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*Thurgood Marshall was the lead attorney in the landmark *Brown v. Board of Education* case more than 50 years ago.*

► This Week's Focus:

## Black History: Thurgood Marshall

In this guide, we celebrate Black History Month with a profile of Thurgood Marshall, the lawyer who worked hard to create equal educational opportunities for all and who later became the first African-American Supreme Court Justice. In another lesson plan, we consider whether those under 18 should be banned from buying violent video games. Ask your students to decide. Plus, we take our annual look at the world's 10 worst dictators. And finally, it's Week Three of Ask Marilyn's "Clues in the News" contest. Be sure to play!

### Everyday Newspaper Activity

**Activity #24: Creative Writing.** Ask students to choose a headline or a photo from the newspaper. Ask them NOT to read the related story. Instead, have them use the headline or photo as a jumping-off point for an imaginative story of their own.

### Coming Up Next Week

- **Black History: Student Sit-Ins**
- **Teaching Evolution**
- **Learning to Speak Up**

► **In the News: Black History: Thurgood Marshall; Banning Violent Videos p.2**

► **In PARADE: The Ten Worst Dictators p.3**

► **Skills Sheets: Play the Market p.4; Who Said That? p.5**

## Thurgood Marshall

**Curriculum links:** History, social studies, law, civics, African-American history, education

**Briefing:** In 1950 in Topeka, Kan., third-grader Linda Brown had to walk a mile past a beautiful new school to get to her run-down all-black school on the other side of town. At that time, U.S. schools were segregated under a court decision calling for “separate but equal” education. A lawyer named Thurgood Marshall (1908-1993) knew this was wrong. He took Brown’s case all the way to the Supreme Court—and won in 1954. The court’s unanimous decision eventually led to the desegregation of all U.S. schools. Marshall had always had a special interest in education. The grandson of a slave and the child of a kindergarten teacher, he graduated from an all-black college. He then hoped to go to the University of Maryland Law School. But blacks were not allowed. After his rejection, he attended Howard University Law School. Marshall later became the legal director of the National Association for the Advancement of Colored People (NAACP) and made it his goal to rid the nation of racial segregation. He started with cases involving graduate and professional schools. Then he focused on elementary and high schools. In 1967, President Lyndon Johnson appointed him to the U.S. Supreme Court, the first African-American to serve as a Justice. (Note: This is part one of a two-part Black History series.)

### Classroom Debates

- **Why is Thurgood Marshall important in American history?** What obstacles did he overcome? What did he achieve? What values did he represent? How would the U.S. be different if he had lost the Linda Brown case? What African-Americans do you admire? Why? If you were writing a book on black history, what events would you include from the past year? The past five years? The past 10? What are the biggest issues facing African-Americans today? How have the problems changed since 1950?

**Newspaper activity:** Ask students to look through the paper for examples of court cases today that involve civil rights.

**Resources:** Books: James Haskins’ *Thurgood Marshall: A Life for Justice* (Henry Holt, 1991), Juan Williams’ *Thurgood Marshall: American Revolutionary* (Three Rivers Press, 2000) and James Tackach’s *Brown v. Board of Education* (Lucent, 1997). Web sites: Read biographies of Thurgood Marshall from NPR and others. Learn more about *Brown v. Board of Education* and the fight for equal education.\*

## Violent Video Games

**Curriculum links:** Civics and government, social studies, family and consumer science, current events

**Briefing:** Are you under 18? Then Gov. Rod Blagojevich of Illinois doesn’t want you to be able to play violent video games, such as *Grand Theft Auto* and *Halo*. Under his proposal, retailers who sell or rent the games to minors could face fines of up to \$5000 or a year in jail. “We’re talking about violent games that include dismemberment and disfigurement, games where kids control the process,” he explains. “This is all about protecting our children until they are old enough to protect themselves.” There is some evidence that the games may increase violence among teens. The video game industry opposes the proposal, saying that its voluntary rating and policing system is working. However, in a test, a 15-year-old boy was able to buy M-rated video games in 11 out of 15 Chicago-area stores, despite the games’ M (for Mature) rating.

### Classroom Debates

- **Do you think that violent video games make teens more aggressive?** Why or why not? Should your state try to protect you from these games? Or is this a job solely for your parents? If you had a child, would you want him or her to play *Grand Theft Auto*? Why or why not? Other states have tried to ban the sale of violent video games to minors. But in Washington, for example, a federal judge struck down the ban, calling it a violation of the First Amendment right to free speech. Do you agree or disagree? Explain.

**Newspaper activity:** The rating system for video games is similar to that for movies. Check the ratings (e.g., PG, R) for current movies. Have you ever gone to a film with a rating that should have excluded you? Did anyone check your age?

**Resources:** Web sites: Read more about the video game controversy in news articles and studies.\*

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

# The Ten Worst Dictators

**Curriculum links:** Current events, social studies, civics

**Briefing:** In this week's PARADE, David Wallechinsky gives his third annual report on the world's worst dictators. Since last year, two—Cuba's Fidel Castro and Swaziland's King Mswati III—have fallen off the list. They have not gotten better, but other dictators have gotten worse. The two additions to this year's list include Libya's Muammar al-Qaddafi and Pakistan's Pervez Musharraf. This year's worst dictator is Sudan's Omar al-Bashir, who seized power and overthrew an elected government in 1989. Sudan has been in the news this past year because of the atrocities in Darfur, committed largely by the government-supported militia. More than 70,000 people have lost their lives, while 2 million have been uprooted. This is business as usual for al-Bashir: Sudan has a total of 6 million displaced persons, more than any other country. Much of this is a result of al-Bashir's attempts to impose Islamic sharia law on Christians, as well as on Muslims in western Sudan. His campaign against the south has included aerial bombings and abduction and enslavement of women and children.

**Newspaper activity:** Divide students into groups. Assign each group one of the 10 worst dictators (Sudan's Omar al-Bashir, North Korea's Kim Jong Il, Burma's Than Shwe, China's Hu Jintao, Saudi Arabia's Crown Prince Abdullah, Libya's Muammar al-Gaddafi, Pakistan's Pervez Musharraf, Turkmenistan's Saparmurat Niyazov, Zimbabwe's Robert Mugabe and Equatorial Guinea's Teodoro Obiang Nguema). Ask each group to check the paper daily for news of that dictator and report back to class.

**Resources:** Books: David Wallechinsky's *Tyrants: The World's 20 Worst Living Dictators* (Regan, 2004). Learn more about Sudan in Salome Nnoromele's *Sudan* (Lucent, 2004), Judy Walgren's *The Lost Boys of Natinga* (Houghton Mifflin, 1998) and Sonia Levitin's *Dream Freedom* (Silver Whistle, 2000). Web sites: Learn more about al-Bashir at Wikipedia.\*

## Classroom Debates

**What advantages does democracy have over a dictatorship?** How would your life be different if you lived in Sudan, North Korea, Saudi Arabia, Burma or China? If you lived under a dictatorship, what freedoms would you miss the most? What are the dangers of dictatorship? Should the U.S. government support any of the dictators around the world? Does it? What would cause the U.S. to support any dictators? Should the U.S. or the U.N. take action to remove any dictators? Why or why not? Can a dictatorship ever be a good thing? Are there dictators who treat their people well?

## ASK MARILYN

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

### Clue No. 3

**News Source:** The Business Section.

**News Clue:** Some people follow one. Others create one.

**What's the Keyword?** Enter the answer on your contest form.

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**Newspaper activities:** Ask students to check the business section of your paper for current rates of savings accounts and CDs (usually published on Sundays). What is the current average yield on a 2-year treasury bond? On a 10-year treasury bond? What is the current average rate for a 6-month CD? A 1-year CD? A 5-year CD? By what percentage did the S & P go up or down this week? So far this year? How much did the Dow Jones Industrial Average go up or down this week? This year? What about the Nasdaq? (See the skills sheet on p. 4.)

## Answer Key:

**Play the Market p. 4:** Answers will vary.

**Who Said That? p. 5:** 1. h; 2. b; 3. g; 4. e; 5. f; 6. j; 7. i; 8. a; 9. d; 10. c.

## Play the Market

**Are you ready to try out the stock market?** First, study the stock tables in the business section of your paper. In the listings of businesses that trade on the different stock exchanges (the New York Stock Exchange, American Stock Exchange, and the Nasdaq) try to find the names of companies whose products you use, such as computer or car makers, food companies and others. Then imagine that you have \$40,000 to invest, and buy \$10,000 worth of stock in each of four companies. Based on each stock's listed value ("opening value"), calculate how many shares you could buy with \$10,000. Then, each day for two weeks, track the rise or fall of each of your stocks. How much would you gain or lose?

Week 1									
Company	Symbol	Day 1 price	No. of shares	Day 2 price	Day 3 price	Day 4 price	Day 5 price	Total value at end of wk. 1	Gain (or Loss) during wk. 1
(sample) General Motors	GM	50.00	200	51.05	52.25	49.75	51.75	10,350.00	350.00
1.									
2.									
3.									
4.									

Week 2								
Company	Day 6 price	Day 7 price	Day 8 price	Day 9 price	Day 10 price	Total value at end of wk. 2	Gain (or Loss) during wk. 2	Gain (or Loss) from purchase
(sample) General Motors	48.50	49.50	50.75	52.05	49.50	9,900.00	(-450.00)	(-100.00)
1.								
2.								
3.								
4.								

1. Which company performed best?

\_\_\_\_\_

Which performed worst?

\_\_\_\_\_

2. How much was your \$40,000 investment worth at the end of two weeks?

\_\_\_\_\_

3. The stock market often rises or falls based on national or world events. Did you see any news articles that might explain why your stocks rose or fell?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How did your stocks do in comparison with the S&P 500? The Nasdaq? The Dow? The small company stocks in the Russell 2000? Compare your percentage gain or loss each week with the gain or loss in these indexes.

	My gain (or loss)	S&P 500	Nasdaq	Dow	Russell 2000
Week 1					
Week 2					

5. Based on your two-week experience, do you think it would be a good idea to invest your own money in stocks right now? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

## Who Said That?

From “Ain’t I a woman?” to “I have a dream,” the words of African-Americans—and their actions—continue to ring through history. Use whatever materials you have available to try to identify the quotations below. Then match each with the person who spoke them. (Your teacher has the answers.)

a. Sojourner Truth	f. Frederick Douglass
b. Martin Luther King Jr.	g. Maya Angelou
c. Jesse Jackson	h. Muhammad Ali
d. Malcolm X	i. Colin Powell
e. Venus Williams	j. Toni Morrison

\_\_\_1. “Champions aren’t made in gyms. Champions are made from something they have deep inside them—a desire, a dream, a vision.”

\_\_\_2. “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”

\_\_\_3. “For Africa to me . . . is more than a glamorous fact. It is a historical truth. No man can know where he is going unless he knows exactly where he has been and exactly how he arrived at his present place.”

\_\_\_4. “Some people say I have attitude. Maybe I do, but I think you have to. You have to believe in yourself when no one else does. That makes you a winner right there.”

\_\_\_5. “Those who profess to favor freedom and yet deprecate agitation are men who want crops without plowing up the ground.”

\_\_\_6. “I really think the range of emotions and perceptions I have had access to as a black person and a female person are greater than those of people who are neither. My world did not shrink because I was a black female writer. It just got bigger.”

\_\_\_7. “Many interviewers, when they come to talk to me, think they’re being progressive by not mentioning in their stories any longer that I’m black. I tell them, ‘Don’t stop now. If I shot somebody, you’d mention it.’”

\_\_\_8. “If women want any rights more than they’s got, why don’t they just take them, and not be talking about it?”

\_\_\_9. “You don’t have a peaceful revolution. You don’t have a turn-the-other-cheek revolution. There’s no such thing as nonviolent revolution. Revolution is bloody. Revolution is hostile. Revolution knows no compromise.”

\_\_\_10. “Whites want us to lead the ghetto while they lead the world. I argue that I am a human rights and moral leader who should not be denied the opportunity to lead whoever will follow my ideas, and that my ideas should be judged in the universe of ideas.”