



BLACK HISTORY LASER TRIBUTE TEACHER GUIDES

Dear Assembly Coordinator and Teachers,

The following pages contain teacher guides to be used in conjunction with Prismatic Magic's Black History Laser Tribute assembly and the Black History Laser Tribute Student Worksheet Masters located on Prismatic Magic's Web site.

The teacher guides provide additional information about the laser show. They give ideas and suggestions for ways to tie the assembly into the curriculum for specific grade level ranges but you may use ideas from any age group you would like. All ideas are suggestions and may be used as deemed appropriate by individual teachers.

Sincerely,

Your Friends at Prismatic Magic



TEACHER GUIDE
GRADES K - 2

BLACK HISTORY LASER TRIBUTE

To increase the educational aspect of the laser program, this guide is to be used AFTER the performance.

Language Skills

Parts of Speech

Make a list of as many adjectives the students can think of to describe the show. If they haven't learned about adjectives yet, ask them how they would describe the show or the lasers or the performance. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs. Have a contest to see which student or group of students can come up with the most adjectives, nouns, verbs, or adverbs.

Writing

Write about what happened during the performance. What was their favorite part? What did they like or dislike? What would they have changed? What songs would they have added or taken out? Depending on the students' writing level, have them write a sentence, a paragraph, or a story about the show. Or have them draw a picture and dictate a sentence or paragraph about what they drew.

Poetry

Just like the students had already memorized the words to many of the songs heard during the assembly, students enjoy memorizing poetry. Here is a fun poem to teach the students about Martin Luther King. Be sure to discuss the meaning of the poem with the students.

"I have a dream," said Martin Luther King.
We're gonna make that dream come true.
"Let freedom ring," said Martin Luther King.
It's up to me and you.
It's not the color of your hair,
It's not the color of your skin,

It doesn't matter what you wear,
It's the character within.
"I have a dream," said Martin Luther King.
We're gonna make that dream come true.
"Let freedom ring," said Martin Luther King.
It's up to me and you.

Math

Basic Math Facts

Make up some simple stories about the laser show that can be used to teach basic math facts. Examples:

- Martin Luther King was shown 2 times in one song and 3 times in another. So what was the total number of times he appeared in the show?
- Three children in 2nd grade sang to *Hit the Road, Jack*. Two children in 1st grade did not. How many more children sang to *Hit the Road, Jack* than did not?

Graphing

Many bar graphs can be constructed about the performance. Choose a few songs from the performance and graph the popularity of each one. Which part of the show was the most popular - the music or the laser images? Graph it and find out.

Art

Art Skills

Have the students draw a picture of their favorite part of the performance. They can also decide what they would like to include in a laser show and draw that. Or have them think of their favorite song and draw a laser scene from it. Listen to music and have students picture how they could create the music visually. Then have them create it. The movies *Fantasia* and *Fantasia 2000* are excellent examples of this. Be sure to include songs by African American musicians. You might even include some of the songs that were played during the assembly.

Black History Scratch Art

Here is a popular art project that can be easily adapted to fit with lasers and Black History.

Materials needed:

- one sheet of white paper or cardboard for each student
- crayons
- large paperclip or other object for scratching
- optional – black tempura paint with a drop or two of liquid soap mixed in it

Directions:

1. Students color heavily on the white paper using many colors.
2. Students may either cover all the colors by going over the entire page with a black crayon or by painting a layer of black tempura paint with a drop or two of soap mixed in. (For younger children, the teacher may need to do the painting and give the pages back to the children to finish the art project after the paint has dried.)
3. If using paint, it must be completely dry before going to the next step.
4. Using an unfolded paperclip or other scratching tool, students scratch lines through the layer of black crayon or the layer of paint to reveal the colors underneath.

Because they will be using outlines to create a picture, it will look similar to a laser show in which all images are created with outlines only. Whatever picture they create will also be very colorful. You can relate to the children how the many colors in their pictures represent the many different colors of people in the world and how the colors make the picture more beautiful, just like the people of the world. You can relate this project to Black History in many ways.

Your Ideas

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!





TEACHER GUIDE
GRADES 3 - 5

BLACK HISTORY LASER TRIBUTE

To increase the educational aspect of the laser program, this guide is to be used AFTER the performance.

Language Skills

Parts of Speech

Make a list of as many adjectives the students can think of to describe the show. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs.

Writing

Write about what happened during the performance. What was their favorite part? What did they like or dislike? What would they have changed? What songs would they have added or taken out? What other African Americans would they have included in the time machine or which other musicians would they have included? Have the students write an informative article about the performance, an advertisement or brochure for the performance, a critique of the show, a persuasive argument for or against this assembly, etc. Have the students come up with a theme for their own laser show. What would it be? What songs would go with their theme?

Word Puzzles

Give the students graph paper and let them create word searches, crossword puzzles, codes, etc., using words or phrases related to Black History. Then let them trade puzzles with other students to see if they can solve them. As a class, create a giant puzzle on a piece of butcher paper and share it with another class.

How Many Words?

Write a Black History themed word on the board. How many words can the students come up with using only those letters?

Example word: *equality*

Words from *equality*: *equal, lit, tile, quail, lay, late, tale, tail, ail, . . .*

I Have a Dream Too

Parts of Martin Luther King's I Have a Dream speech were played during the assembly. Talk about his dream with the students. Let them finish the sentence, "I have a dream too. My dream is that" Try to get them to think of problems in their community, school, neighborhood, home, state, or the world that they would like to solve. Depending on the level of the students, have them write a sentence, paragraph or article about their dream and how they would solve it.

Math

Graphing

Many bar graphs can be constructed about the performance. Choose a few songs from the performance and graph the popularity of each one. Which part of the show was the most popular - the music or the laser images? Graph it and find out.

Subtracting Four-digit Numbers

During the show, birth years and death years were shown for the musicians. Years were shown when famous events happened. Using those years, subtract them to find out how old the musicians were when they died, how old they are today if they have not died, or how many years passed between famous events. To make it more difficult, include events from the 1700's or earlier. Some dates that can be used include:

Martin Luther King – 1929 - 1968

Louis Armstrong – 1901 – 1971

Cab Calloway – 1907 – 1994

Ray Charles – 1930 – 2004

Aretha Franklin (still alive at time of publication) - 1942 to present

Chuck Berry (still alive at time of publication) – 1926 to present

Ben E. King (still alive at time of publication) – 1938 to present

1772 – James Derham became America's first African American physician

1821 – Thomas L. Jennings became the first African American to obtain a patent

1845 – Macon B. Allen became the first African American lawyer

1865 – 13th amendment passed – this ended slavery

1964 – Civil Rights Act of 1964 was put into law

This is a small sample of the many dates that can be found and used for subtraction.

History

Timeline

Stretch a time line across one wall or around the entire room. Let the students research famous people and events related to Black History. Have the students draw or print out pictures of the people or events with the names and dates listed as well. Post those on the timeline.

Riddles

Have students create riddles based on famous African American inventors (or scientists, doctors, or any other group). Students should research the inventor and make clues about the invention following this pattern (or create your own pattern):

My name is _____. I invented something in _____.
My invention is used _____. What do you think my invention is?

Example: My name is Garrett Morgan. I invented something in 1923. My invention is used to make sure cars don't get in accidents where two roads cross. What do you think my invention is?

Art

Art Skills with Music

Have the students draw a picture of their favorite part of the performance. They can also decide what they would like to include in a laser show and draw that. Or have them think of their favorite song and draw a laser scene from it. Listen to music and have students picture how they could create the music visually. Then have them create it. The movies Fantasia and Fantasia 2000 are excellent examples of this. Be sure to include music by African American musicians. You may even want to use some of the songs heard during the assembly.

Black History Scratch Art

Here is a popular art project that can be easily adapted to fit with lasers and Black History.

Materials needed:

- one sheet of white paper or cardboard for each student
- crayons
- large paperclip or other object for scratching
- optional – black tempura paint with a drop or two of liquid soap mixed in it

Directions:

1. Students color heavily on the white paper using many colors.
2. Students may either cover all the colors by going over the entire page with a black crayon or by painting a layer of black tempura paint with a drop or two of soap mixed in.
3. If using paint, it must be completely dry before going to the next step.
4. Using an unfolded paperclip or other scratching tool, students scratch lines through the layer of black crayon or the layer of paint to reveal the colors underneath.

Because they will be using outlines to create a picture, it will look similar to a laser show in which all images are created with outlines only. Whatever picture they create will also be very colorful. You can relate to the children how the many colors in their pictures represent the many different colors of people in the world and how the colors make the picture more beautiful, just like the people of the world. Discuss that sometimes people only look at the surface of others but if they look deeper, they will see the beauty of all people. You can relate this project to Black History in many ways.

Your Ideas

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!



TEACHER GUIDE
GRADES 6 - 8

BLACK HISTORY LASER TRIBUTE

To increase the educational aspect of the laser program, this guide is to be used AFTER the performance.

Language Skills

Parts of Speech

Make a list of as many adjectives the students can think of to describe the show. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs. Have a contest to see which student or group of students can come up with the most adjectives or other part of speech to describe the show.

Writing

Write about what happened during the performance. What was their favorite part? What did they like or dislike? What would they have changed? What songs would they have added or taken out? Have the students write an informative article about the performance, an advertisement or brochure for the performance, a critique of the show, a persuasive argument for or against this assembly, etc. Have the students come up with a theme for their own laser show. What would it be? What songs would go with their theme?

Word Puzzles

Give the students graph paper and let them create word searches, crossword puzzles, codes, etc., using patriotic words or phrases. Then let them trade puzzles with other students to see if they can solve them. As a class, create a giant puzzle on a piece of butcher paper and share it with another class.

How Many Words?

Write a Black History themed word on the board. How many words can the students come up with using only those letters?

Example word: *equality*

Words from *equality*: *equal, lit, tile, quail, lay, late, tale, tail, ail, . . .*

I Have a Dream Too

Parts of Martin Luther King's I Have a Dream speech were played during the assembly. Talk about his dream with the students. Let them finish the sentence, "I have a dream too. My dream is that" Try to get them to think of problems in their community, school, neighborhood, home, state, or the world that they would like to solve. Have them write a paragraph or article about their dream and how they would solve it.

History

Timeline

Stretch a time line across one wall or around the entire room. Let the students research famous people and events related to Black History. Have the students draw or print out pictures of the people or events with the names and dates listed as well. Post those on the timeline.

Riddles

Have students create riddles based on famous African American inventors (or scientists, doctors, or any other group). Students should research the inventor and make clues about the invention following this pattern (or create your own pattern):

My name is _____. I invented something in _____.
My invention is used _____. What do you think my invention is?

Example: My name is Garrett Morgan. I invented something in 1923. My invention is used to make sure cars don't get in accidents where two roads cross. What do you think my invention is?

To make this harder, have the students list the inventions of African Americans and the dates they were invented and let the students find out the name of the inventor. This will be harder and require research on the part of the students to find the names. Each student can create one list of inventions, they can be compiled onto one sheet that can then be distributed to each student and they can be sent on their hunt for inventors. This activity will help them discover the positive contributions many African Americans have made to our society. This activity can be expanded to include doctors, scientists, politicians, etc.

Laser History

What do the students know about lasers? Who invented lasers? When were lasers invented? What else are they used for? Let them get on the Internet and search away! Have the students write a paragraph or make a poster about another use of lasers or a laser scientist.

Art and Music

African American Collage

Assign each student a category such as athletes, doctors, scientists, musicians, etc., and have them create a collage of famous African Americans in each area. The categories can be broken down further – athletes into basketball, baseball, track, football, soccer, male, female, etc. Display these around the room so the students can see how many positive contributions have been made by African Americans.

Art Skills with Music

Have the students draw a picture of their favorite part of the performance. They can also decide what they would like to include in a laser show and draw that. Or have them think of their favorite song and draw a laser scene from it. Listen to music and have students picture how they could create the music visually. Then have them create it. The movies Fantasia and Fantasia 2000 are excellent examples of this. Be sure to include music by African American musicians. You may even want to use some of the songs heard during the assembly.

Safety

Precautions

We take every necessary precaution to ensure everyone's safety during the show. It is not safe to shine any kind of laser directly into the eyes. Permanent damage may result. It is wise not to allow a laser to shine directly on any part of the body either as harmful radiation is emitted from a laser. You may want to emphasize that if lasers are used safely, they can be fun.

Your Ideas

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!

