may be included, but it is incorrect, confusing, or unrelated to the focus/purpose.
ORGANIZATION	<ul style="list-style-type: none"> The banner is well organized and is easy to follow. All ideas and parts of the banner work together to form one cohesive product. 	<ul style="list-style-type: none"> The banner is organized and easy to follow. The majority of the ideas and parts of the banner work together to form one cohesive product. 	<ul style="list-style-type: none"> The banner has flaws in the organization that makes it unclear or confusing to follow. Ideas and parts of the banner seem more random and isolated from one another. 	<ul style="list-style-type: none"> The banner is not organized and is hard to follow. Incorrect, incomplete, or confusing ideas and parts of the banner make it impossible to understand.
PRESENTATION/ APPEARANCE OF BANNER	<ul style="list-style-type: none"> The overall presentation of the project is well-developed and includes facts, information, and/or visuals that are appealing. 	<ul style="list-style-type: none"> The majority of the project contains facts, information, and/or visuals that are appealing. 	<ul style="list-style-type: none"> The presentation contain few facts, information, and/or visuals that are appealing. The presentation may contain facts, information, and visuals that are messy, confusing, or not appealing. 	<ul style="list-style-type: none"> The presentation contains no facts, information, and/or visuals that are appealing. The presentation does contain facts, information, and visuals that are incomplete, incorrect, or not appealing.

Total Score:

Teacher Feedback:

STRONG MODEL

#blackhistorymonth



Frederick Douglass

Words of Wisdom

"I would **UNITE** with
ANYBODY to do **RIGHT** and
with **nobody** to do **wrong**."

➡ DID YOU KNOW? ⬅

- * Frederick Augustus Washington Bailey was born into slavery in Talbot County, Maryland, around 1818.
- * Frederick Douglass was sent to the Baltimore home of Hugh Auld. Auld's wife Sophia taught Douglass the alphabet when he was around 12.
- * Douglass tried to escape from slavery twice before he succeeded. He was assisted in his final attempt by Anna Murray, a free black woman in Baltimore. They married in September 1838.
- * Frederick Douglass regularly attended abolitionist meetings. Eventually Douglass was asked to tell his story, after which he became a regular anti-slavery lecturer. William Lloyd Garrison was impressed with Douglass's strength and rhetorical skill, and wrote of him in *The Liberator*.
- * Douglass wrote and published his first autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*, in 1845.
- * Douglass traveled overseas to evade recapture in 1845, and remained in Ireland and Britain for two years, speaking to large crowds on the evils of slavery. In 1847, he returned to the United States a free man.

#abolitionist

#author

#orator

Directions: Now that you have selected one person to research, you will select one quote that you think best represents this person. In addition, you will need to find and list 5-6 important pieces of information that will help your classmates learn more about your person.

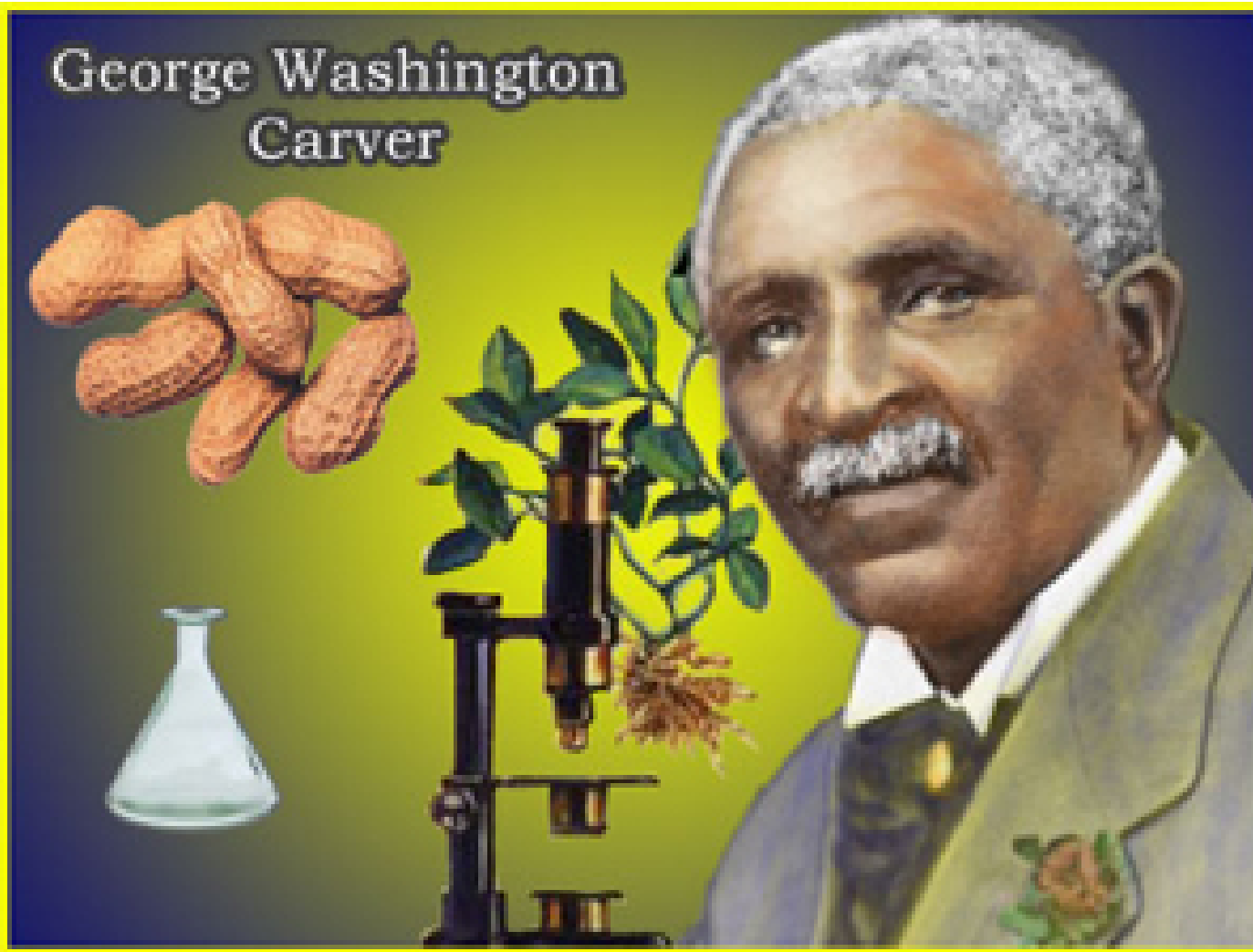


#blackhistorymonth   

Words of Wisdom

➡ DID YOU KNOW? ⬅

Directions: Now that you have selected one person to research, you will select one quote that you think best represents this person. In addition, you will need to find and list 5-6 important pieces of information that will help your classmates learn more about your person.

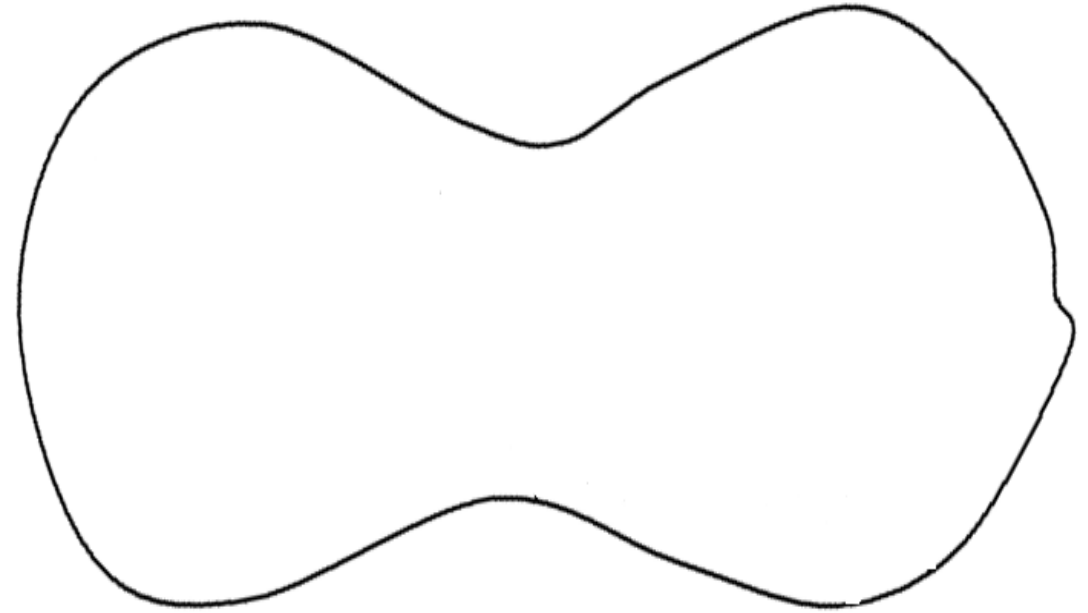
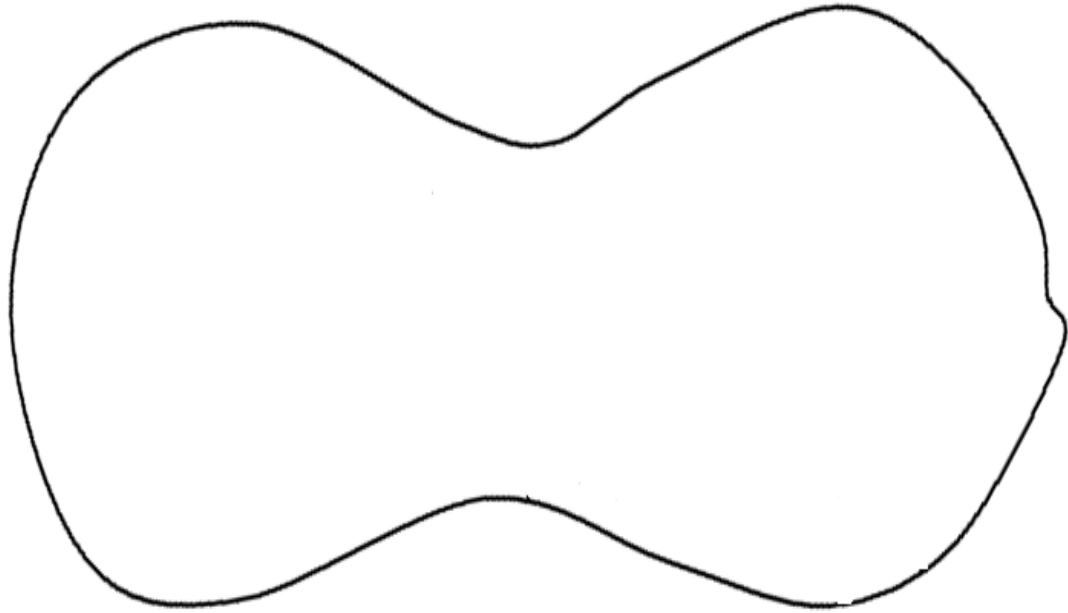


George Washington
Carver

[George Washington Carver](#)



Nombre _____



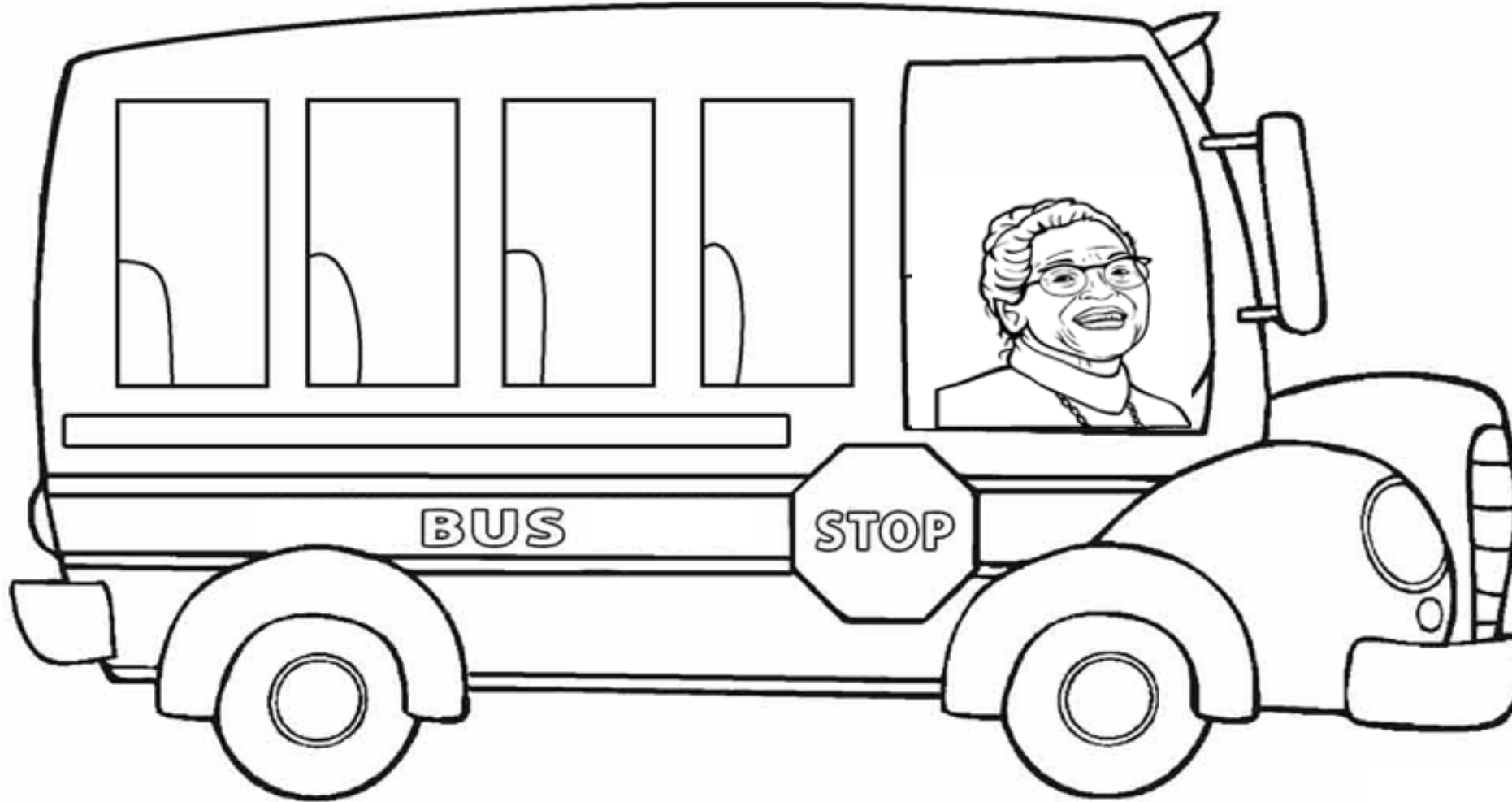
George Washington Carver es un persona muy importante para todos.
El es importante





[Rosa Parks](#)

Nombre _____

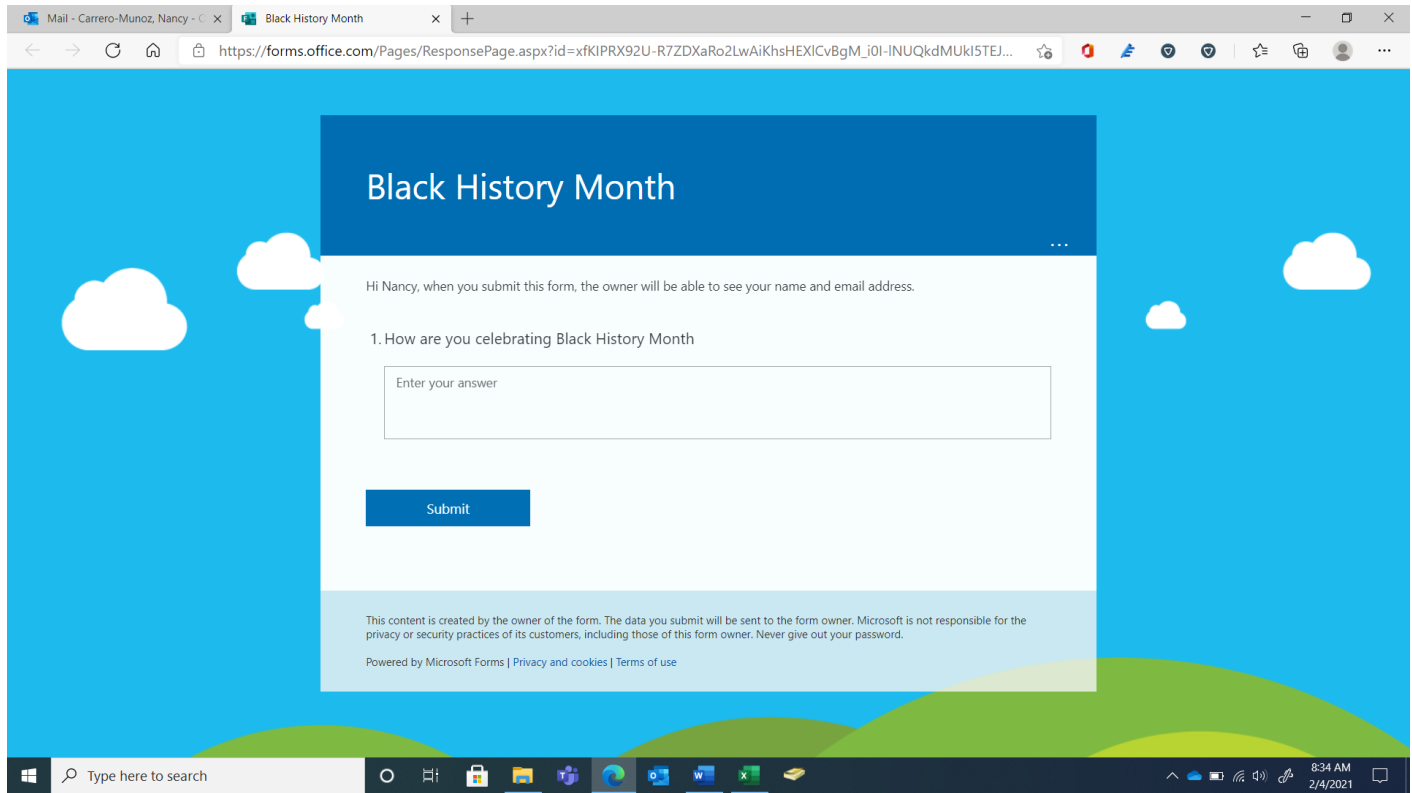


Rosa Parks es una persona muy importante para todos.

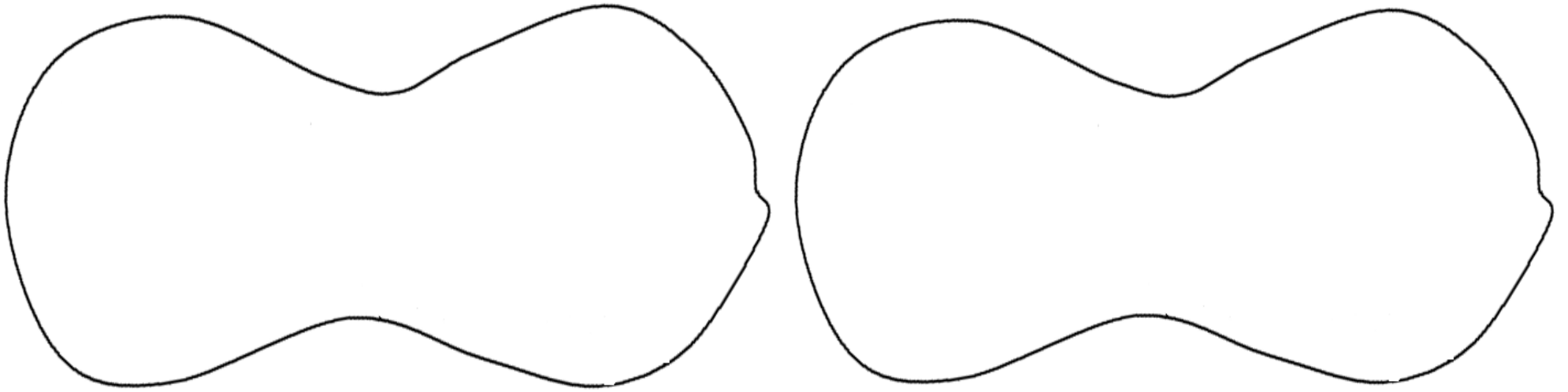


Here is a great book of Black Inventors A-Z that contributed to our everyday life.
Please share to other grades

<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DnYD7rNNsShg%26feature%3Dyoutu.be&data=04%7C01%7CCarrerona%40epsnj.org%7C366f2fd146784a25c69508d8c85b529f%7C3d88f2c5fd154fd991ed90d7691a362f%7C0%7C0%7C637479641834275220%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=aPbQ9Bq2gSt5vxSQLexwFWzNR4UjxzdBJngqHREwCHE%3D&reserved=0>



Nombre _____



George Washington Carver es un persona
muy importante para todos.

El es importante
porque_____.

Nombre _____

