

MORE THAN A MAP(P)

An Interactive Map App for
Students to Explore Black
History and Culture in America



Students will use the More Than a Map(p) interactive map to explore the rich history of African Americans throughout the United States. From the speakeasies of old Harlem to the safe houses along the Underground Railroad, students will experience, firsthand, the rich history, major contributions, and heroic events that make up the story of America. The interactive map was inspired by the film *More Than a Month*, which aired on the award-winning PBS series *Independent Lens*. In the film, Shukree Tilghman, a 29-year-old African American filmmaker, sets out on a cross-country campaign to end Black History Month. Both the film and the app explore how African Americans are represented in American history and what conditions would need to be in place for American history to truly represent the rich cultural tapestry that makes up America.



About Community Classroom

Community Classroom is an innovative and free resource for educators, offering short-form film modules adapted from ITVS's award-winning documentaries and standards-based lesson plans for high school and community colleges, NGOs, and youth organizations. Learn more: www.itvs.org/educators

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About More Than a Map(p), the Interactive Map App

The Map(p)

The More Than a Map(p) interactive map app includes hundreds of data points highlighting important landmarks of the African American experience in American history. The map provides a rich array of facts and media for each point, including a description of the map point, authentic photos, additional web links, and links to primary research documents. By exploring these media-rich environments, students will build deep knowledge of key people, places, and events in American history. Students will fully engage with the content as they immerse themselves in this rich media. The map will contextualize these points and provide students with geographic as well as historic information. The More Than a Map(p) app also allows users to add their own points to the map, allowing users to customize their maps and make them relevant to their communities and hometowns.

How It Works

Similar to locator apps that help you find a nearby ATM or cup of coffee, More Than a Map(p) locates sites and landmarks relevant to African American history in the user's immediate vicinity. It enables users to select from a variety of locations with historic value and interact with multimedia content about those places. Map(p) users all over the country can use the map not only to explore, but also to submit map points of relevance in their own communities.

The Map(p) is free, and is compatible with the iPhone, the iPod touch, and the iPad. A version for Android is coming soon. Once installed, it can be used anywhere. Please visit the website for more information:

www.morethanamapp.com

About *More Than a Month*, the Film

The Film

Should Black History Month be ended? That's the question explored by African American filmmaker Shukree Hassan Tilghman as he embarks on a cross-country campaign to do just that. Both amusing and thought provoking, *More Than a Month* examines what the treatment of history tells us about race and power in contemporary America.

The film takes the form of a road trip that begins in Washington, D.C., crisscrosses the country during Black History Month 2010, and ends with an epilogue one year later. Combining cinema verité, man-on-the-street interviews, and inspired dramatizations, the film is a first-person narrative of the filmmaker's quest to understand the implications of Black History Month.

To learn more about the film and the issues involved, visit its companion website at www.pbs.org/independentlens/more-than-a-month. Get detailed information on the film, watch preview clips, read an interview with the filmmaker, and explore the subject in depth with links and resources. The site also features a Talkback section where viewers can share their ideas and opinions. The documentary film *More Than a Month* is available for purchase at the filmmaker's website—www.morethanamonth.org— and on iTunes.



Educator's Guide

The activities and interactive student worksheets in the Educator's Guide are designed to deepen students' understanding of both the interactive app and the film through discussion, debate, research, and hands-on activities. The guide can be used as a curriculum companion to both the Map(p) interactive map, and the documentary film *More Than a Month*. Classrooms that do not purchase the film can use the activities in the guide without watching the entire film. Students can get a sense of the film by watching the trailer, available for free on www.itvs.org/films/more-than-a-month, and discussing the synopsis as a class. And though the map can be downloaded for free on iTunes, it is also not necessary to have mobile access in the classroom to participate in the lessons found in the Educator's Guide. Select map points are reprinted in the guide, along with instructions and supporting frameworks to help students make their own map points, thus making a mobile connection unnecessary.

The Educator's Guide Is in Three Parts

Part One of the Educator's Guide provides a complete one- to three-day lesson plan, designed to further students' understanding of the film and to further explore the question of how different cultural groups are acknowledged in American history, media, and culture.

Part Two of the guide provides instructions for a research project using the interactive map app More Than a Map(p) as a model. The research project and interactive map exploration can be completed in one class period, but can also be continued for several days, if time (and interest) allow.

Part Three of the guide provides discussion questions about the film *More Than a Month*. The questions help students think critically about the questions that the film raises and encourage students to deepen their understanding about what it means to learn about, and be part of, American history.

Grades: Middle School and High School

Subject Areas: Social Studies, American History, World History, Civics, Geography, Government, Language Arts, Technology, Research, and Information Literacy



Overview of the Film

One Man's Quest to End Black History Month Becomes a Humorous and Provocative Look at Race in "Postracial" America

Should Black History Month be ended? That's the question explored by African American filmmaker Shukree Hassan Tilghman as he embarks on a cross-country campaign to do just that. Both amusing and thought provoking, *More Than a Month* examines what the treatment of history tells us about race and power in contemporary America. Written and directed by Tilghman, *More Than a Month* premieres on the Emmy® Award-winning PBS series *Independent Lens*, hosted by Mary-Louise Parker, on Thursday, February 16, 2012, at 10 PM (check local listings).

The film takes the form of a road trip that begins in Washington, D.C., crisscrosses the country during Black History Month 2010, and ends with an epilogue one year later. Combining cinema verité, man-on-the-street interviews, and inspired dramatizations, the film is a first-person narrative of the filmmaker's quest to understand the implications of Black History Month.

Tilghman begins his research at home, but finds his parents dismayed when he suggests eliminating Black History Month. He then seeks a deeper understanding of Carter G. Woodson, the creator of Negro History Week, the predecessor to Black History Month. To this end, he reaches out to Woodson's organization, the Association for the Study of African American Life and History. They too respond with horror at his suggestion. At Harvard University, Tilghman collaborates on a psychological study exploring how Black History Month makes blacks and whites feel about themselves and their place in American history. And in Chicago, Tilghman visits Burrell Communications, the nation's largest black-owned advertising agency, to investigate whether corporate sponsorship and advertisements during Black History Month are just an excuse to sell products to black consumers.

Exploring history itself—how we treat it, how we value it—also shapes the narrative. Tilghman talks with members of a Sons of Confederate Veterans chapter in Lexington, Virginia, who are seeking to establish Confederate History Month. And in Philadelphia, he speaks with school officials who have made African American history a graduation requirement, ensuring that courses are taught.

At its core, *More Than a Month* is about what it means to be an American and to fight for one's rightful place in the American landscape, however unconventional the means, even at the risk of ridicule or misunderstanding. In that way, it is about the universal endeavor to discover one's self. The film asks the questions: How do we justify teaching American history as somehow separate from African American history? What does it mean that we have a Black History Month? What would it mean if we didn't?

Essential Questions: Use the Essential Questions as guiding questions for students to consider as they complete the different activities in the Educator's Guide.

1. **How are the stories of different cultures treated within the retelling of American history?**
2. **What is the most effective way of representing all cultures in the telling of American history?**
3. **How do we ensure that the American story—an ever-changing, living story—is reflective of our multicultural tapestry and recognizes the central role of African Americans to that history?**
4. **What does it mean that we have a Black History Month and that we feel we need it and why?**
5. **How do we justify teaching black history as separate from American history?**
6. **What would it mean to not have Black History Month?**
7. **What would the conditions need to be to enable us to not acknowledge black history as separate from American history?**



Lesson 1:

Whose History?

Estimated Time: This lesson can be completed in one 60-minute class period. However, if you can spend more time on each step and/or on the extension activities, the lesson might comfortably take from two to three class periods. Sharing the presentations from the extension activities can be done over multiple class periods as time allows.

Preparation

All preparation is optional.

- If you have access to the documentary *More Than a Month*, view it with your students before engaging in the lesson activities. If the film is not available, watch the trailer at www.itvs.org/films/more-than-a-month to set up the questions for your students.
- Write a quick note to parents to let them know what you'll be working on, as some parents might find the handouts and discussions to be of a sensitive nature. The note should also encourage parents to participate in these activities, which will enrich students' learning experiences.
- You may wish to try the activity on your own, thinking about your own culture, and share your handout with students as a model to provide a framework for their understanding.
- For "Extension Activity #3 – By the Book," you may wish to review the textbooks you have access to, looking for sections which specifically and obviously omit mention of African Americans. You also might want to gather other texts for students to look through, to find examples of where places or people have been left out of the story. Be prepared to share these examples with your students.
- If you plan to do "Extension Activity #1 – Presenting the Cultural Record," ask students to look out for and collect examples showcasing how their particular cultural groups are portrayed in the historical record and in current media and culture. The examples could include things such as news and magazine articles, images, TV listings, icons of popular culture, and celebration dates.

Materials

- Student handouts
- Pens and markers for filling in student handouts
- (Optional for "Extension Activity #1 – Presenting the Cultural Record") Materials for creation of presentations – could include access to a computer with Microsoft PowerPoint, internet access for research, images from magazines, and pieces of poster board
- (Optional for "Extension Activity #2 – More Than a Questionnaire") Family members to interview
- (Optional for "Extension Activity #3 – By the Book") Social studies textbooks for curriculum review or other text material



Lesson and Lesson Extension Overviews

In this lesson, students will reflect on what history really means as they think about the portrayal of their own and other groups within American history and American media and culture in general. Students have the option of filling out a questionnaire form to either guide their thinking or to use as a starting point for interviews with family members. Students will then fill in a handout showing both a positive and negative portrayal of their cultural group and complete a metaphor describing how they think most Americans view each student's individual cultural group.

Following the main activity, students may wish to complete "Extension Activity #1 – Presenting the Cultural Record," in which they find images from history curricula and from the media to create a class presentation to showcase how their group is represented. The presentations can take the form of poster boards, Microsoft PowerPoint decks, journal articles, maps, calendars, and the like.

Students who complete "Extension Activity #3 – By the Book" will review their social studies textbooks and/or other curricular materials and analyze them for the inclusion of other cultures. If they find an example of a curriculum that, in some way, omits their group from the historical record, they will rewrite the curriculum to show how their group could be more accurately integrated.

Learning Objectives

Students will

- identify the ways in which different cultures and groups are portrayed in the media and educational curricula
- explore the effects of media and educational portrayals on the way people view different cultures
- understand that history is a story which is told in a particular way and that a particular telling may leave out significant participants and events
- develop empathy for – and understanding about – the ways in which the "African American story" has been largely omitted from the media and curricula and has become somehow separated from the "American story," and the effect that this omission has had on society at large
- review the written record to search for evidence regarding
- create a more accurate representation of history by retelling the story in a way that incorporates different cultural groups

Lesson Instructions

1. **Watch the Film:** If you have access to the film *More Than a Month*, view it with your students, using the "Viewing and Discussion Guide" to facilitate your discussion. If you do not have access to the film, you may want to show your students the trailer on the website www.itvs.org/films/more-than-a-month to give them a sense of the questions that the film raises.
2. **Set the Purpose (10+ minutes):** Ask students to choose a cultural group to reflect upon for this activity. Encourage students to choose the cultural group that they come from or are a part of. However, if students wish, they can also choose to focus on a different cultural group for which they have a special interest or affinity. Also, students may wish to focus on a group that is not from a particular culture, but set apart in another way. For example, they may choose a regional group, a religious group, a political group, or a gender group. If a student wants to think about their own cultural group and feels they are part of more than one group, you can allow them to do this activity using two or more groups as a model or to choose just one to focus on.

Once they have decided on which culture or group to focus on, set the purpose for this activity by asking students to think about the last time they saw their selected group in the media. Was it mentioned on the TV news? In a newspaper? Shown on a TV show? On YouTube? In a movie? On the internet? In advertising? Now, ask them what that image was like. Was it positive or negative? Do they think it painted an accurate picture of their cultural group? Ask them to think about the way their group is formally acknowledged, if at all. Is there a day, week, or month in which that culture is or representatives of the culture are celebrated? Next, ask them to think about their social studies textbook or other social studies classroom materials from the current and previous years. Was their culture mentioned at all? If so, how was it represented? Do they believe it was an accurate portrayal?

You may wish to have students review the More Than a Map(p) interactive app, or to review map points using the Educator's Guide (Part Two). Ask them to compare the portrayals of African Americans during certain events in history with the portrayal in their textbooks or other classroom materials. Is there a difference? Were African Americans as much a part of the story in their textbooks as they clearly were in reality, given the information they have gained from the Map(p)?



- 3. (Optional) Complete Questionnaires and/or Interviews (20+ minutes):** As an optional exercise, and if time allows, have students review and complete “Student Handout #2 – More Than a Questionnaire.” These questionnaires ask students questions similar to the ones above, to help them think critically about the ways in which they see their cultural group represented in the media, in curricular materials, and in the historical record. Students may also choose to complete the questionnaires with a parent, grandparent, or other community member and interview them to learn their opinions about cultural representations. In this case, they can use the questions on the questionnaire form as interview questions to guide discussion with friends or family members. Students can then use the answers on the questionnaires to help them complete “Student Handout #1 – Lights, Camera, Action: A Look at My Culture.”
- 4. Review the Student Handout (10+ minutes):** Distribute “Student Handout #1 – Lights, Camera, Action: A Look at My Culture” to students. Look through the handout as a class, calling on students to read the instructions and discuss the activity. Talk about their answers to the questions above or to the questionnaires and/or interviews if they completed those activities. How do they think their cultural groups have been portrayed in the media? In history textbooks? In conversations on the streets? Are these portrayals positive or negative? True or false? In what ways do they believe their cultures should be presented differently? Explain to students that if they can’t think of one positive and one negative example for each side of the handout, they can complete the handout with two negative or two positive images. Remind them that official holidays can be used as examples of how a group is represented. Next, read the direction on the bottom of the handout together. Ask for volunteers to define the word *metaphor* (A thing regarded as representative or symbolic of something else, especially something abstract).
- Guide students to fill out the metaphor with words that are figurative, not literal. Explain that in the metaphor section of the handout, you are not looking for real examples of how a culture is portrayed, but want to gain an understanding of their *feelings* through the metaphor. You may wish to brainstorm some examples as a group.
- 5. Complete the Handout (10+ minutes):** Have students complete the handout independently. Walk around the room conferencing with individual students as needed. Remind students to reference their questionnaires and interviews if they have them.
- 6. Pair and Share (10+ minutes):** When students have completed their handouts, break them into pairs and have them share their responses with a partner. Encourage partners to ask probing questions to encourage each student to think more deeply about his or her responses.
- 7. Group Discussion – Respectful Engagement:** Bring students together to share select responses. Remind students that this is a discussion about how people view the world and that there are no wrong answers. Students must be respectful of different viewpoints in order to engage in the discussion. You may wish to distribute “Student Handout #4 – Hey You – Are You Listening?” and discuss with students why it is essential that they adhere to these rules. You’ll notice that the tips in the handout spell out the word “LISTEN.” You may wish to hang up the handout where kids can make use of it, as a reminder for active listening, whenever they need to.
- 8. Group Discussion – Image Exploration (10+ minutes):** Point out patterns you see emerging. Are there several students working on the same cultural group? Did they fill in the handout with similar images? What are the similarities and what are the differences? What do they think accounts for different perspectives? Do students believe that any particular culture has been overrepresented in the media or the American history curriculum? Have them explain their thoughts about this. Can they find both positive and negative examples of how their selected culture has been represented?
- 9. Group Discussion – Metaphors (10+ minutes):** If students did not get a chance to volunteer their images, ask them to volunteer their metaphors. Remind students that the goal is to come up with ideas and images that will support their feelings, as opposed to literal ideas; for example, a student might write that Native Americans are like ghost towns because nothing is left of their culture. Creating metaphors will provide students with practice in critical thinking by coming up with concepts and images to represent their ideas.

Wrap Up and Assess

Use the completed handouts as well as the answers to these questions to assess students’ understanding of the materials.

Ask students:

What did they learn from reviewing media and curricular portrayals of different cultures and groups? Were they surprised?

Why do they think different cultures are portrayed in certain ways in the media and in history textbooks? Do they think the portrayals are accurate? How could they be different?

What is one effect of omitting a cultural group’s role in American history? What do they think would change if history curricula were more inclusive?

The film *More Than a Month* questions whether celebrating Black History Month justifies omitting African Americans from the historical record during the rest of the year. Has exploring the way their cultures are represented affected the way students think about the film’s central question? If so, how?



EXTENSION ACTIVITY #1

Presenting the Cultural Record

Overview

Students investigate the media and American history records through analyzing media images and history curricula to find examples of how their selected cultural group is represented in media, culture, and history. Students then collect these images, both positive and negative, and put together a presentation to share with the class. Presentations can take multiple formats, both technology- and non-technology-based.

Materials

Various materials including paper; pens; markers; poster board; access to a computer with Microsoft PowerPoint and a printer or projector; images from the media, including magazines, videos, and websites

Preparation

Ask students to be on the lookout for and collect images of their culture in the media, in history textbooks, on TV, in books, and so on. Have them bring in these images to use in the optional extension activity.

Lesson Instructions

- 1. Brainstorm Presentations (10+ minutes):** Tell students they will be creating a presentation to describe how they feel their cultures are represented in American history and culture. If you created your own presentation, share this with your students now. Presentation ideas can be complex or simple, depending on time and interest but can include the following: a Microsoft PowerPoint deck, a journal entry from a historical figure, a poster board showcasing representative images of cultural recognition, a debate or persuasive essay, a short film or photo essay, or even a story from the Sports pages. If you had asked students to prepare examples of representations of their cultures in advance of the lesson, they should use these examples now.
- 2. Create Presentations (20+ minutes):** Give students from 20 minutes to a full class period to prepare their presentations. Use “Student Handout #3 –Presenting the Cultural Record: Tips and Strategies” to support your students in making creative and effective presentations. Circulate the room and provide students with suggestions about how to make their presentations more impactful. Remind them to use color and other tools to compare and contrast, to call attention to details, and to call out other symbolic features of their work. If any students are studying the same cultural group, they may team up to create a single presentation.

3. Share Presentations (30+ minutes or over multiple days):

Invite students to share their presentations about how their selected cultural group is portrayed in the media, in American history, and within American culture and society more generally. Remind students to stay focused on the Essential Questions, especially Question #1: How are the stories of different cultures treated within the retelling of American history? All presentations should explore how their cultures are represented and if those treatments are effective. Ask them to think about whether or not their cultural group could be better represented by, and integrated into, the story of American history and culture. Ask students: Are the representations that do exist positive? Or do the representations exhibit bias?

Wrap Up and Assess

You may wish to assess these presentations using three categories: Research and Preparation, Analysis and Review, and Innovation of Presentation. Look for evidence of each of these categories to guide your assessment of student work.

- **Research and Preparation–**
Look for evidence of research in the presentations. Did the images come from multiple sources? Is there evidence that students reviewed the historical or cultural record for images and ideas? Did they use both technology- and non-technology-based sources? Did they use personal anecdotes when possible?
- **Analysis and Review–**
Did students come to a conclusion about the topic through their research? Do the images in the presentation demonstrate a clear point of view? Did students’ ideas and opinions evolve as a result of their investigations?
- **Innovation of Presentation–**
Do the presentations demonstrate creativity and innovation of design? Did students use the medium to express their ideas in unique or meaningful ways? Do the presentations clearly communicate the messages that students wanted to convey? Did students think through and use the strategies and tips for effective presentations?



EXTENSION ACTIVITY #2

More Than a Questionnaire

Overview

Students complete the questions in this questionnaire on their own, or with a family member, community member, or subject-matter expert. Their answers then become a starting point for completing "Student Handout #1 – Lights, Camera, Action: A Look at My Culture" and filling in their metaphors, and also for creating their optional presentations for "Student Handout #3 – Presenting the Cultural Record: Tips and Strategies." Writing the answers to these questions will help students gain clarity in their thinking about these important questions.

Materials

- Student handout
- Pens
- (Optional) Family or community member to interview

Preparation

If students plan to conduct an interview, have them identify the person to interview and set up a date and time for the interview. Review with students the tips for interviewing (see "Student Handout #5 – Tips for Interviewing"). They may wish to have a recording device or notepaper handy.

Lesson Instructions

- 1. Distribute and Review Questionnaires (15 minutes):** Distribute "Student Handout #2 – More Than a Questionnaire" to students and ask a volunteer to read aloud each question. Ask students to think about how they might answer these questions and if they feel they need to do any research in order to answer them. Call on volunteers to provide sample answers to stimulate students' thinking. Remind students that they can use these questionnaires as interview forms and may wish to complete the questionnaires with a family member, an adult from their community, or an expert on their selected culture.
- 2. Interview Etiquette (10 minutes):** For students who will be conducting interviews, distribute and review "Student Handout #5 – Tips for Interviewing."
- 3. Complete Questionnaires (20 minutes):** If they wish, students can complete the questionnaires or conduct their interviews independently. If they are completing the forms on their own, you may wish to circulate the room and check in with them as they answer the questions.
- 4. Review Responses (15+ minutes):** As a group, review select responses by calling on volunteers to share their responses to specific questions. Discuss responses, looking for patterns of like or unlike answers. Point out similarities and differences and encourage students to look for patterns. Focus some of the discussion on place as a way to get students to think about events that have occurred in their own communities and how these events shaped the history of that place and beyond.
- 5. Using Responses (10 minutes):** Remind students that they will be using these responses to complete the rest of the activity – completing "Student Handout #1 – Lights, Camera, Action – A Look at My Culture," filling in the metaphor, and possibly creating presentations as well. Remind students that no response is incorrect and that they should focus on reviewing their responses and deciding on which response they most wish to focus on.



EXTENSION ACTIVITY #3

By the Book

Overview

As part of their overall exploration, or as part of their preparation for filling in “Student Handout #1 – Lights, Camera, Action: A Look at My Culture” and “Student Handout #2 – More Than a Questionnaire,” students investigate their school curricular material to find out how different cultural groups are treated in textbooks and other instructional materials. Students then research the topic using multiple sources, compare the different ways the same event is told, and rewrite the textbook to provide a more inclusive portrayal.

Materials

- History curricula, including textbooks
- Access to other history resources, including internet materials and primary source documentation

Preparation

Research one or two events from history where you think your textbook may not have included the actions made by members of particular cultural groups or may have presented the historical record in a culturally biased way. Collect research and information showcasing what may have been left out or misrepresented. If you are uncomfortable asking your students to critique your textbooks, you can focus them on other sources such as media, advertising, or articles from the internet.

Lesson Instructions

1. **Discuss the Textbooks (10+ minutes):** Ask students if they believe that their history textbooks provide an accurate portrayal of history. Discuss their answers and reasoning. Ask them if they think different cultural groups are treated fairly and accurately in textbooks. Ask if they think any cultural group is ever just left out of the book. Ask students what they think about international events. Do textbooks tell all sides of a story? Ask them to hypothesize – what if they were to read an account of a war from the perspective of a country we are at war with? Would the textbook say approximately the same thing or might it tell a different story?
2. **Show Examples (15+ minutes):** If you’ve done the preparation work, allow students to peruse the examples you’ve found in your textbook that show a treatment of history that has left out or told a different story about a cultural group. Show them other sources and pieces of documentation that tell a more inclusive story and allow them to compare. Discuss their conclusions.

3. **Review the Textbook (30+ minutes for steps 3 and 4):** Invite students to look through their textbooks and choose an event in history they want to explore further. Then have them read the account of the event in their textbooks and write down the salient facts on “Student Handout #6 – By the Book.” They will be answering such questions as, What happened? Where did it happen? Who did what to whom? Who was involved? What was the outcome? Was anyone right or wrong? Who and why? Ask students to hypothesize why certain events may have been left out. How do writers or historians make decisions about what to include and what not to include when recounting history?
4. **Find Other Sources:** Now have them use books or internet resources to explore the event further. Encourage them to find and use primary source material as they do their research. When they find material about the event, have them use the handout to take notes.
5. **Rewrite the Book (20+ minutes):** Invite students to write a paragraph, in textbook style, about the event. If they found their textbook to be accurate, they can use the textbook as is, or slightly rewritten. However, if they found that the textbook did not tell the whole story, they should rewrite the event from history with all the facts. For an extra challenge, you can tell students they are publishers and have to write to a given word count. What pieces of history will they include if they do not have the space to say everything?
6. **Discuss the Results:** Come back together as a group and have students share their results. What did they find? Is there a difference between how certain events are portrayed in the textbooks and how those same events are portrayed in other sources? Which sources do students think are most accurate and why? Ask students if they believe they will be motivated to conduct personal research on their own if they become aware of omissions in their school materials.

Wrap Up and Assess

Use the completed student handouts as well as the answers to these questions to assess student understanding.

Did your research point out any differences between what the textbook said happened and what other sources said happened? If so, what were they?

What do you think accounts for these differences?

How can you decide which source is most accurate?

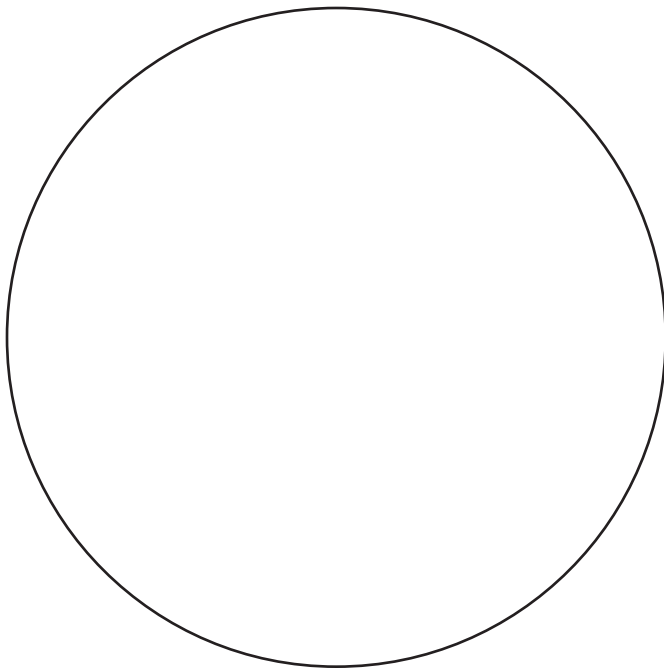


Lights, Camera, Action: A Look at My Culture

NAME: _____ DATE: _____ CLASS: _____

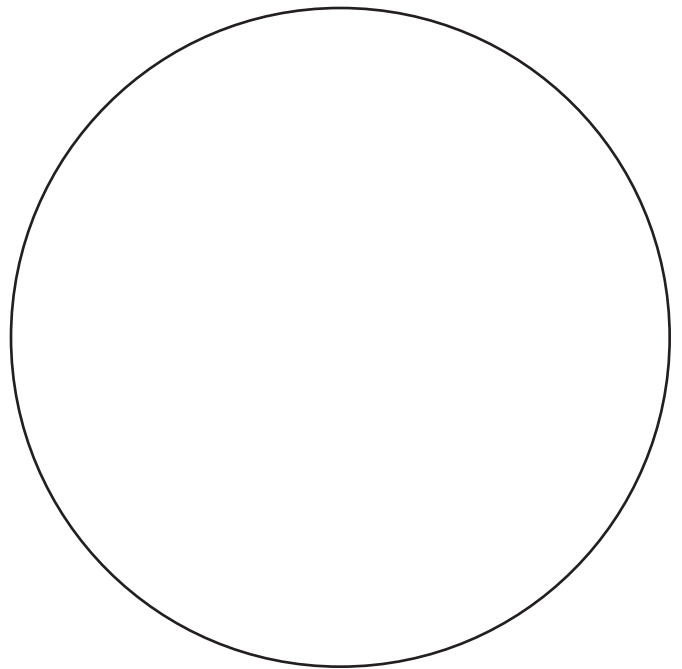
Directions: Think about how the cultural group you selected is represented in the media, in school materials, and in other ways. Then choose one positive and one negative way that you see the culture represented. Draw the positive way in the circle on the left and the negative way in the circle on the right. Then fill in the label below each image to tell about what you drew.

POSITIVE



.....
.....

NEGATIVE



.....
.....

Now complete this metaphor:

My culture is represented like a _____ in American
media / American history (circle one) because _____

.....
.....

More Than a Questionnaire

NAME: **DATE:** **CLASS:**

Complete the answers below by yourself or with the person you're interviewing. Use the answers to complete the other activities. Remember – this is about you and your beliefs. There are no wrong answers.

1. What group do you wish to explore further?

.....

2. Think back to the last time you saw the group represented in the media. What was it?

.....

(Was it a performance, a movie? Be specific.)

3. How did you feel about what you saw? Was it a positive image or a negative one? Did it give a true picture? Why do you think so?

.....

4. Do you watch, read, or listen to the news? Yes/No/Sometimes (circle one). When was the last time you saw your group on the news? What kind of story was it?

.....

5. Do you feel that the news paints an accurate picture of your group? Does the news leave things out? If so, what kinds of things does it leave out? Why do you think that happens? Does it forget about your group?

.....

.....

6. Now think about your social studies textbook or other school materials. Is your group mentioned in your history class? When? How is it talked about? List one or two examples here.

.....

.....

7. Do you think your group is mentioned Too Little/About the Right Amount/Too Much? Circle your choice and tell why you think that.

.....

.....

8. Are there historical events that happened in your community that your group was involved in? Are there any landmarks to mark that event? If so, list one landmark or event here. What happened on that spot? Who was involved? When did it happen? Tell about what happened on that spot and how your group was involved.

.....

.....

9. Is there a special holiday – a day, a week, a month – when your group, or members from the culture, are celebrated? When does this happen? Describe it.

.....

.....

If it does have a special celebration, do you think it's been a good thing for the group? Why or why not?

.....

.....

.....

Presenting the Cultural Record: Tips and Strategies

NAME: _____ DATE: _____ CLASS: _____

Choose one of these formats for your presentation:

Microsoft PowerPoint Deck: You can use this software tool to create a presentation to print out or show on-screen. Use images and captions to get your point across.

Journal Entry: Write in the style of your character. Use language from the time period. Try to get into the voice and show how the person might have felt.

Poster Board: Paste images and text onto a one-sided or three-sided board. Your poster should tell your story even if you're not there.

Debate or Persuasive Essay: Think about the arguments for and against your issue. Write down why your point of view is correct and then try to "sell" your side of the story.

Ad: An *ad*, short for *advertisement*, can be anything – from a print ad you'd see in a magazine to a TV commercial. Use language and ideas to "sell" your product. Humor can make your ideas come to life.

Short Film or Photo Essay: If you have a still or video camera, or can use the one on your computer or cell phone, put together a story that will tell about your group. History is power and you can share your history with this powerful tool.

Newspaper Story: Create a newspaper article about a historical event from the time period of that event. Do you want to tell about a sports figure? The story can come from the Sports pages. Do you want to tell about a serious news story? Start with the facts – Who? What? Where? When? How?

When creating and sharing a presentation, remember to...

Choose your images carefully. Too many images may confuse people, so show what matters most. Think about your use of color, music, and other details that will help people develop an overall sense of your piece.

Think about the whole. Put it together in a way that makes sense. Before you finish, stand back and take a look. Would someone other than you understand it?

Use descriptive language. Now is the time to show off your fancy vocabulary.

Be neat. Use a computer if your handwriting won't cut it.

Check your spelling. Show you care by checking it twice.

Be prepared. Think about what you want to say. Speak in a loud and clear voice. Be ready to answer questions.

Hey You—Are You Listening?

NAME: DATE: CLASS:

Follow these rules for Active Listening:

Listen with your ears, not your mouth.

L's have it—pretend the presenter is talking to just you.

Save your questions until the end of the presentation (unless the presenter wants to hear from you sooner).

Take notes during the presentation—that will show you're really paying attention *and* it will help keep you awake!

Eyes on the speaker—let them know you're interested.

No side talking, side reading, or side texting.

Tips for Interviewing

NAME: DATE: CLASS:

Review these tips before you set up your interviews.

1. Set a date and time that is good for the person you are interviewing.
2. Arrive on time and show up prepared.
3. Have your questions ready – in this case, use the questionnaire as your source of questions. You may wish to review the questions in advance of the meeting and circle those questions you feel are most important.
4. Ask questions and wait for answers. Do not interrupt.
5. Take notes or record responses in another way.
6. Listen attentively and ask probing questions. Probing questions are questions about their answers to tell you more about what they're saying.
7. When the interview is complete, thank the person you've interviewed. Ask them if they'd like to see the results of the interview (for example, your presentation) when it is ready.
8. You may want to send them a follow-up email or note, thanking them again for their time.

By the Book

NAME: _____ **DATE:** _____ **CLASS:** _____

What historical event did you research? When did it happen? (Remember to use more than one source when you do your research.)

.....
.....

	Textbook	Other Sources
What sources did you use?		
What happened?		
Who was involved?		
What were the causes of the event?		
Who came out the winner (if anyone)?		
Who was in the right?		
Were there any heroes? Who were they?		

Alignment to Standards Grades 6-12

National Center for History in the Schools Historical Thinking Standards

Historical Comprehension

The student comprehends a variety of historical sources.

Historical Analysis and Interpretation

The student is able to compare and contrast differing sets of ideas.

The student is able to consider multiple perspectives.

The student is able to compare competing historical narratives.

Historical Research Capabilities

The student is able to obtain historical data from a variety of sources.

The student is able to interrogate historical data.

The student is able to identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place.

The student is able to support interpretations with historical evidence.

National History Content Standards

United States History and Geography: Growth and Conflict (8.6): Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

United States History and Geography: Growth and Conflict (8.7): Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

United States History and Geography: Growth and Conflict (8.8): Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

United States History and Geography: Growth and Conflict (8.9): Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

United States History and Geography: Growth and Conflict (8.10): Students analyze the multiple causes, key events, and complex consequences of the Civil War.

United States History and Geography: Growth and Conflict (8.11): Students analyze the character and lasting consequences of Reconstruction.

Social Studies Standards Grades 6-8

World History

Know some important historical events and developments of past civilizations.

Study about major turning points in world history. Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.

Analyze different interpretations of important events and themes in world history.

Geography

Map information about people, places, and environments.

English Language Arts Standards > Writing >> Grades 6-12

Research to Build and Present Knowledge

6-8, 9-12: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6-8, 9-12: Gather relevant information from multiple print and digital sources.

(International Society for Technology in Education) NETS Standards > Grades 6-12

Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

English Language Arts Standards > History/Social Studies >> Grades 6-12

Integration of Knowledge and Ideas

6-8: Integrate visual information.

6-8: Distinguish among fact, opinion, and reasoned judgment in a text.

9-10: Compare and contrast treatments of the same topic in several primary and secondary sources.



Part Two:

More Than a Map(p) App

Grades: Middle School and High School

Estimated Time: 5-10 minutes for reviewing each map point; 10-30 minutes for diving more deeply into one map point; 1-2 class periods for creating students' own map points

Materials

- More Than a Map(p) interactive map app and mobile device
- Information in this Educator's Guide for students without access to the app
- Paper and pens for responses
- Computer with internet access and a printer or projector for researching the Map(p) and building students' own map points

Preparation

If your class will be downloading the Map(p) app, do so before class so students will be ready to use the app when the lesson begins.

Go through the app yourself to gain familiarity with what is on the app and how it works.

You may also want to research your local community to find people, places, or events in your local area for students to create their map points around.

Overview

Students will explore select map points either on their interactive app or offline through the Educator's Guide. After exploring these points, students will use the map points as a model to create map points in their own communities.

Essential Question

How have African Americans been part of the history and culture in your community?

Learning Objectives

Students will

- research important places and events throughout the United States where African Americans have been part of making, or have made, American history;
- respond to historical places, people, and events through writing and presentations;
- understand historical events through a geographical context;
- investigate key events of importance to black history in particular communities;
- create media-rich collections of information and resources to showcase African American history and culture.



Lesson Instructions

- 1. Share the Map(p):** More Than a Map(p) can be downloaded, for free, to an iPhone, an iPad, or an iPod touch. An Android version will be available soon. If your classroom can download the app, and use it in the classroom, review the different map points with your students as a whole group. Walk through the Map(p) features, pointing out that each point on the map highlights a different person, place, or event playing a key role in American history. Show them the information contained in each map point, which includes a description of the person, place, or event; photos of the map point; research links about the point; and when available, video, audio, and more. Point out that students will be able to add their own points to the map to add content about African American history that is important to their own communities.
- 2. Review Six Map Points:** Give your students a list of the six map points chosen to highlight key events about African American history around the country. These map points were selected as examples of the types of points students will encounter if they are able to explore the interactive map more fully. They represent the flavor of the hundreds of other points available within the app. If your students have access to the Map(p), they can review the six points on the app itself. If they do not have access to the app, they can investigate these points through the photos and web links provided in this Educator's Guide. If your students have access to the internet, but not a mobile device, they can use the internet for additional research on these six points. Finally, if students do not have access to the app or to the internet, they can explore the map points in the Educator's Guide and do offline research to create their own points.
- 3. Choose a Theme:** Share these themes with students. Tell them that as they explore their map points, they should choose a theme that aligns with the information they are reviewing. They can focus on this theme when they create their own map points, making sure the information goes with the theme. Review the themes with students, making sure they understand what each theme means. The theme choices are Leadership; Bravery; Humanism; Overcoming Challenges; Asking Questions; Education; Equality; Cultural Identity; Uniqueness; and Communication.
- 4. Explore the Map(p):** Break students into six small groups and have each group explore one of the six map points. Encourage students to dive in and fully explore each web link, watch each video, and look at each photo. As they explore, they can discuss what they see and help each other to ask and answer questions. Remind them to think about the themes they selected as they review the Map(p).
- 5. Review the Six Map Points:** After the groups have each explored one point on the handout, bring the class together for a group exploration of the six points. Each team should appoint a team reporter who will share the key features of their map point with the class. They may choose to show the class a photograph or, if possible, even show a video. The point of sharing is to give students additional ideas to use as models when they create their own map points.
- 6. Create a Map Point:** Using the Map(p) as a model, have students research and create their own multimedia map point about a contribution to African American history made by a significant event, place, or person from their local community. If students do not have access to the internet, they can do their research and design using offline resources. Students must begin by researching their communities to find an event, place, or person to explore. If you prepared a list of local African Americans or significant local events in African American history for your students to use for their map points, you can share the list with them now. If you have access to the app, use map points that are not already covered by the app. If students are not using the app, they can choose to explore anything other than the six points they have been given access to. The development of these materials might take several class periods or may be assigned for homework. Provide whatever assistance your students need to create their map points.
- 7. Share the Map Points:** When students have researched their key event, place, or person and have developed their multimedia materials, invite them to share their map points with the class. Remind the class to use their active listening skills and to ask questions and take notes.
- 8. Publish It:** When students have given their presentations and revised their materials as needed, work with them to publish their points to the Map(p) app or to publish their map points to Google Earth, which you may download and use for free.

Wrap Up and Assess

Use students' individual map point materials to assess their understanding of the Map(p) and local American history as it relates to the African American experience.



More Than a Map(p) App

NAME: DATE: CLASS:

Explore one of the following map points on More Than a Map(p), the interactive map app, or use this student handout and the internet to view links and resources. Then use these materials as a model to create your own map point. Organize your ideas around one of the themes below as you create your map point. Circle the theme you will focus on.

Choose a Theme

Leadership

Communication

Bravery

Uniqueness

Humanism

Cultural Identity

Overcoming Challenge

Equality

Asking Questions

Education

Carter G. Woodson's House, Washington, D.C.

1538 Ninth Street NW, in Washington, D.C., was Carter G. Woodson's home from 1922 to 1950. He led the Association for the Study of African American Life and History. He also studied African American history until his death. His home continued as the national headquarters of the Association until the early 1970s.

Dr. Woodson (1875-1950) is called the "Father of Black History." In 1926 he founded Negro History Week, which expanded into Black History Month. Dr. Woodson noticed that the contributions of African Americans were left out of history books and thus started a publishing company to make sure that black history was included in history books. The son of slaves, Dr. Woodson earned his PhD from Harvard University in 1912.

Explore These Links from the Map(p) App

en.wikipedia.org/wiki/Carter_G._Woodson_Home_National_Historic_Site

www.nps.gov/cawo/index.htm

www.preservationnation.org/travel-and-sites/sites/southern-region/carter-g-woodson-houses.html

Michael Jackson's House, Gary, Indiana

Michael Jackson was an American recording artist, dancer, singer-songwriter, and musician. Jackson was born on August 29, 1958. He was the eighth of ten children in an African American working-class family. Jackson is known as the King of Pop. He is also cited as the most successful entertainer of all time by Guinness World Records, Time magazine, and Rolling Stone magazine. Jackson died in 2009.

Michael Jackson first appeared in 1964 with his brothers in a group called the Jackson Five. In the 1980s he was a leading figure in pop music with hits such as "Beat It," "Billie Jean," and "Thriller." People remember his complex dance moves such as the moonwalk. Many musicians from different musical genres have been influenced by Michael Jackson's work.

Watch These Videos from the Map(p) App

www.youtube.com/watch?v=oRdxUFDQe0&feature=related

www.youtube.com/watch?v=ZOXG8wtxx_w

Explore This Link from the Map(p) App

en.wikipedia.org/wiki/Michael_Jackson

"The Chicago Defender"

The Chicago Defender was first created at the kitchen table of the landlady of its founder, Robert Abbott. Advertisements and articles in the Defender got many black sharecroppers to leave the Deep South. They headed north to Chicago during the Great Migration. The influential African American newspaper set up shop in a former Jewish temple from 1920 through 1960.

In 1940, Abbott's nephew, John H. Sengstacke, took over the Defender. Sengstacke convinced President Truman to integrate the Armed Forces. He created the first association of black newspapers, now called the National Newspaper Publishers Association. He also ran the Defender as a daily newspaper until 2003.

Watch These Videos from the Map(p) App

www.youtube.com/watch?v=Tq0N9QeXfOA

www.youtube.com/watch?feature=endscreen&NR=1&v=idRvPi7Z3d4

Explore These Links from the Map(p) App

en.wikipedia.org/wiki/Chicago_Defender

www.chicagodefender.com/article-1369-about-us.html

www.pbs.org/blackpress/news_bios/defender.html

Jungle Alley

"Jungle Alley" was 133rd Street between Lenox and 7th avenues in New York City. This stretch, also known as "The Street," "Paradise Valley," and "The Stroll," was the main drag of Harlem nightclubs in the 1920s and 1930s.

In addition to the famous nightclubs, there were many speakeasies around Jungle Alley. Unlike some of the all-white nightclubs, the speakeasies were racially mixed. "Rent parties" were also an institution of Jungle Alley. Rents in Harlem were higher than in most other parts of the city. African Americans were paid less than most white people but had to pay more rent. As a result, sometimes people had trouble paying their rent. When that happened, the renter might hold a rent party, where partygoers paid to attend. The partygoers would buy cheap Southern food and alcohol and dance all night to live music. Come daylight, the renter had earned enough money to pay the rent.

Watch This Video from the Map(p) App

www.youtube.com/watch?v=12ho7bYxajE&feature=related

Explore These Links from the Map(p) App

xroads.virginia.edu/~ug97/blues/watson.html

www.npr.org/templates/story/story.php?storyId=7032039

www.jerryjazzmusician.com/linernotes/harlem_tour.html

www.barrypopik.com/index.php/new_york_city/entry/the_stroll_seventh_ave_between_131_132_streets/

Underground Railroad Station— Quinn Chapel AME and the Monadnock Building

The Monadnock Building is on the site of the Quinn Chapel AME Church. It was once one of the many sites along the Underground Railroad in Chicago. The church at this site burned in the Great Fire of 1871.

Chicago was a key destination for escaped slaves heading to Canada and freedom. Many Chicago citizens, businesspeople, and members of the church gave housing and transportation to the escaped slaves. After passage of the Fugitive Slave Act, slave catchers attacked black people even if they had Certificates of Freedom. Although people in Chicago protested the Fugitive Slave Act, many African Americans ended up traveling to Canada to be safe.

Watch This Video from the Map(p) App

www.nbcchicago.com/news/local/Chicago_Was_A_Vital_Stop_In_The_Underground_Railroad_Chicago-116446134.html

Explore These Links from the Map(p) App

[en.wikipedia.org/wiki/Quinn_Chapel_AME_Church_\(Chicago,_Illinois\)](http://en.wikipedia.org/wiki/Quinn_Chapel_AME_Church_(Chicago,_Illinois))

www.encyclopedia.chicagohistory.org/pages/1281.html

The Chicago American Giants

The Chicago American Giants were a Chicago-based Negro League baseball team. They were owned and managed from 1911 to 1926 by player-manager Andrew "Rube" Foster. They played most of their home games at the old White Sox park which the Sox abandoned for Comiskey Park in 1910. From 1910 until the mid-1930s, the American Giants were the most important team in black baseball.

Check Out This Video from the Map(p) App

www.youtube.com/watch?v=RpmtqOXFjgc

Explore These Links from the Map(p) App

en.wikipedia.org/wiki/Chicago_American_Giants

coe.ksu.edu/nlbemuseum/history/teams/chicagoagiants.html

chicagoamericangiants.com/

Part Three:

More Than a Month Viewing and Discussion Guide

Grades: Middle School and High School

Estimated Time: 60 minutes for watching the film; 30 minutes for class discussion using the Viewing and Discussion Guide

Instructions

If you have access to the film *More Than a Month*, use these questions to guide discussion before, during, and after viewing. This guide is for use with the lesson, or can be used separately whenever students view the film.

Film Synopsis

Should Black History Month be ended? That's the question explored by African American filmmaker Shukree Hassan Tilghman as he embarks on a cross-country campaign to do just that. Both amusing and thought provoking, *More Than a Month* examines what the treatment of history tells us about race and power in contemporary America. Written and directed by Tilghman, *More Than a Month* premiered on the Emmy® Award-winning PBS series *Independent Lens*.

The film takes the form of a road trip that begins in Washington, D.C., crisscrosses the country during Black History Month 2010, and ends with an epilogue one year later. Combining cinema verité, man-on-the-street interviews, and inspired dramatizations, the film is a first-person narrative of the filmmaker's quest to understand the implications of Black History Month.

Tilghman begins his research at home, but finds his parents dismayed when he suggests eliminating Black History Month. He then seeks a deeper understanding of Carter G. Woodson, the creator of Negro History Week, the predecessor to Black History Month. To this end, he reaches out to Woodson's organization, the Association for the Study of African American Life and History. They too respond with horror at his suggestion. At Harvard University, Tilghman collaborates on a psychological study exploring how Black History Month makes blacks and whites feel about themselves and their place in American history. And in Chicago, Tilghman visits Burrell Communications, the nation's largest black-owned advertising agency, to investigate whether corporate sponsorship and advertisements during Black History Month are just an excuse to sell products to black consumers.

Exploring history itself—how we treat it, how we value it—also shapes the narrative. Tilghman talks with members of a Sons of Confederate Veterans chapter in Lexington, Virginia, who are seeking to establish Confederate History Month. And in Philadelphia, he speaks with school officials who have made African American history a graduation requirement, ensuring that courses are taught.

At its core, *More Than a Month* is about what it means to be an American and to fight for one's rightful place in the American landscape, however unconventional the means, even at the risk of ridicule or misunderstanding. In that way, it is about the universal endeavor to discover one's self.

The film asks the questions: How do we justify teaching American history as somehow separate from African American history? What does it mean that we have a Black History Month? What would it mean if we didn't?



Before Viewing

This film is about the experience of a particular cultural group in America – African Americans. As such, it's essential that time is spent building a common ground of experience before viewing the film so that students from different cultures can relate to the African American experience when watching the film and so that African American students do not feel singled out. Instead, students should understand that the film touches on issues that are important to all cultural groups in America – issues that get at the very fabric of what it means to be a country of many different cultures.

The activities in the "Lesson Plan" section of the Educator's Guide are designed to help students explore their own cultural groups – or cultural groups that they choose to focus on – as said groups are seen through American culture and media, in order to build understanding. As a starting point to doing some of these activities and to watching the film, build background by exploring some of the historic underpinnings of the film. On chart paper, draw a "KWL Chart" to find out What Students KNOW, What they WANT to find out, and after viewing, what they LEARNED about Black History Month and the treatment of the African American experience in American history and culture. Collect responses, emphasizing the many battles that were fought in creating Black History Month. Use the interactive map app, More Than a Map(p), to research Dr. Woodson, the founder of Negro History Week, the predecessor to Black History Month. You may also wish to use a time line, tracing important events in African American history from the first slave ships to modern times.

This film begins and ends with a central question – would black history be better integrated into American history if we did away with Black History Month? Before viewing, discuss this question with your class, asking each student for an opinion and a reason to back it up. Ask the question again after viewing to see if the film has changed anyone's opinion and why.

During Viewing

You may ask these questions by stopping the film according to the timecodes listed below, or you can ask all of these questions after the film is over. You can also hand out these questions before the film begins so students can look out for the answers while they view the film.

4:50: One man who Shukree interviews suggests that Black History Month "puts children in a box." What do you think he means by this?

6:40: What does Shukree mean when he says that the Black History Month figures were like "superheroes" to him?

8:25: Why do you think Shukree starts out by interviewing his parents?

26:33: Shukree states that his desire to end Black History Month is less about history and "more about escaping the confines of February as Black People Month." What do you think he means when he calls February "Black People Month"?

32:35: When Shukree's self-esteem experiment does not produce the results he was looking for, he becomes discouraged. He tells his producer that his movie is not really about Black History Month, it's about something deeper. What do you think Shukree is getting at when he says this? What do you think he might be looking for?

39:35: Shukree speaks to a parent who is upset by what she finds in her daughter's textbook. The sentence that first alarmed her states, "Black people were brought from Africa and other continents to help pick cotton and other crops." Why do you think that sentence upset her? Have you seen things in your textbooks that have made you upset for similar reasons?

48:33: Why do they decide to make black history a graduation requirement in Philadelphia public schools? Would you support this happening in your school district?

52:30: Shukree's mom changes the timing of her play, deciding not to open her play in February. She says, "I started thinking about it a different way. If our history is taken seriously and blended in with American history as one, then the masses begin to understand, we're all the same." What do you think got Shukree's mom "thinking about it a different way"?

After Viewing

These questions take a broader look at the themes that the film raises, rather than focusing on specific parts of the film. The questions are designed to encourage critical thinking and require students to form their own theses and conclusions based on the information in the film as well as their own cultural experiences. The questions are organized by topic rather than timecode.



Shared History

4:24: What does Morgan Freeman mean when he says, “black history is American history?”

10:50 Why does Shukree’s mom say that she doesn’t have confidence that anyone would know about the contributions of black people if we got rid of Black History Month?

45:33: The white professor from the Woodson Reading Room says that teaching African American history is “not as though I’m doing somebody else’s history, it’s my history also, this interaction between white and black over four hundred years, it’s who we are as a nation.” Do you agree with this statement? Is African American history everybody’s history? Has anything in this film helped you form an opinion about this?

The “February Box”

22:45: When Shukree’s mom is going to put on a play in February, he asks, “Why does a historical play have to wait until February? Will no one come if it’s in July?” And then he asks, “Is February the only time that black culture, history, and people can coexist?” What does he mean by these questions?

23:24: Shukree talks about the advertising during Black History Month and says, “There is money to be made during Black History Month. That’s part of my problem.” Why do you think this is a problem for him?

25:00: What does the advertising executive mean when he calls it “Black History Season”?

Shukree’s Evolving Views

8:00: At the beginning of the film, Shukree says, “One thing is clear to me. The only way to solve this is to end Black History Month.” Why do you think Shukree feels so strongly about ending Black History Month?

20:17: In the middle of the film, Shukree says, “I’m left to wonder if an America without Black History Month is an America without black history.” Why do you think Shukree says this? Has he changed his way of thinking? If so, what has happened to make the change?

42:12: Toward the end of the film, Shukree says, “What does it mean to have a Black History Month? It means to be counted, to be recognized.... For a people whose very right to exist has been questioned, this is an empowering action.” Do you think that statement represents a change in the producer’s beliefs? If so, what do you think has made him think differently?

History as Power

36:00: Shukree goes to a Confederate reenactment in Virginia to explore the meaning of “history months.” It is there that he realizes that “history is about power – the power to control the story and a history month is a way to do that.” Do you agree with his conclusion? Why or why not?

45:45: At the end of the film, Shukree states, “Having a history month is a way to be recognized. To not need a history month to accomplish this is a measure of true equality. Woodson recognized this and now so do I. It’s the ‘something deeper’ I’ve been searching for.” Do you agree with this statement? Do you think this represents a change from what Shukree believed when the film started?



Vocabulary

These words come from the film *More Than a Month*. They have been selected as words that should have high value in that they will appear in multiple disciplines and therefore have high utility in everyday conversation as well as in academic discourse.

The vocabulary words have been contextualized in this guide by providing the sentence from the film as well as standard definitions.

Provide students with this word list before viewing the film and have them listen for the words as they are used in the film. Then, ask them to create sentences using the words to gain familiarity with the words.

Vocabulary Words from *More Than a Month*

Word / Sentence / Definition

Activist

Sentence: I'm a filmmaker, not an activist.

Definition: Someone who actively supports or opposes a cause

Advocate

Sentence: I am not an advocate of Black History Month.

Definition: One that maintains a cause or proposal

Diverse

Sentence: The Sankofa African-American History Challenge is a relatively diverse group.

Definition: Of many different kinds

Enterprising

Sentence: We are enterprising people.

Definition: Energetic or ready to take on difficult projects

Idealistic

Sentence: Is it just an idealistic dream or is something possible?

Definition: Caring about big ideas

Interaction

Sentence: It's this interaction of white and black over four hundred years, that's who we are as a nation.

Definition: Relationship and interplay

Mandatory

Sentence: Making African American history mandatory sends a powerful message.

Definition: Must be done

Petition

Sentence: Would you sign a petition to end Black History Month?

Definition: A formal request

Rogue

Sentence: The Confederacy, a rogue government that existed for a few years, can somehow be confused with the South.

Definition: Illegal or out of control

Self-esteem

Sentence: It had no positive effects on their self-esteem.

Definition: One's impression of oneself



Educator Guide Credits

Curricula Developers

Anne Schreiber is a thought leader in new media and education with over 20 years experience as a multimedia publisher, product designer and educator. She is a consultant for various publishing and media companies as founder of Indigo Media.

David Langendoen is a founding partner of Electric Funstuff, a company that specializes in applying game design to experiences with educational outcomes.

More than a Map(p)

Shukree Tilghman

Owen Cooper

Project Managers

John Christian Suggs

Head Content Editor

Clayton Banks

Haldane Henry

Diego Gomez

Ember Media (Developers)

ITVS Staff

Duong-Chi Do

Associate Director of Engagement & Education

Annelise Wunderlich

Education Manager

Matthew Meschery

Director of Digital Initiatives

Cathy Fischer

Senior Content Producer for ITVS Interactive

Michael Silva

Senior Designer

Special Thanks

Joe Fatheree

Daniel Braunfeld

About ITVS:

The Independent Television Service (ITVS) funds and presents award-winning independently produced documentaries and dramas on public television, innovative new media projects on the Web and the Emmy Award-winning weekly series *Independent Lens* on PBS. More information about ITVS can be obtained by visiting itvs.org. ITVS is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people. Learn more: www.itvs.org

About *Independent Lens*:

Independent Lens is an Emmy[®] Award-winning weekly series airing Thursday nights at 10 PM on PBS. The acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. *Independent Lens* features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites, and national publicity and community engagement campaigns. Further information about the series is available at pbs.org/independentlens. *Independent Lens* is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS' premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.

