

MEN OF COURAGE

Advancing the Narrative of African-American Men

Throughout American history African-American men have made significant and inspiring contributions to the growth of the nation.

They have been builders, leaders, thinkers and motivators. They have been celebrated artists, athletes, coaches and mentors. They have been committed fathers, husbands, uncles and sons.

The Ford Motor Company Fund this year launched a national Men of Courage program to call attention to the wide range of achievements and contributions of African-American men, to strengthen communities and to create positive social change.

This year's Ford Freedom Award Program seeks to extend the message of the Men of Courage program through a special Newspapers in Education supplement profiling African-American men and how they have made a difference in their communities.

In this supplement, students will get to meet some of these men and explore the qualities and character traits that enabled them to succeed.

They will get to examine which of those traits they have, which they could acquire and how those traits could shape their future.

Most of all, they will learn how to tell the story of their lives and community in ways that capture ALL their qualities, ALL their milestones, and ALL of their potential.

This Teacher Guide is designed to extend the lessons of the student NIE supplement through use of the printed editions of the Detroit Free Press and The Detroit News, their e-Editions, their news websites and the Internet. It also includes activities modeled after those in the Men of Courage program, as well as several 8.5 by 11 inch activity sheets that may be printed out or photo-copied for students. It is designed to be used as a companion to the supplement, for extended learning outside the classroom, as homework, or as a literacy and writing program. Each activity is accompanied by a description of the national Common Core State Standards it is designed to support.



Ford Motor Company Fund



MEN OF COURAGE



UNIT 1

- Qualities of Character
- Be Tenacious
- Consider Your Qualities
- Be Resilient

UNIT 2

- The Impact of Stories
- Respond to a Story
- Create a Story
- Show Your World

UNIT 3

- What Does Success Look Like?
- The Story to Tell
- Modeling for Success
- Create a Vision Board

UNIT 4

- Identifying Problems
- Have Some Empathy
- How Might We?
- Map Your Assets

UNIT 1

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QUALITIES TO CHANGE THE NARRATIVE

The national Men of Courage program, the Ford Freedom “Men of Courage” NIE supplement and this Teacher Guide seek to improve the perception of African-American men, help them change the narrative of their lives and achievements and bring positive change to communities. Many qualities and character traits help Men of Courage do this, including confidence, perseverance, fearlessness, sacrifice, integrity and resilience. The activities in this unit explore the importance of such qualities in the lives of African-American men and in all communities.

1. Qualities of Character *

In a long life, Harry Belafonte has been a musician, an actor, a social activist and a leader. His commitment, courage, resilience and integrity have won admiration and respect from people of all backgrounds. Have students re-read the profile of Harry Belafonte in the “Men of Courage” Newspapers in Education supplement. Then direct them to use the newspaper or Internet to read about another African-American man who is achieving success and changing perceptions. With the “Qualities of Character” activity sheet, have them compare the character qualities of the two men and how each quality helped them succeed.

COMMON CORE STATE STANDARDS: Reading closely what a text says explicitly and to make logical inferences from it; conducting short research projects that build knowledge about a topic.

2. Be Tenacious

Reginald Lewis was a larger than life figure in the business world. He was brilliant, ambitious and tenacious. People who are tenacious stay committed to things, attack problems with energy, are strong-willed and don’t give up. Lewis never let obstacles stop him as businessman, lawyer, scholar or athlete, and he became one of the world’s wealthiest men. With the newspaper or Internet, have students find and closely read a story about an African-American man or other person who is tenacious in their approach to life or their career. Direct them to write a paragraph describing how being tenacious has helped this person succeed. Then challenge students to write a second paragraph describing how being tenacious could help them succeed in school, a career or another activity.

COMMON CORE STATE STANDARDS: Writing informative/explanatory texts to examine a topic and convey ideas and information clearly; citing specific textual evidence when writing or speaking to support conclusions.

3. Consider Your Qualities *

The character traits and qualities that enable Men of Courage to succeed and change the narrative of their lives are qualities that can help every person succeed. Ask students to re-read one of the profiles in the “Men of Courage” NIE supplement and list some of the qualities the man has that have enabled him to be successful. Then have them use the “Consider Your Qualities” activity sheet to take stock of the qualities they have that have helped make them successful, or could help them in the future. For each quality, ask them to write how it has helped, or could help. Then discuss students’ observations as a class.

COMMON CORE STATE STANDARDS: Producing clear and coherent writing in which the development, organization and style are appropriate to the task; reading closely what a text says explicitly and to make logical inferences from it.

4. Be Resilient

Shaka Senghor faced many obstacles in life before he became the writer, mentor and motivational speaker he is today. He spent 19 years in prison and could have given up while in jail. His resilience gave him the strength to go on. Resilience is the ability to bounce back from setbacks or disappointments. In the newspaper or online, have students find and read a story about an African-American man or other person who has shown resilience bouncing back. Then ask them to use what they read to write an editorial explaining why resilience is important to people who want to succeed. As an alternative, have them write a personal essay or newspaper column telling how resilience has helped them in life.

COMMON CORE STATE STANDARDS: Writing opinion pieces on topics or texts, supporting a point of view with reasons and information; citing specific textual evidence when writing or speaking to support conclusions.

*includes activity sheet

QUALITIES OF CHARACTER

In a long life, Harry Belafonte has been a musician, an actor, a social activist and a leader. His commitment, courage, resilience and integrity have won admiration and respect from people of all backgrounds. Re-read the profile of Harry Belafonte in the "Men of Courage" Newspapers in Education supplement. Then use the newspaper or Internet to read about another African-American man who is achieving success and changing perceptions. Next to each character trait below, write how the quality contributed to the success of Harry Belafonte and the newsmaker you chose.

CHARACTER TRAIT

HARRY BELAFONTE

YOUR NEWSMAKER

Confident

Persevering

Fearless

Responsible

Sacrificing

Savvy

Intuitive

Ambitious

Tenacious

Determined

Triumphant

Resilient

Having Integrity

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ACTIVITY SHEET

CONSIDER YOUR QUALITIES

The character traits and qualities that enable Men of Courage to succeed and change the narrative of their lives are qualities that can help every person succeed. Re-read one of the profiles in the "Men of Courage" NIE supplement and list some of the qualities the man has that have enabled him to be successful. Then review the words below to take stock of the qualities you have that have helped make you successful, or could help you in the future. For each quality, write how it has helped, or could help. Then discuss your choices as a class.

CHARACTER TRAIT	HOW HELPS NOW	HOW HELPS IN FUTURE
Confident		
Persevering		
Fearless		
Responsible		
Sacrificing		
Savvy		
Intuitive		
Ambitious		
Tenacious		
Determined		
Triumphant		
Resilient		
Having Integrity		

THE POWER OF STORYTELLING

The national Men of Courage program seeks to call attention to the wide range of achievements and contributions of African-American men, to strengthen communities and create positive social change. Most importantly, it seeks to use storytelling to empower African-American men to change the image people have of them and present a vision for improving communities. The activities in this unit focus on the power of storytelling.

1. The Impact of Stories *

When addressing issues or looking for solutions, personal stories have special power to engage people. Seeing an issue or situation through the eyes of someone who has lived it brings the issue or situation to life in new ways. Last year the Men of Courage program gathered a group of African-American men to discuss their lives and the challenges they have faced and made a video of their thoughts and feelings. As a class, or in groups, watch the [Men of Courage video](#). After watching the video, have students write short paragraphs answering the following questions: 1. What questions does this information raise for you? 2. What resonates or connects with you? 3. What do you want to know more about? Finish by discussing students' answers as a class or in groups.

COMMON CORE STATE STANDARDS: Engaging effectively in a range of collaborative discussions; producing clear and coherent writing in which the development, organization and style are appropriate to the task.

2. Respond to a Story

One of the most inspiring stories in the Men of Courage video was that of Barrington Irving, an African-American pilot who set a record as the youngest person to fly a plane alone around the world. At first Irving didn't think he was smart enough to fly an airplane, but with the support of an experienced pilot he learned and succeeded. His perseverance and commitment made success possible. In the newspaper or online, find and closely read a story about an African-American man or other person who succeeded with perseverance and commitment. After reading the story, use the questions that were part of Question 1 to explore your reactions to the person's story. Think creatively and write your reactions in the form of a poem, rap or rhyme. Illustrate your poems, if you like. Share with the class.

COMMON CORE STATE STANDARDS: Reading closely what a text says explicitly and to make logical inferences from it; demonstrating understanding of figurative language; using drawings or visual displays when appropriate to enhance the development of main ideas or points.

3. Create a Story *

The Men of Courage program seeks to get African-American men to tell their stories in ways that will get people thinking and working for positive change. One way to effectively tell stories is to use the "Challenge, Choice and Outcome" method. In this method, the storyteller writes out a Challenge faced, a Choice made in response to the challenge, and the Outcome that resulted from the choice. Have students practice effective storytelling by using the "Create a Story" activity sheet. Ask them to write out a Challenge they have faced, a Choice they made and the Outcome that resulted from their Choice. Then direct them to write out their story. Finish by challenging them to think about the Outcome that resulted from their Choice. Could a different Choice have brought a better Outcome?

COMMON CORE STATE STANDARDS: Conducting short research projects that build knowledge about a topic; writing narratives to develop real or imagined experiences or events.

4. Show Your World

People in every community have great stories to tell. Their stories reveal the challenges people face, how they respond to them and how they can succeed. Their stories often inspire others by showing them a way forward to overcome obstacles. The Men of Courage program seeks to use such stories to inspire people to find solutions and build stronger communities. In teams or alone, have students think of someone in their neighborhood who has inspired or helped others. It can be a member of their family, a senior citizen who has had many experiences, a man mentoring or coaching boys or girls, or someone else. Instruct students to talk to the person about the Challenges, Choices and Outcomes they have had. Then have them use what they have learned to brainstorm an idea for a short film or video telling a story from the person's life that would interest or inspire others. Have them write an outline for their video, including images they would show.

COMMON CORE STATE STANDARDS: Writing narratives to develop real or imagined experiences or events; conducting short research projects that build knowledge about a topic.

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THE IMPACT OF STORIES

When addressing issues or looking for solutions, personal stories have special power to engage people. Seeing an issue or situation through the eyes of someone who has lived it brings the issue or situation to life in new ways. Last year the Men of Courage program gathered a group of African-American men to discuss their lives and the challenges they have faced and made a video of their thoughts and feelings. As a class, or in groups, watch the [Men of Courage video](#). After watching the video, write short paragraphs answering the following questions: 1. What questions does this information raise for you? 2. What resonates or connects with you? 3. What do you want to know more about? Finish by discussing answers as a class or in groups.

1. What questions does this information raise for you?

2. What resonates or connects with you?

3. What do you want to know more about?

CREATE A STORY

The Men of Courage program seeks to get African-American men to tell their stories in ways that will get people thinking and working for positive change. One way to effectively tell stories is to use the "Challenge, Choice and Outcome" method. In this method, the storyteller writes out a Challenge faced, a Choice made in response to the challenge, and the Outcome that resulted from the choice. Use this activity sheet to practice effective storytelling. In the spaces below, write out a Challenge you have faced, a Choice you made and the Outcome that resulted from your Choice. Then use a tablet, computer or sheet of paper to write out your story, including details such as why your Challenges and Choices were important to you and how you felt at different points of the story. Finish by thinking about the Outcome that resulted from your Choice. Could a different Choice have brought a better Outcome?

1. Challenge _____

Why it was important _____

How I felt _____

2. Choice _____

Why it was important _____

How I felt _____

3. Outcome _____

Why it was important _____

How I felt _____

4. Could a different Choice have brought a better Outcome? Why? _____

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UNIT 3

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VISION FOR THE FUTURE

The Men of Courage program seeks to bring together African-American men, create a network of support and develop ways to build strong communities from within. By sharing stories and successes, the program seeks to help participants develop a vision of what future success would look like in their communities, and how it could be achieved. The activities in this unit focus on ways to develop a vision for community change and success.

1. What Does Success Look Like?

Like the participants in the national Men of Courage program, the men profiled in the "Men of Courage" NIE supplement share values and traits that have helped them achieve success. In teams or pairs, have students review the profiles in the supplement and note the traits and qualities the men have. What values and characteristics did they have in common? How were the challenges they faced and the choices they made similar? Did any have a special quality — or "secret sauce" — that made them successful? Challenge them to use what they read to write a paragraph or short essay that would capture the "Story of Everyone" whose success was profiled in the supplement. Then have them create and present a visual blueprint for what it takes to be successful.

COMMON CORE STATE STANDARDS: Writing informative/explanatory texts to examine a topic and convey ideas and information clearly; reading closely what a text says explicitly and to make logical inferences from it.

2. The Story to Tell

The Men of Courage program seeks to get African-American men to share their stories and experiences and bring about positive social change. The program asks participants to consider their own experiences and the experiences of other black men and decide "What is the future story/narrative of African-American men that needs to be told?" In teams or pairs, have students use the newspaper and Internet to find and closely read stories about African Americans today who are facing obstacles, meeting challenges or finding success. Ask them to think like a participant in the Men of Courage program, and use what they read to write an editorial for the newspaper to answer the question "What is the future story/narrative of African-American men that needs to be told?" Make sure they use evidence from the stories they read to support their editorial points and opinions.

COMMON CORE STATE STANDARDS: Writing opinion pieces on topics or texts, supporting a point of view with reasons and information; citing specific textual evidence when writing or speaking to support conclusions.

3. Modeling for Success *

The Men of Courage program brings men of all backgrounds together to share ideas and experiences in an effort to build strong communities. It also seeks to provide young people guidance for achieving success of their own by providing role models. Every person has qualities and experiences that could make him or her a role model for a young person seeking success. With the newspaper or Internet, have students find and read stories about African-American men who have achieved success. With the activity sheet "Modeling for Success" have them list three men they read about. Next to each name, have students write a quality or experience the man has had that could make him a valuable role model. Next to that, write how that quality or experience could be valuable.

COMMON CORE STATE STANDARDS: Reading closely what a text says explicitly and to make logical inferences from it; producing clear and coherent writing in which the development, organization and style are appropriate to the task.

4. Create a Vision Board

A Vision Board is a kind of poster that visually shows a vision of something to be achieved, and how it could be done. One goal of the Men of Courage program is to determine "the future story/narrative of black men that needs to be told." As a class, discuss challenges facing African-American men who are trying to change the perception of their achievements. Then use the newspaper or the "Men of Courage" NIE section to review the qualities that have made African-American men successful in the past. Talk about how these qualities could be used to change perceptions about African-American men today. Finish by challenging students to use images from newspapers or the Internet or original art to create a Vision Board poster symbolizing how perceptions about African-American men could be changed in a positive way.

COMMON CORE STATE STANDARDS: Responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement; integrating information presented in different media or formats to develop a coherent understanding of a topic.
*includes activity sheet

MODELING FOR SUCCESS

The Men of Courage program brings men of all backgrounds together to share ideas and experiences in an effort to build strong communities. It also seeks to provide young people guidance for achieving success of their own by providing role models. Every person has qualities and experiences that could make him a role model for a young person seeking success. In the newspaper or online, find and read about African-American men who have achieved success. List three men you read about in spaces below. Next to each name, write a qualities or experiences he has had that could make him a valuable role model. Next to that, write how those qualities or experiences could help guide younger people.

MAN IN THE NEWS

QUALITIES AND EXPERIENCES

HOW THEY HELP

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UNIT 4

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TAKE SOME ACTION

The Men of Courage program seeks to find ways to strengthen communities and create positive social change. It brings men together to brainstorm solutions to problems and improve communities through collaboration and cooperation. The activities in this unit explore ways to collaborate to find solutions..

1. Identifying Problems

One of the first steps to improving communities is to identify issues or problems that need to be addressed. As a class, discuss issues or problems that students feel need to be addressed in their community. Encourage them to think broadly when identifying issues: Issues can include everything from how the community is viewed by others to facilities that need to be upgraded to services that are needed for families, teenagers or the elderly. Then direct them to use the newspaper or Internet to find and read a story about an issue that needs to be addressed in their community or another community. Have them write a paragraph summarizing the issue, why it is important and what they think could be done to address it.

COMMON CORE STATE STANDARDS: *Engaging effectively in a range of collaborative discussions; producing clear and coherent writing in which the development, organization and style are appropriate to the task.*

2. Have Some Empathy *

A key part of collaborating to find solutions is to have empathy for people who are proposing ways to bring about positive change. Discuss with students how empathy is the ability to identify with the experience of another person, especially one you are trying to help. When getting African-American men to collaborate for problem-solving, the Men of Courage program identifies ways to show empathy by having participants create Empathy Maps. Empathy Maps are graphic organizers to help students organize their feelings and thoughts. With the "Create an Empathy Map" activity sheet have students explore ways to have empathy for each other by attaching words indicating what each is thinking, feeling, seeing, hearing, saying or doing when seeking a solution to a problem. Then have them write out the pain or gain they think each person will experience by trying to find a solution. Compare Empathy Maps as a class and discuss words and feelings that came up over and over again.

COMMON CORE STATE STANDARDS: *Engaging effectively in a range of collaborative discussions; organizing data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.*

3. How Might We? *

When people collaborate to solve problems, they gain ideas and insights they might not come up with on their own. Divide the class into groups and have each group use the newspaper, the Internet or the "Men of Courage" NIE supplement to identify a problem or issue they would like to address as a group in their community, city, state or the nation. Have them use the "How Might We?" activity sheet to state the problem and why it is important. Then ask them to use the spaces provided to list possible solutions to the problem, as well as different tactics or strategies that could be used to achieve the solutions. Have them finish by picking the solution and tactics they think would be most effective for addressing the problem.

COMMON CORE STATE STANDARDS: *Engaging effectively in a range of collaborative discussions; responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement.*

4. Map Your Assets

It takes great ideas to bring about change. It also takes talents, skills and abilities. The Men of Courage program teaches participants that their talents, skills and abilities are "assets" they can use when working together to bring about change. The program encourages participants to share their talents to help each other find solutions to build stronger communities. As a class, discuss how everyone has talents and skills to share. Then discuss what talents and skills students have. Break the class into groups and have them practice putting their collective talents to use. Ask each group to identify something they would like to improve in their school building. Direct them to make a list of their talents and skills. Challenge them to brainstorm a way each skill could be used to make the school improvement they want. Finish by having each group share its assets and the ways they felt they could use them. Which were the most imaginative?

COMMON CORE STATE STANDARDS: *Engaging effectively in a range of collaborative discussions; conducting short research projects that build knowledge about a topic.*

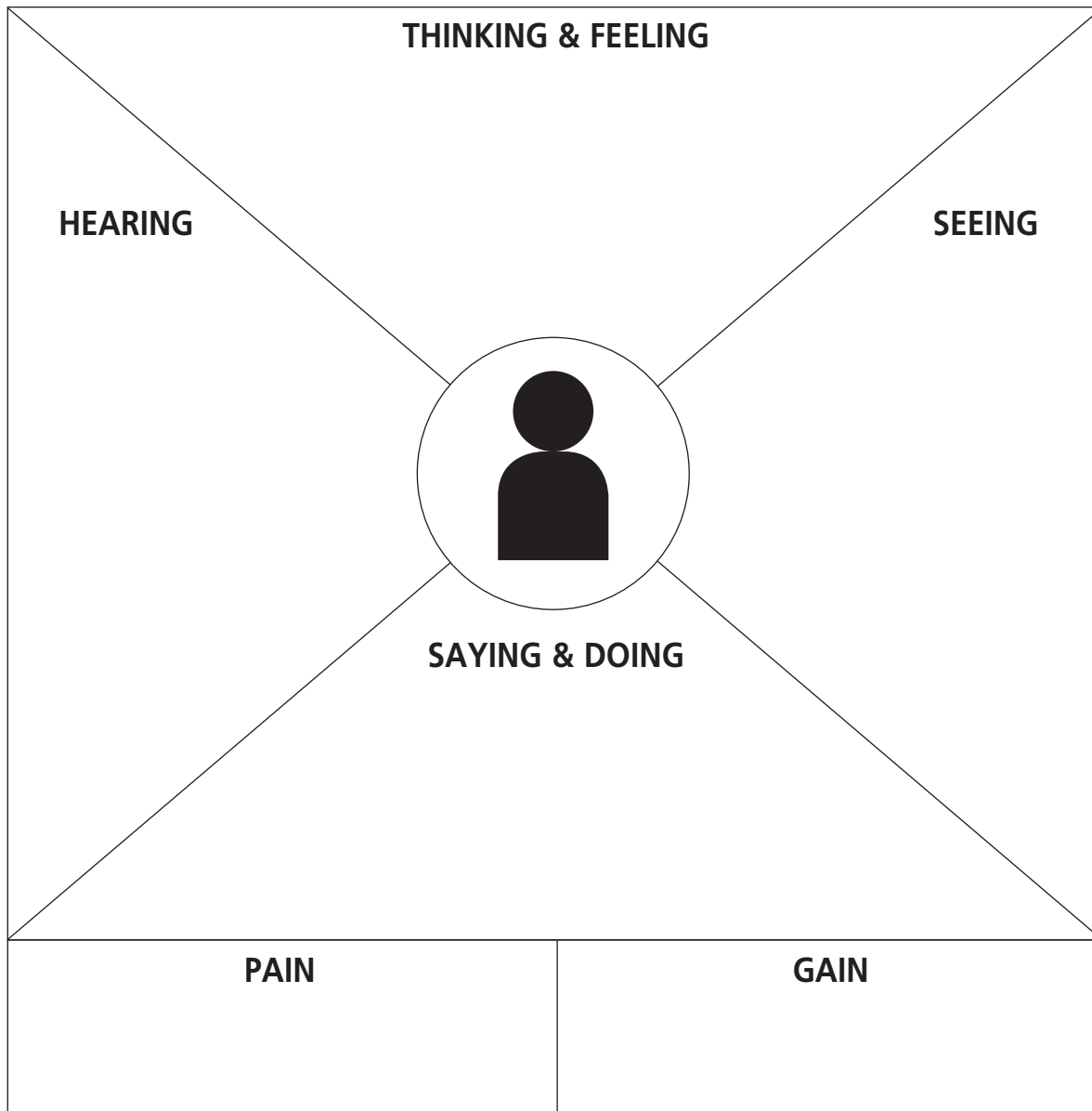
**includes activity sheet*

HAVE SOME EMPATHY

A key part of collaborating to find solutions is to have empathy for people who are proposing ways to bring about change. As a class, discuss how empathy is the ability to identify with the experience of another person, especially one you are trying to help. In the Men of Courage program participants explore ways to show empathy by creating Empathy Maps. With this activity sheet, you will explore empathy in a similar way. First, split the class into groups and print out enough copies of this activity sheet so that each group member can have a copy. Have each person identify a community problem or issue he or she would like to address — and how. Write the problem and proposed solution at the top of the activity sheet. Then explore ways to have empathy for each member by attaching words indicating what you think each person could be thinking, feeling, seeing, hearing, saying or doing as he or she seeks a solution. Then write out the pain or gain you think each person will experience by trying to find a solution. Compare Empathy Maps as a class and discuss words and feelings that came up over and over again.

PROBLEM: _____

SOLUTION: _____



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ACTIVITY SHEET

HOW MIGHT WE?

When people collaborate to solve problems, they gain ideas and insights they might not come up with on their own. They are exposed to different approaches and points of view that can make their own ideas stronger or more effective. Divide the class into groups. Then use the newspaper, the Internet or the "Men of Courage" NIE supplement to identify a problem or issue you would like to address as a group in your community, city, state or the nation. In the top space below, state the problem and why it is important. Then use the spaces provided to list possible solutions to the problem, as well as different tactics or strategies that could be used to achieve the solutions. Stretch your thinking to find alternative tactics, even if they seem unrealistic or "outside the box." Finish by picking the solution and tactics you think would be most effective for addressing the problem.

Problem and Importance

Possible Solutions

Tactics or Strategies

Best Solution & Tactics

FOR FURTHER LEARNING

FORD FREEDOM AWARD PROGRAM ELECTRONIC LIBRARY

For more than 15 years, the Ford Motor Company Fund has partnered with Detroit Newspapers in Education and the Charles H. Wright Museum of African American History to honor African Americans from the past and present who have made ground-breaking contributions to American life. Materials created in past years for the Ford Freedom Award Program now are available to Michigan students, teachers and schools in an electronic library created for research and further learning. To access these materials, just click on the linked titles below.

- 2015** [Technopreneurs: Builders of the Innovation Economy](#)
- 2014** [The Power of Perseverance — Journeys of Justice and Accomplishment](#)
- 2013** [Quiet Heroes — Agents of Change](#)
- 2012** [Talent. Tenacity. Teamwork. African Americans in Sports.](#)
- 2011** [Champions of Justice — African Americans and the Law](#)
- 2010** [Reaching High, Giving Back — African American Entrepreneurs](#)
- 2009** [News Breakers — African American Voices in the Media](#)
- 2008** [Freedom's Warriors — Lives That Inspire](#)
- 2007** [African American Healers — Masters of Medicine](#)
- 2006** [Mothers of the Movement — Women Who Made African American History](#)
- 2005** [The Heritage of Jazz — African American Influence in American Music](#)
- 2004** [Pioneers in the Classroom — African American Achievers in Education](#)
- 2003** [Trailblazers of Science and Technology](#)
- 2002** [Triumph of the Spirit — Celebrating Black Achievement](#)
- 2001** [Words of Heritage — Writing Black History](#)
- 2000** [Freedom's Trail — The Underground Railroad](#)

