

NEWS BREAK

Wednesday's News Break selects an article from **Tuesday, February 9** of The Seattle Times e-Edition for an in-depth reading of the news. Read the selected article and answer the attached study questions. **Please remember to always preview the content of the article before sharing with your students.**

200 turn out to encourage Seattle students (NW Tuesday, **page B4**).

Pre-Reading and Vocabulary

1. Before you read this article, as a class discuss what you think this story will be about. Write down any keywords from the title, which you used to make your predictions. Also discuss what clues the photo accompanying the article might give you.

2. Vocabulary: Match the words to the numbered definitions below.

- A. advocate
- B. attire
- C. dispel
- D. impact
- E. in a positive light
- F. media
- G. narrative
- H. regalia
- I. role model
- J. stereotypes
- K. tenured
- L. tradition

- 1. a powerful or major influence or effect
- 2. an often unfair and untrue belief that many people have about all people or things with a particular characteristic
- 3. a story that is told or written
- 4. to make (something, such as a belief, feeling, or idea) go away or end
- 5. someone who another person admires and tries to be like
- 6. a person who argues for or supports a cause or policy
- 7. a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time
- 8. special clothing of a particular kind; special clothes and decorations for official ceremonies
- 9. showing the good things about something or someone
- 10. the right to keep a job (especially the job of being a professor at a college or university) for as long as you want to have it
- 11. clothing

12. the radio stations, television stations, and newspapers through which information is communicated to the public

Comprehension

1. How many black men did organizers hope would show up at Seattle's South Shore PK-8 School on Monday as part of National African American Parent Involvement Day?
2. More than twice the number of men showed up to the event than organizers expected – **true or false?**
3. The goal of the event was to _____ negative _____ of black men by showing students examples of successful black politicians, police officers and professors. **(Fill in the blanks)**
4. What type of attire were the men encouraged to come in?
5. As the buses started to arrive at about 7:30 a.m., what did the men do to greet the students?
6. What type of drumming could be heard in the background?
7. The men and parents who walked through the line with their children, spoke about the importance of the students seeing black men in what way?
8. The majority of students (43 percent) at South Shore School are _____. **(Multiple Choice)**
 - a) **Asian**
 - b) **Black**
 - c) **Hispanic**
 - d) **White**
9. What tradition do organizers hope spreads to other city schools and districts beyond Seattle?

Additional Activities

1. What do you think some of the benefits are for students who have parental involvement at school? How do you think involvement in school benefits the parents? What ways does your school have for parents to get involved? Can you think of any additional ways to have more parental involvement at your school?
2. Read the following quote from the article: *"Everyone is interested in changing the narrative," said Earl Parker, whose son attends South Shore. "America only sees us on the news, in sports or entertainment. They don't see us as fathers, as professionals."* Do you agree with Earl Parker's statement – why or why not? How do you see black men being portrayed in the media? Think of examples in the media where black men are portrayed in a negative light and examples where they are portrayed in a positive light (newspapers, magazines, TV news, TV shows, etc.). Which do you think you see more of in the media – negative or positive portrayals? What impact do you think these negative portrayals have on young black males and our society as a whole?

News Break is posted to the Web on Wednesday and Friday. Please share this NIE News Break program with other teachers. To sign-up for the electronic edition for your class, please register on-line or call 206/652-6290 or toll-free 1-888/775-2655. Copyright © 2016 The Seattle Times Company

Answer Key to Vocabulary

- A. 6
- B. 11
- C. 4
- D. 1
- E. 9
- F. 12
- G. 3
- H. 8
- I. 5
- J. 2
- K. 10
- L. 7

Answer Key to Comprehension Questions

- 1. 100
- 2. True
- 3. dispel, stereotypes
- 4. They were encouraged to come in work attire.
- 5. The men began to cheer and greet the students with special hellos (greetings) and high-fives.
- 6. African drumming
- 7. They spoke about the importance of students seeing black men in a positive light.
- 8. b) Black
- 9. The high-five tradition.