

**Overcoming Adversity: Sharing the American Dream**  
Teacher Guides

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Rosa Parks

Bill Richardson

Russell Simmons

Carrie Underwood

Modern American Indian Leaders

## ***Charles Barkley* by Jamie Fedorko**

### **Chapter 1: Living Big**

Basketball experts consider Charles Barkley one of the greatest players ever. He is one of only five players in NBA history to record at least 20,000 points, 10,000 rebounds, and 4,000 assists. But Charles attracted headlines not simply for what he did on the court, but also for what he did—and said—off the court. A complicated man, he has been criticized for getting into scrapes with the law and for making outrageous statements. He has also been praised for his extraordinary generosity.

### **Chapter 2: “The Round Mound of Rebound”**

Charles grew up in the small rural town of Leeds, Alabama. He was raised by a single mother and grandmother, and the family was poor. Charles dreamed of a career in professional basketball, but as a kid he was overweight. In 10th grade he tried out for the high school basketball team, but he was cut. He worked hard to improve his game, however. Although he made the team as a junior, he spent the season as a benchwarmer. In his senior year, Charles blossomed, and he was offered a scholarship to play basketball at Auburn University, which he accepted. Charles left college and entered the NBA draft in 1984, after his junior year at Auburn. The Philadelphia 76ers picked him in the first round of the draft.

### **Chapter 3: Sir Charles of the Philadelphia 76ers**

In 1984 Charles joined a talented 76ers team that included aging superstars Julius Erving and Moses Malone. Charles quickly became a favorite of Philadelphia fans with his all-out style of play. He improved steadily, and by his third season in the NBA, Charles was named to the All-Star team, the first of 11 consecutive All-Star appearances for him. As he developed into one of the most dominant players in the NBA, however, Charles became involved in a variety of controversies off the court. In 1992, the 76ers traded him to the Phoenix Suns.

### **Chapter 4: A New Beginning**

Charles helped the U.S. men’s basketball team—dubbed the Dream Team—win a gold medal at the 1992 Summer Olympics in Barcelona, Spain. Then he helped the Phoenix Suns compile the best record in the NBA for the 1992–93 regular season, winning league MVP honors in the process. Phoenix reached the NBA Finals but lost to the Chicago Bulls. This would be the closest Charles ever came to an NBA title. After four seasons with Phoenix, he was traded to the Houston Rockets. He played in Houston for four additional seasons, retiring in 2000.

### **Chapter 5: Life After Basketball**

Charles has stayed busy after his retirement from basketball. In 2001 he became a TV basketball analyst, and he remains popular in that role today. He cowrote two books, *I May Be Wrong but I Doubt It* (2003) and *Who’s Afraid of a Large Black Man?* (2005). He has worked with a number of charitable organizations. And he has publicly discussed the idea of running for governor of Alabama in 2014.

**Learning New Vocabulary:** Have small groups create crossword puzzles. Tell them to start with the words in the glossary (p. 57). They can shorten the definitions found there for the crossword clues. Then they should scan the book for other terms, consulting a dictionary when necessary for definitions/crossword clues. After all the groups are done, have them exchange their puzzles and solve them.

**English Language Learners:** English language learners often have trouble remembering what they've read. Help these students by teaching them how to create an outline of the text. Break Charles's life into sections such as "childhood," "high school and college," "NBA career" "and post-NBA years." Have students work in small groups to enter details from the text into the proper sections in the outline. After allowing the groups to work together, have the class create a group outline on the board. Each group should contribute something to the outline.

**Forming Opinions:** Charles Barkley famously said, "I am not a role model." Make the following statement to your class: "Professional athletes have a responsibility to be good role models." Tell all students who agree with the statement to move to one side of the class, and all who disagree to move to the other. Then ask students to share their reasoning. Ask students to switch sides if they hear an argument that convinces them to change their mind. After 15 minutes of class discussion, count how many opinions have been changed.

**Examining Photographs:** Have students work with a partner. Each pair should select one photograph from the book. After they have chosen a picture, have the pair answer the following question: How does the picture support the author's purpose in writing this book? (Sample responses: The picture on p. 20 shows how Julius Erving took the young Charles Barkley under his wing. The mug shot on p. 25 illustrates Charles Barkley's troubles with the law. The picture on p. 42 shows Charles's support for charitable causes and for kids.) Ask volunteers to share their pictures and responses with the class.

**Conducting Research:** Page 45 includes the NBA's list of its 50 greatest players from the league's first 50 years. Break students into pairs and assign each pair one or two of the names on the list. Then have them use the Internet to find out the following information about their player or players: when and where he was born (and, if applicable, died); where he went to college or high school; which NBA teams he played with; and the year he retired.

## ***Halle Berry* by Maurene J. Hinds**

### **Chapter 1: A Door Has Been Opened**

In March 2002, Halle Berry became the first African American to win the Academy Award for Best Actress in a Leading Role, for her work in the film *Monster's Ball*. During her emotional acceptance speech, Halle acknowledged other black actresses, including those who had suffered from racism in past decades. Halle had portrayed one of these actresses, Dorothy Dandridge, in an acclaimed HBO film in 1999. Dandridge, the first African American to be nominated for a Best Actress Oscar, was also a successful singer. But during her lifetime, few roles were available for black actors, and those that existed were often offensive. This prejudice reflected American society as a whole. Through the civil rights movement and beyond, African Americans fought for equality and made significant gains. Still, black actors continued to find limited opportunities. Halle hoped her achievement could pave the way for others.

### **Chapter 2: Model Student**

Halle Maria Berry was born in Cleveland in 1966, to an African American father and a white mother. Halle's father left the family when she was four. She has said that he was abusive. Her mother moved Halle and her sister to a predominantly white suburb of Cleveland, where Halle sometimes dealt with uncomfortable questions about her mixed-race heritage. Halle attended mostly white schools and was an active, high-achieving student—but sometimes felt excluded and distrusted due to her ethnicity. In her late teens, she began entering beauty pageants. Ultimately, Halle competed internationally. She moved away from home to look for work as a model and actress. Her first roles were on a short-lived sitcom and a soap opera. In the meantime, Halle learned she had Type 2 diabetes and needed to cope with the disease.

### **Chapter 3: "Hallewood"**

In 1991, director Spike Lee invited Halle to audition for his movie, *Jungle Fever*. She wanted to play a different character than the one Lee had in mind for her, and at first Lee thought she was too pretty to be convincing as a crack cocaine addict. But Halle threw herself into the role, even going to a real crack house. Halle hoped to play parts that weren't written specifically for a black woman, but found few opportunities. She also felt passed over for complex, challenging projects, due to her looks. One tough, gritty role she did play was a recovering drug addict fighting for custody of her child in *Losing Isaiah*. Halle was gaining fame and critical recognition, but her personal life was troubled. In 1997, she and baseball star David Justice had a messy divorce. Halle later said that Justice had abused her, and that many of her romantic relationships were unhealthy. She tried to move on by contacting her father and taking on new projects.

### **Chapter 4: Oscar to X-Men**

Halle met singer Eric Benét in 1997, and they soon began dating. In 1999, she starred in and coproduced *Introducing Dorothy Dandridge*. Just one month after winning a Golden Globe, Halle ran a stoplight and hit another car. She left the scene and was sued by a

woman in the other car. Tabloids mocked Halle over the incident, and some friends distanced themselves. Eric Benét supported Halle, and they married. Halle's fame grew when she played the superhero Storm in *X-Men* and a "Bond girl" in *Die Another Day*. In *Monster's Ball*, she portrayed a downtrodden waitress who becomes involved with a racist white prison guard. Again, moviemakers were reluctant to cast Halle because of her beauty, but she ultimately won an Academy Award. In 2004, she filed for divorce from Benét, who had reportedly cheated on her. Her movie *Catwoman*, released that year, was a critical and commercial failure. Halle took the critical panning in stride, accepting a mock "Worst Actress" award with a humorous speech.

### **Chapter 5: A New Chapter**

By 2006, Halle had gained a reputation as a talented and popular actress, and earned high salaries. She uses her fame and resources to support many charitable causes, including the Make-a-Wish Foundation, disease research, and groups aiding needy women and children. Her recent on-screen work has included two *X-Men* sequels and some more serious films, such as *Things We Lost in the Fire*. Playing a mother in that movie made Halle think about parenthood, and in September 2007, she announced that she was expecting a baby with her boyfriend, French Canadian model Gabriel Aubry. In March 2008, Halle gave birth to a daughter, Nahla Ariela Aubry. At the end of that year, she said she had entered a "second chapter" of her life, and hoped to keep moving forward.

**Learning New Vocabulary:** Divide students into small groups, and direct students to the glossary (p. 58). Have each group incorporate the vocabulary words into sentences about Halle Berry. Most sentences should contain one word each, but students should be able to compose at least one sentence that contains two or more vocabulary words.

**English Language Learners:** Direct the students to Halle Berry's filmography (p. 54). Ask them to determine the meanings of at three movie titles listed, based on what the book says about their plots. Students may need to research the movies to learn more about how they got their titles.

**Conducting Research:** In Halle Berry's Oscar acceptance speech, she references African American actresses and performers who struggled for recognition before the civil rights movement. Ask each student to use books, periodicals, reference materials, or the Internet to research some aspect of the history of African Americans in cinema. Students can write a broad history, or they can choose a specific performer, genre, or work of art.

**Reading Comprehension—Recalling Details:** After students have finished reading, ask them to name obstacles that Halle Berry faced. List them on the blackboard as students name them. Then, take each problem individually and ask students how Halle addressed it. (For example, she dealt with her father's abandonment of the family by contacting him as an adult to discuss her feelings.)

**Large-Group Activity:** List the following genres on the blackboard: comedy, drama, biopic, science fiction. Ask students to place Halle Berry's movies into categories.

Working together as a class, students should be able to place at least one title into each category. If they need help, start by placing *Monster's Ball* into the drama category.

## ***Cesar Chavez* by Brian Baughan**

### **Chapter 1: Another Victory**

On February 7, 1968, activist Cesar Chavez was scheduled to appear before the Kern County Superior Court in California. Giumarra Vineyards Corporation, California's largest grape-growing company, was trying to stop Cesar's union from picketing on its fields. Hundreds of cars full of workers lined up to show their solidarity with Cesar. Cesar entered the courthouse quietly, weakened from a 12-day spiritual fast. The 3,000 farmworkers there to support him did not make loud noises or show anger. They were following Cesar's example of peaceful protest. That day, the Kern County judge postponed Cesar's hearing. Months later, Giumarra dropped its complaint against Cesar. But it and other grape growers did not fulfill the farmworkers' demands for fair and safe treatment, and so the strike continued, along with Cesar's fasts. With each new campaign, more people learned about the plight of the farmworkers. Cesar had been advocating fair treatment of agricultural workers for years. He had worked in fields himself. Cesar cofounded the union that became known as the United Farm Workers (UFW). He attracted supporters with his gift for organization and strategy, and in the tradition of leaders like Martin Luther King Jr. and Mohandas Gandhi, he encouraged nonviolent tactics to achieve justice and reform. Many viewed Cesar Chavez as a hero. His goals were simple: He did not want to see farm workers suffer the way his family had.

### **Chapter 2: Crooked Lines**

When Cesar Estrada Chavez was born in March 1927, his family operated a small farm and several local businesses in Gila Valley, Arizona. As a boy, Cesar helped maintain the farm, assuming that he would become a farmer like his father. He grew up close to his parents and siblings, surrounded by neighbors and extended family. The family sank into debt and lost their property in the wake of the Great Depression. When Cesar was 10, his father went to California to look for a job. The rest of the family followed. Because so many migrant workers were looking for farming work in California, farmers paid extremely low wages. Workers competed fiercely with each other, which saddened Cesar. In 1939, the family farm in Arizona was sold. As a migrant worker, Cesar's father spent the entire day in the fields. The rest of the family joined him when they were not in school. This exhausting work paid very little, and the family had to move from farm to farm. Sometimes they lived without plumbing or electricity; other times, they slept outside. Cesar left school after eighth grade. After an unhappy stint in the navy, Cesar married Helen Fabela. They settled in a barrio of San Jose, California. Cesar met Father Donald McDonnell, a socially conscious Catholic priest, who helped him develop his views on social justice and labor issues. In 1952 he met Fred Ross, who recruited him for the Community Service Organization (CSO). Cesar became a successful volunteer for the CSO, which helped Chicanos find a political voice. He started a new chapter in San Jose and fought for the rights of local farmworkers. Cesar then proposed a farmworkers union. But the CSO's general members voted against the plan, and Cesar resigned.

### **Chapter 3: Viva La Causa!**

After leaving the CSO, Cesar attempted to launch the National Farm Workers Association (NFWA). He spent months spreading the word about the new union. He

recruited Dolores Huerta, a tough negotiator, to be its vice president. In September 1962, the NFWA held its first convention in Fresno, California. By 1965, the NFWA had about 1,200 members and formed a partnership with the Agricultural Workers Organizing Committee, a mostly Filipino group. NFWA members voted to join the AWOC in a strike against grape growers. In September 1965, the strike began. The grape growers hired replacement workers, but Cesar urged union members to recruit the replacement workers for the cause. The growers unsuccessfully tried to scare off the picketers. As the strike continued, Cesar realized he could cripple the industry by convincing people not to buy grapes from the largest two companies. He sent volunteers to New York City, spoke in Berkeley, and networked with other unions to drum up support for the strike. In 1966, he led what would become the country's longest-ever protest march, covering 300 miles. By the time it ended, it had 10,000 marchers. One of the targeted fruit producers immediately negotiated with the NFWA. The other, DiGiorgio Fruit Corporation, favored a competing union, the International Brotherhood of Teamsters. The NFWA and AWOC merged as the United Farm Workers Organizing Committee (UFWOC), and joined the country's largest union federation. By 1967, the boycott had expanded to include all California table grapes. In February 1968, disappointed in some picketers' behavior, Cesar began to fast. For 25 days, he refused food. About 6,000 supporters, including U.S. senator Robert F. Kennedy, watched on March 10 as he ended the fast.

#### **Chapter 4: A Fearsome Rival**

By 1970, California grape growers were finally willing to negotiate with the farmworkers. Cesar called off the boycott, celebrating by tasting grapes for the first time in five years. Cesar's work had earned worldwide attention for his movement, which he called La Causa. However, the UFWOC soon learned that the Teamsters had signed deals in several of California's centers of fruit and vegetable harvests. Workers who did not join the Teamsters could be fired. Cesar organized a march, a rally, and negotiations between UFWOC and the growers. But the talks fell through, and Cesar launched a strike against non-union lettuce growers. He used his previously successful tactics. However, the Teamsters hired goons to beat union picketers. Cesar urged the picketers to stay nonviolent even in the face of these attacks. But in September 1970, California courts issued injunctions against the pickets. Forced to call off the pickets, Cesar turned his attention to a nationwide boycott of lettuce growers—including Bud Antle, the world's largest. Again, consumers sided with the farmworkers. In December 1970, Cesar spent 20 days in prison for refusing to call off the boycott against Bud Antle. In 1972, legislation was signed in Arizona that infringed on farmworkers' rights to protest and organize. In response, Cesar began a 24-day fast. Thousands of Chicanos registered to vote, and soon became a political force. After Teamsters signed more secret contracts in 1973, Cesar launched another grape boycott. He reluctantly called off the strike after two UFW members were murdered. Still, the UFW gained attention from sympathetic Americans and people all over the world, including the Pope. In February 1975, Cesar led a 110-mile march through California, convincing its governor to form a farmworkers' labor board.

#### **Chapter 5: Another Hundred Years**

Throughout the 1970s and 1980s, Cesar continued working for La Causa. In the summer of 1988, Cesar began a 36-day fast—his longest yet—to bring attention to the harmful

effects of pesticides on farmworkers and the environment. His doctors told him he needed to break the fast to stay alive, and so Cesar ended the fast in a widely attended ceremony. In the 1980s, Cesar dealt with problems within the union. California's Agricultural Labor Relations Board was not holding up its end of the bargain. The union was losing members due to some infighting. Some called for Cesar to hire more paid employees, but he valued the volunteer spirit. On April 22, 1993, around the time of an eight-day fast, Cesar Chavez died in his sleep at the age of 66. As he had requested, he was buried in a plain pine coffin made by his brother. About 40,000 people joined the funeral procession for the leader who fought on behalf of the poor and oppressed.

**Learning New Vocabulary:** The book introduces a number of words related to workers' rights, including several that appear in the glossary (pp. 58-59). Have each student write a short paragraph outlining the difference between a strike, a boycott, and a picket line. Tell them to use the glossary for information without quoting it directly.

**English Language Learners:** Direct English language learners to the glossary, and point out the terms *canvasser* and *migrant worker*. Explain to the students that the suffix *-er* often describes someone who does the action in the first part of the word. (As they can see in the glossary, a canvasser is someone who canvasses, and a migrant worker does migrant work.) Then remind them that this is not true of all words ending in *-er*. For example, the glossary word *charter* indicates an object, not a person. Help students find other words that end in *-er* outside the glossary, and compare their different meanings.

**Conducting Research:** Cesar Chavez was a pioneer of nonviolent tactics. Ask each student to select another proponent of nonviolent resistance and write a one-page report about him or her, using the library or the Internet for research. Students may write about one of Chavez's influences named on p. 46, or choose another nonviolent activist of note (such as Aung San Suu Kyi or Desmond Tutu).

**Reading Comprehension—Recalling Detail:** When students are finished reading, have them turn back to p. 10, which states that Cesar Chavez built his life around "sacrifice, compassion, and nonviolence." Write each of these words on the board. Ask students to note examples from the text of how Cesar displayed these values, using one specific example for each of the three qualities. When they've finished taking notes, ask them to share their examples with the class. Add students' answers to the board.

**Examining Photographs:** Tell students that advocacy groups sometimes need to draw attention to their causes by appealing to the emotions and consciences of other people. Then tell them to look at the union posters on p. 24, p. 34, and p. 41, and ask them what the posters have in common. Ask why they think the posters have these characteristics. For example, students may notice that youths and elderly people frequently appear. Help them figure out that the posters are showing viewers images of vulnerable people for whom they will feel sorry.

## ***Kenny Chesney* by Cindy Thomson**

### **Chapter 1: The Gift**

On November 12, 2008, Kenny Chesney was named the Country Music Awards Entertainer of the Year. Chesney captured the prestigious award for the fourth time, and for the third year in a row. In his acceptance speech, he made sure to thank the fans who supported him. That night, Chesney also performed his latest hit single, “Everybody Wants to Go to Heaven.” Kenny Chesney’s wildly successful career in country music might never have happened if he hadn’t received an acoustic guitar one Christmas.

### **Chapter 2: Slow Starter**

Kenny grew up in small-town Tennessee, not far from the Great Smoky Mountains. The region has a rich musical history. Kenny heard country and gospel music at a young age, and he also liked rock. Although he always enjoyed music, he originally hoped to be a professional athlete. In college, he got a guitar, started writing songs, and joined the school bluegrass band. He developed a local following and then moved to Nashville to pursue a musical career. In 1993, he landed a deal with Capricorn Records. Chesney’s first album was not a hit. But his second album, 1995’s *All I Need to Know*, was released on BNA Records and went gold. His third release was even bigger—and Chesney was just getting started.

### **Chapter 3: Into the Limelight**

As his career took off, Chesney worked on getting into shape and performing music that resonated with listeners. In 1999, his hit single “She Thinks My Tractor’s Sexy” was released. His 2000 album *Greatest Hits* went quadruple platinum. Chesney says that although fame took time, he wouldn’t trade his experiences for anything. Chesney and fellow country star Tim McGraw were involved in a scuffle with police, but were cleared of all charges in 2001. Around the same time, he split up with his fiancée. The No Shoes, No Shirt, No Problems tour, his first as a solo headliner, was the highest-earning tour of 2002. Chesney won awards, many of which were based on fan votes, for his music. He credits his success with his exciting live shows.

### **Chapter 4: The Tropical Retreat**

Chesney’s trips to the Caribbean Islands—including St. John, where he owns a home—help him stay grounded. The Caribbean also inspired his hit album, *Be As You Are*. He met actress Renée Zellweger at a charity benefit in January 2005. They married in May 2005, but Zellweger filed for an annulment just four months later. The whirlwind relationship attracted significant media attention, and rumors flew about why Chesney and Zellweger were divorcing. Although it was difficult to cope with the breakup and the gossip, Chesney soon returned to work. Late in 2005, he released another top-selling album. In 2006, he even performed at the White House.

### **Chapter 5: Top Priority**

Chesney takes every opportunity to connect with listeners. Tickets to his stadium shows are reasonably priced, and he hangs out with fans before going onstage. He helps fellow

musicians by having local bands open for him. In 2008, he started a competition for new bands, called *Next Big Star*. Chesney donates autographed guitars to charity and helps people prepare for natural disasters. His fourteenth album, *Lucky Old Sun*, hit number one in 2008. That same year, country legend Willie Nelson released an album co-produced by Chesney. Chesney says that he might take a break someday, to spend time with loved ones and perhaps to start a family. But until then, he'll focus on making music that people enjoy.

**Small-Group Activity:**

Remind the class that Kenny Chesney takes pride in putting on impressive live shows. Divide students into small groups and ask them to talk to each other about the best concerts they've ever attended. (Students who have never been to a concert can name artists they hope to see live one day.) Suggest that someone take notes as each person speaks. After the discussion is finished, each group should be ready to name characteristics that make a concert enjoyable, based on the group members' observations. Have a spokesperson for each group share these descriptors with the rest of the class.

**Learning New Vocabulary:**

After giving students time to look over the glossary (pp. 56-57), ask each student to write three quiz questions about the vocabulary words. (Sample questions: What is the difference between a gold record and a platinum record? Why do acoustic guitars have hollow bodies? Which style of country music emphasizes string instruments?) When everyone is finished, collect their papers and read randomly selected questions to the class to see who can answer them.

**English Language Learners:**

English language learners may be confused by the colloquial language that sometimes appears in country music. For example, the title of Kenny Chesney's song "Never Wanted Nothing More" contains a double negative; *nothing* is used to mean *anything*. "Wanna" is a shorter way of saying "wants to," and "gonna" means "going to." In Chesney's song "All I Want for Christmas Is a Real Good Tan," *real* is used in place of *really*. Explain to students that Chesney's lyrics reflect casual ways of talking, and should not be imitated in formal speech and writing.

**Writing Practice:**

Direct students to the opening of chapter 4, which describes how Kenny Chesney was inspired by his time in the Caribbean. Students can also look at the photo of Chesney on the island of St. John (p. 41). Instruct the students to think of somewhere they like to go in order to relax and collect their thoughts. Working independently, each student should describe this place as vividly as possible. The description can be in the form of an essay, a poem, or song lyrics.

**Reading Comprehension—Author's Purpose:**

Tell students that in a biography, it is important to support claims about the subject with things the subject has said or done. Point out that in this book, the author frequently

emphasizes Kenny Chesney's appreciation of his fans. Have students look through the text to find evidence that the author included: quotes from Chesney about his fans, and examples of actions he has taken to make them happy.

## ***George Clooney* by Dana Henricks**

### **Chapter 1: Following a Dream**

When George Clooney was 20, his uncle and cousins visited his hometown of Lexington, Kentucky. His uncle was actor José Ferrer, and all three were in town to shoot a movie. George was invited to the set. He soon decided that he, too, wanted to be an actor. He left college, where he'd been studying broadcast journalism, and did odd jobs until he could move to California. For over a decade, George played small TV and movie parts before achieving Hollywood stardom. Since his big break on the hit TV series *ER*, George has become one of Hollywood's most respected actors. He is also known for his humanitarian work, particularly with people affected by human rights violations. George has spent years calling attention to the bloody conflict in Darfur, a region in western Sudan. He cofounded Not On Our Watch, a charity that raises funds for the people of Darfur. The United Nations named George a Messenger of Peace in 2008.

### **Chapter 2: A Kentucky Boy**

Born in Lexington, Kentucky, in 1961, George Clooney moved frequently when he was young due to his father's career as a broadcast journalist. For about a year in high school, George had Bell's palsy, a nerve condition that paralyzed one side of his face. He was teased about the disease, but says the experience taught him to be strong and to poke fun at himself. George briefly considered a baseball career. He had famous relatives—his uncle, José Ferrer, was an Academy Award-winning actor, and his aunt, Rosemary Clooney, was a famous actress and singer. But George did not consider acting at first. Instead, he went to college intending to follow his father into broadcast journalism. His father had also taught him about civil rights and social justice. When George moved to Hollywood to be an actor, Rosemary Clooney offered him a temporary job and a place to stay. However, George could not find work right away. He spent a year sleeping in a friend's closet. George worked odd jobs and auditioned for whatever he could, but for years, he only found work in B movies and bit parts on TV.

### **Chapter 3: Bit Parts and B Movies**

During his first few years in Hollywood, George landed guest spots on unmemorable TV shows, and small parts in low-budget, campy movies. He eventually landed recurring roles on the sitcoms *The Facts of Life* and *Roseanne*. Months after breaking up with his girlfriend, actress Kelly Preston, George married actress Talia Balsam in 1988. They divorced less than four years later. Over the next few years, he found minor TV and movie successes, but many disappointments. He auditioned unsuccessfully for two movies that became huge hits. In 1994, George landed the role of a pediatrician on the medical drama *ER*. It soon became the most-watched show in America, and suddenly George Clooney had achieved his long-held dream of stardom. He wanted to make the transition to the big screen, but did not break his *ER* contract to work on movies.

### **Chapter 4: The Move to Movies**

Now a successful TV actor, George could appear in films with bigger budgets and wider audiences. In 1996, he played a bank robber in *From Dusk Till Dawn* and also starred in *One Fine Day*. A year later, he starred in *Batman & Robin*, which was trashed by critics. George freely admitted that it was a bad movie and that he hadn't performed well. From

then on, he chose movies based on whether he liked the plots, not whether they would make money. He earned acclaim for movies like *Three Kings*; *O Brother, Where Art Thou?*; and *Ocean's Eleven*. In 2002, George made his directorial debut with *Confessions of a Dangerous Mind*. For playing a CIA agent in the political thriller *Syriana*, George earned his first Academy Award. He wrote, directed, and acted in *Good Night, and Good Luck*, which told the story of journalist Edward R. Murrow's fight against McCarthyism. George earned another Oscar nomination for *Michael Clayton*. Off the movie set, George enjoys playing pranks on his friends—and on the paparazzi. He plants fake rumors to throw celebrity photographers off course.

### **Chapter 5: Making a Difference**

George uses his celebrity status to benefit a number of causes he cares about. He speaks out against intrusive behavior from the paparazzi. After almost getting into a motorcycle accident while paparazzi trailed him, he organized a boycott of a tabloid TV show. Still, he is quick to clarify that he values freedom of the press. George stood up for actors he thought had been treated unfairly by the Screen Actors Guild. He organized a telethon to raise money for people affected by the terrorist attacks of September 11, 2001. In 2006, George and his father visited Sudan and Chad. George testified about what he saw at a United Nations Security Council meeting, urging action to end the crisis in Darfur. He cofounded the charity Not On Our Watch a year later. In 2008, he hosted a fundraiser that made millions for Darfur relief. George has dated several women over the years, but says he does not expect to get married again. He hopes to keep busy, living life to the fullest.

**Learning New Vocabulary:** Have students go through the glossary (p. 58) to find terms that relate to George Clooney's charity work. Write them on the board as students name them. Repeat the process with terms relating to his career in Hollywood.

**English Language Learners:** Show English language learners glossary words that are combinations of more than one word. For example, *sitcom* is short for situation comedy, and *telethon* combines *television* and *marathon*. Ask them to skim the book for terms not in the glossary that also combine two or more words.

**Conducting Research:** Help students brainstorm topics related to George's movies, such as: Edward R. Murrow (*Good Night, and Good Luck*); Homer's *Odyssey* (*O Brother, Where Art Thou?*) and the first Gulf War (*Three Kings*). Have each student choose a topic and write a short report on it. Students can also research George's humanitarian causes.

**Forming Opinions:** Ask students to write answers to the question, "Do you approve of George Clooney using his fame to call attention to causes that are important to him?" Students who approve should describe how George helps others with his advocacy. If students disapprove, they may say that being a celebrity does not qualify someone to be an expert on political and social issues.

**Writing Practice:** Before he became a star, George spent years playing small roles for low pay. Ask students to write about the most difficult goal they ever achieved. What did they have to do? What kept them motivated? How long did it take?

## ***Johnny Depp* by Bill Wine**

### **Chapter 1: Oscar-worthy**

In January 2004, actor Johnny Depp received his first Academy Award nomination. He got the nod for Best Actor in a Leading Role for his part in *Pirates of the Caribbean: The Curse of the Black Pearl*. He'd played a swaggering pirate named Captain Jack Sparrow in the wildly successful 2003 film, which was inspired by a Disney theme park ride. The nomination surprised Johnny, because this coveted prize didn't usually go to comedic portrayals. The other nominees had played serious roles. *Pirates* was his biggest hit, but Johnny was already famous for rejecting the "heartthrob" label and playing a variety of offbeat characters. After the Academy Awards ceremony, the unconventional actor said he was thrilled *not* to win the Oscar. Still, the nomination was a milestone in his career.

### **Chapter 2: A Dream of a Nightmare**

Growing up in Kentucky and Florida, Johnny Depp developed emotional issues. His parents' marriage was troubled, and the family often moved from place to place due to serious money problems. Stressed and isolated, Johnny turned to drug use, rebellion, and self-injury as a teenager. Music was a healthier outlet for his feelings. He played lead guitar in a rock band, and quit school at the age of 16 to move to Los Angeles in search of a record deal. In 1983, at the age of 20, Johnny married Lori Anne Allison, sister of his band's drummer. The couple needed money, and Johnny decided to try acting. A friend, actor Nicolas Cage, helped Johnny get an audition for a horror movie, *A Nightmare on Elm Street*. Director Wes Craven cast Johnny as a victim of Freddy Krueger, an evil ghost who attacks teenagers in their dreams. After the 1984 release of *A Nightmare on Elm Street*, Johnny began to seriously consider acting as a career.

### **Chapter 3: An Unwilling TV Star**

Depp's first starring roles were in little-seen movies. He and Lori Anne Allison divorced in 1985. A year later, Johnny was cast in *Platoon*, a film about the Vietnam War. Most of his scenes were cut, however. When Depp was offered the lead in *21 Jump Street*, a TV series about undercover cops in high school, he reluctantly accepted, doubting the show would last. He disliked its premise, and movies interested him more than television. But when *21 Jump Street* premiered in 1987, it became a hit. Johnny was earning big money and receiving thousands of fan letters each week, but disliked being called a teen idol. People focused on his good looks, not his talent. Thinking he wouldn't get interesting movie roles until he shed this image, Johnny began trying to get out of his contract. He complained loudly about the show. Behind the scenes, Johnny was engaged twice, both times to actresses. But the long-distance relationships did not work out.

### **Chapter 4: Back on the Big Screen**

In 1990, Johnny proved he wasn't just a heartthrob. He starred in *Cry-Baby*, a satire by eccentric director John Waters, and as a lonely creature with blades instead of hands in Tim Burton's fable *Edward Scissorhands*. Johnny's real-life girlfriend, actress Winona Ryder, played Edward's love interest. Soon Johnny left *21 Jump Street*. He played quirky, complex parts in movies like *Benny and Joon*, *What's Eating Gilbert Grape*, and *Ed Wood*. But he disliked attention from tabloids, which covered his partying and

drinking. He and Winona Ryder split up in 1993, unable to cope with long separations. Johnny dated model Kate Moss, and was arrested when their hotel room was trashed. Despite his reputation, Johnny still won critical acclaim. However, several of his films—including his directorial debut, *The Brave*—did not succeed. Johnny says he chooses roles because they intrigue him, not because he expects them to make money.

### **Chapter 5: Walking the Gangplank to Superstardom**

In the late 1990s, Johnny was in a box-office slump. His personal life was in better shape. He met Vanessa Paradis, a French actress and musician. Their first child, daughter Lily-Rose Melody Depp, was born in 1999. That year, he starred in *Sleepy Hollow* and received a Hollywood Walk of Fame star. Fatherhood inspired Johnny to support children's charities. He appeared in *Chocolat*, *Blow*, and *From Hell*. In 2002, Johnny and Vanessa had a son, John Christopher Depp III. That year, Johnny was cast as Jack Sparrow in the first *Pirates of the Caribbean* blockbuster, and found sudden mainstream success. He then played author J.M. Barrie in *Finding Neverland*, earning another Oscar nomination. Johnny appeared in two *Pirates* sequels and netted a third Oscar nomination for Tim Burton's musical film *Sweeney Todd*, as a wrongly jailed man who slays his enemies. Johnny seems determined to keep surprising and pleasing viewers.

**Learning New Vocabulary:** Show students the glossary on p. 59. Have each student write a well-organized paragraph about Johnny Depp that uses at least five glossary words. When they are finished, ask them to exchange papers with their neighbors to compare what words they used and what facts they included about Johnny.

**English Language Learners:** In everyday English, slang words can have several uses. Show English language learners the different uses of the word “star” that appear in the book. It can be a verb (“...he starred as a gypsy”), it can refer to a celebrity or a movie's lead, or it can refer to the Hollywood Walk of Fame honor Johnny received.

**Forming Opinions:** Direct the class to Johnny Depp's filmography on p. 56. Call on each student individually and ask him or her to name his or her favorite Johnny Depp movie. (If any students say they have never seen a movie starring Johnny, have them name the one they are most interested in seeing.) When everyone in the class has picked a favorite, tally the votes and see which movie is most popular with the class.

**Reading Comprehension—Compare and Contrast:** As of the book's publication, Johnny Depp and Tim Burton had collaborated on six movies. Have students compare and contrast the characters Johnny plays in each of Burton's films. They should notice that in several of these movies, he plays outcasts and loners.

**Making Predictions:** When students have finished the book, ask them to guess what Johnny Depp's next career moves will be, based on what they've read. Students are likely to predict that he will work with Tim Burton again, and may eventually win an Oscar. Some might say he will act in more blockbusters, while others might guess that he will avoid mainstream movies like the *Pirates* series.

## ***Tony Dungy* by Brady Carlisle**

### **Chapter 1: Gaining the Whole World**

Super Bowl XLI, held in February 2007, would be a milestone. For the first time in the game's history, both teams had African-American head coaches. No African-American head coach had ever won football's most prestigious title before. Indianapolis Colts coach Tony Dungy went into the game facing skepticism about his coaching style. He is not confrontational, and encourages players to have priorities outside of football. Critics thought this approach could only have a limited effect. In fact, Tony had been fired from his previous head coach position—the Tampa Bay Buccaneers' record improved under his supervision, but fell short of a Super Bowl title. Tony wanted the Colts to win Super Bowl XLI, but would not compromise his principles to make that happen.

### **Chapter 2: Learning Composure**

Tony Dungy was born in 1955 in Jackson, Michigan. Tony credits his parents—both of whom were teachers as well as athletes—with teaching him to be disciplined, to value education, and to respect different styles of learning. They also passed on their love of sports. He says he has incorporated his parents' lessons into his coaching style. Tony became interested in college football while living on the campus of Michigan State, where his father was studying. In high school, he was a star athlete, and learned about controlling his temper and thinking before he acted. At the University of Minnesota, he played basketball for two years and set a number of school records in football. To Tony's dismay, he was not drafted into the NFL on graduation. However, one of his coaches convinced Chuck Noll, head coach of the Pittsburgh Steelers, to invite Tony to the Steelers training camp. Tony took the offer, excited to be on one of the NFL's best teams.

### **Chapter 3: Different Roads**

Although Tony had been a quarterback, he learned to play safety with the Steelers. He admired Chuck Noll and many of his new teammates. During his rookie season, he played a disastrous game as emergency quarterback, but got over the embarrassment. He had a better 1978 season, leading the team in interceptions. That year, the Steelers defeated the Dallas Cowboys to win Super Bowl XII, 35–31. He was traded to the San Francisco 49ers. The next year, he was traded to and cut from the New York Giants. On the advice of the Giants' head coach, Tony looked into coaching. In 1980, the Steelers hired Tony, making him the NFL's youngest assistant coach. In 1982, he married Lauren Harris, whom he'd met through a local pastor. Over the next few years, he became a defensive coordinator. He and Lauren had two children. Tony resigned from the Steelers in 1988. He became defensive coordinator of the Minnesota Vikings in 1992, and had several good seasons. In 1996, he was hired as head coach of the Tampa Bay Buccaneers.

### **Chapter 4: In Control**

Tony took over a team that hadn't had a winning season since 1982. The 1996 season had a shaky start, but Tony stayed calm—except when players didn't keep their off-field commitments. The Buccaneers ended the season with a 6–10 record. In 1997, they made the playoffs for the first time in 15 years. Although they lost in the second round, fans could finally get excited. The 1998 season did not go as well. In 1999, the Bucs overcame

early defeats to make the playoffs. In 2000 and 2001, Tampa Bay made the post-season but came up short, and Tony was fired. He and Lauren were sad to leave Tampa, where they had adopted two children and were involved in charity work. Tony had founded a mentoring program and a support group for fathers, and he visited prisons to counsel inmates. The owner of the Indianapolis Colts offered Tony the head coach position partly because of Tony's community spirit. As the new head coach, he built up the team's defense while letting its offense flourish. The Colts made the playoffs in Tony's first three seasons, but not the Super Bowl. Fans grew skeptical, but 2005 started well.

### **Chapter 5: Keeping Your Soul**

In 2005, Tony suffered a devastating loss when his son, Jamie, committed suicide. He and Lauren relied on their religious faith and on support from well wishers. At Jamie's funeral, Tony spoke to families and football players, looking for lessons in the tragedy. Tony returned to work for the end of the season. The Colts made the playoffs, but lost the first game. Tony decided to coach another season, and he and Lauren adopted a baby. The Colts faced doubts from fans in 2006, but entered the playoffs with a 12–4 record. The Colts beat the Kansas City Chiefs and the Baltimore Ravens. Their next playoff game was against their rival team, the New England Patriots. The Colts had a rough start, but after Tony spoke at halftime, they rallied to beat the Patriots. The team headed to the Super Bowl to play the Chicago Bears in Miami. The Colts won Super Bowl XLI, 29–17. After the victory, Tony published a bestselling memoir and a children's book. The 2007 season was rough, but Tony announced he would return in 2008.

**Learning New Vocabulary:** Remind students that many words can change parts of speech. Show them glossary words that end in “-tion.” Students should recognize that these are nouns. Help them turn the nouns into verbs (e.g. *demote* and *execute*). Then, have them change verbs that end in “-ate” to nouns (e.g. *segregation* and *motivation*).

**English Language Learners:** Students may need help with football terms. Help them learn the difference between *defensive* and *offensive*. Then help them use a dictionary to learn what a quarterback does. Be ready to answer questions about other words.

**Examining Quotes:** Have students turn to p. 41 and reread Tony's words to the Colts on the night before the Super Bowl. Ask the class how this quote supports what the book has stated about Tony's coaching style and attitude toward life. (Students may notice that he urges them not to panic and assures them that they can recover from a rough start.)

**Reading Comprehension—Recalling Details:** Point out that the author emphasizes how Tony does not make football his only priority. Ask what else he values and urges players to value. (Answers should include: family; the dignity of others; community service.)

**Making Connections:** Tony Dungy has had several mentors. Now he is involved in prison ministry and mentoring programs. Ask students to think of someone who has been a mentor or counselor for them. Then, ask them to think of a person for whom they have been a mentor figure. Have them write a few sentences about each person.



## ***Jermaine Dupri* by Stacia Deutsch and Rhody Cohon**

### **Chapter 1: Young and Motivated**

Being a record producer is a high-pressure, challenging job, but even as a teenager, Jermaine Dupri was up to the task. In 1992 the debut album by Dupri's first big discovery, "kiddie-rap" duo Kris Kross, was a huge success. He'd spotted the two preteens in a shopping mall, and had a feeling that he could coach them into stardom. Dupri was proud to have started a cultural phenomenon—and enjoyed the money he was earning. However, a more experienced producer, Babyface, warned Dupri not to get arrogant just because of one big hit. Dupri took the advice to heart and promised himself that he would keep working hard.

### **Chapter 2: Getting an Early Start**

Born in 1972, Jermaine Dupri Mauldin loved music from the beginning. He learned a lot from his father, a concert promoter. In his early teens, Jermaine had the chance to tour the country as a backup dancer. While on tour, he helped some rappers' girlfriends form a group of their own. He bought an inexpensive drum machine and created beats and lyrics for them. Dupri realized that while he liked dancing and rapping, he had a gift for producing music for others. Working with his father, he formed a production company, which he called So So Def Productions. They landed a record deal for the girl group. Following the runaway success of Kris Kross, Columbia Records offered Dupri a lucrative contract to discover and produce new acts.

### **Chapter 3: So So Def Records**

Dupri set up So So Def Records in 1992 as a joint venture with Columbia. Since then, a number of musicians have launched their careers with So So Def. Xscape, the first act Dupri signed after Kris Kross, was a successful R&B quartet. Another of his discoveries, Da Brat, became the first solo female rapper with a platinum album. Dupri helped up-and-coming singer Usher to find his voice and become a superstar. He used innovative, inexpensive techniques to market Jagged Edge. When producing Lil' Bow Wow's first two albums, Dupri also became a father figure to the teen rapper. Dupri has released two well-reviewed, platinum albums of his own work, but he prefers producing to rapping.

### **Chapter 4: A Superstar's World**

When Dupri isn't working, he can often be spotted at parties or spending time with his daughter, Shaniah. He and singer Janet Jackson have been officially dating since 2002, and have been friends for much longer. They deal the best they can with frequent attention from the media. In 2002, government officials seized some of Dupri's belongings due to unpaid taxes. Embarrassed, Dupri paid what he owed and vowed to keep a closer eye on his finances. Dupri's So So Def label has shifted from company to company, but he still records in Atlanta. He has won several awards, including a Grammy in 2005 for a Mariah Carey song he co-wrote.

### **Chapter 5: Beyond the Music**

Outside the studio, Dupri pursues several other interests and business ventures. He has experimented with representing professional athletes and opening a restaurant. More

successfully, he has opened a popular nightclub, designed luxury products, and launched a clothing line. He tries to help others by organizing events that raise money for children's charities, and designed a line of sunglasses that were sold to benefit hurricane relief groups. In 2007, Dupri's autobiography was published, and Dupri started blogging about the music industry and current events. His hobbies include collecting cars and playing video games.

**Learning New Vocabulary:**

Direct the class's attention to p. 58. Have students use each glossary word in a sentence related to music. Emphasize that they should try to be creative, and shouldn't just restate the given definition. Remember that students might have questions about musical genres that are unfamiliar to them, like disco or New Jack Swing.

**English Language Learners:**

In order to help English language learners learn the meanings of common colloquial terms that appear in the text, explain how the terms evolved. For example, a blog, short for "Web log," is a journal posted on the Internet. "Demo" is short for "demonstration," and a demo tape is a sample of a performer's work. "Gold" and "platinum" records are named after valuable metals; gold is generally less expensive than platinum.

**Conducting Research:**

Remind students that many contributors play a role in making music, not just the musicians themselves. Producers, like Jermaine Dupri, have an important job. Ask each student to research another behind-the-scenes element of recording music, such as sound mixing, audio mastering, or engineering. (If this is a homework assignment, students can read through the liner notes of favorite CDs to learn new terms.) Students should use library resources or the Internet to learn about these tasks, who performs them, and what equipment they need.

**Writing Practice:**

Point out to the class that Jermaine Dupri has used his abilities and knowledge to benefit people in need. (For example, his experience with planning promotional events helps him put together charity fundraisers.) Ask each student to think of something that he or she can do well, brainstorm ways that this talent could be used to help others, and organize his or her thoughts into a paragraph.

**Making Connections:**

Have students open to p. 10 and reread the chapter conclusion. The class should understand that Babyface's comments had a long-term effect on Jermaine Dupri, according to Dupri himself. Begin a class discussion by asking the students about memorable pieces of advice they have received. Who were the speakers? How did the advice make the students feel? What did the advice inspire them to do? If the students are shy about discussing their experiences with the whole class, they can be asked to write a paragraph instead.



## ***Jennifer Garner* by Marika Jeffery**

### **Chapter 1: And the Winner Is...**

The 59th Annual Golden Globes were held on January 20, 2002. Seven women were up for the award for Best Performance by an Actress in a Television Series Drama. Jennifer Garner was nominated for her leading performance on the new show *Alias*, as a tough CIA agent. But with such stiff competition from television veterans, Jennifer didn't think she had much chance of winning. To the disbelief of the young actress, the award presenters called her name. It was Jennifer's first Golden Globe nomination, for her first-ever major television role, and she had won.

### **Chapter 2: A Passion for Performing**

Jennifer grew up in Charleston, West Virginia. Her family was close, and she had a happy childhood and adolescence. As a girl, she loved dancing and marching band, and performed in ballet and local theater. She studied theater in college and did backstage work. Jennifer then moved to New York City, hoping to perform on Broadway. Although she won an understudy role, work was limited and money was tight. Jennifer began auditioning for parts in miniseries and TV movies. She moved to Los Angeles in 1997, hoping that Hollywood work would boost her stage career. She won a starring TV role, but the show was short-lived. Soon after, Jennifer earned a guest spot on the popular drama *Felicity*. One of the show's stars, Scott Foley, soon became her boyfriend. Jennifer continued pursuing television work, and appeared in the movies *Dude*, *Where's My Car?* and *Pearl Harbor*. She and Scott married in 2000.

### **Chapter 3: Fighting Her Way to the Top**

The creator of *Felicity* remembered Jennifer from her guest appearance, and offered her the lead role in his new show, *Alias*. Jennifer accepted the part of secret agent Sydney Bristow, who wore disguises and traveled the world to take down terrorists. Jennifer's ballet training helped her get in physical shape for the part. After the terrorist attacks of September 11, 2001, the network wondered if a show involving terrorism would upset or offend viewers, but decided to air *Alias* as planned. The show soon gained a loyal fan following. Suddenly, Jennifer was a household name and was offered more parts in movies. In the 2003 comic book movie *Daredevil*, she portrayed Elektra, enemy of the titular superhero. During filming, she became friends with Ben Affleck, who played Daredevil. The movie was critically panned, but succeeded at the box office.

### **Chapter 4: Life in the Public Eye**

In 2003, Jennifer and Scott Foley announced that they were ending their marriage. Tabloids gossiped that Jennifer had been having an affair with Michael Vartan, her *Alias* costar. In fact, she hadn't started dating Michael until after the separation. Scott defended Jennifer to the press, but the rumors upset her. Jennifer continued work on *Alias*. She also starred in a hit comedy, *13 Going on 30*, as a teen magically transformed into an adult, and in an unsuccessful action film about Elektra, her *Daredevil* character. After Jennifer broke up with Michael Vartan in 2004, word spread that she was dating Ben Affleck. Like Jennifer, Ben had endured media attention during a difficult breakup (he'd recently

split up with his fiancée, singer/actress Jennifer Lopez). Both stars wanted to keep their new romance private.

### **Chapter 5: New Beginnings**

In 2005, the media learned that Jennifer and Ben were expecting a baby. The couple had hoped to keep this big news more private. Ben and Jennifer married that June. While she was pregnant, Jennifer kept working on *Alias* and on a new movie. That December, she had a daughter, Violet Anne Affleck. Jennifer enjoyed motherhood, but returned to filming the final season of *Alias*. She was sad to see the show end, but knew the time was right. Jennifer visited New Orleans to help children affected by Hurricane Katrina. She acted in the blockbuster *The Kingdom*, and took a supporting role in the independent movie *Juno*. She achieved a dream in 2007, starring on Broadway in the play *Cyrano de Bergerac*. In 2008, Jennifer worked on two new movies, and announced that she was pregnant with her second child.

**Learning New Vocabulary:** Review the difference between nouns, verbs, adjectives, and adverbs. Then, read glossary terms to the class, one at a time, and have students call out each term's part of speech. Remind students that some words can be more than one part of speech, so they should read the glossary definitions to see how the words are used in the book.

**English Language Learners:** English language learners may not recognize the words and expressions in the titles of Jennifer Garner's projects. Direct English language learners to Jennifer Garner's filmography on p. 55, and ask if there are any titles that don't seem to make sense or contain unfamiliar phrases. For example, be ready to explain that an alias is a made-up name someone uses while in disguise, and "daredevil" refers to a fearless person who takes risks.

**Reading Comprehension—Recalling Detail:** When students are finished reading, ask them what problems Jennifer had due to unwanted attention from the media. Without looking at the books again, students should remember that tabloids gossiped about Jennifer's divorce, and that the public learned of her relationship with Ben Affleck and her pregnancy before she had planned on announcing the news.

**Analyzing Quotes:** Tell students that a biographer can describe a subject by including quotes from people who know the subject personally. Ask students to look for instances in the book when the author included quotes about Jennifer Garner from other people (such as her mother, directors, Scott Foley, and Martha Stewart). What do these people say about Jennifer? How do they compare to how Jennifer describes herself?

**Writing Practice:** Point out to students that Jennifer originally hoped to perform on Broadway, but spent years in movies and on TV before landing a starring theater role. Ask each student, working as an individual, to write about a dream he or she had that took a long time to come true. What happened in the process of achieving this goal?

## ***Kevin Garnett* by Jamie Fedorko**

### **Chapter 1: “Anything Is Possible”**

Kevin Garnett is considered one of the NBA’s best players. But basketball is a team sport, and for 12 long seasons the biggest prize of all—an NBA championship—had eluded the 6’11” center. That changed on June 17, 2008, when Kevin’s Boston Celtics steamrolled the Los Angeles Lakers, 131–92, to capture the best-of-seven NBA Finals series, four games to two. “Other than my kid being born,” Kevin remarked after the game, “this has got to be the happiest day of my life.”

### **Chapter 2: “Mr. Basketball”**

Kevin Garnett was born in 1976 in Greenville, South Carolina. He grew up there and in the nearby city of Mauldin. Although he loved the game from an early age, Kevin first played organized basketball as a freshman at Mauldin High School. By his junior year, he was regarded as the best high school player in South Carolina. But then an ugly incident with racial overtones convinced Kevin’s mother to move her family to Chicago. There Kevin starred at Farragut Academy, a perennial basketball powerhouse. At the end of his senior year, Kevin entered the NBA draft straight out of high school. The Minnesota Timberwolves drafted him in the first round with the fifth overall pick.

### **Chapter 3: “Da Kid” Becomes “Da Man”**

Many sportswriters and basketball insiders doubted that Kevin—dubbed “Da Kid”—was ready for the NBA at age 19. He saw limited action during much of his rookie season, 1995–96. But the following year, he began coming into his own and was voted an NBA All-Star. Before his third season, Kevin signed a six-year contract worth \$126 million—at the time the largest contract in the history of any sport. Along with all that money came intense pressure to perform. Kevin did, winning respect as one of the NBA’s best big men.

### **Chapter 4: All Things Must Pass**

Kevin’s heroics on the basketball court were impossible to overlook. A perennial All-Star, he won All-Star Game MVP honors in 2003; was named to the All-NBA First Team in 2000, 2003, and 2004; and was voted league MVP in 2004. Many fans were unaware of Kevin’s good deeds off the court, however. He frequently visited sick kids in the hospital. He gave away large sums of money, including a \$1.2 million donation in 2005 to help the victims of Hurricane Katrina. He also established a charitable foundation, 4XL, to help minority students prepare for careers in business. In 2007, after Minnesota missed the playoffs for the third consecutive year, Kevin was traded to the Boston Celtics.

### **Chapter 5: “The Big Three”**

Kevin joined two other big stars on the 2007–08 Boston team: longtime Celtic Paul Pierce and the recently acquired Ray Allen. Led by “the Big Three,” Boston rolled to a 66–16 regular-season record, best in the NBA. After winning hard-fought playoff series against the Atlanta Hawks, Cleveland Cavaliers, and Detroit Pistons, Boston faced off

against the Los Angeles Lakers in the NBA Finals. The Celtics triumphed, fulfilling Kevin's dream of winning a championship.

**Conducting Research:** The Boston Celtics' uniforms feature the color green and a small shamrock, and the team's mascot is a leprechaun. Challenge your students to discover what links these symbols together. Then have them find at least five facts about the ancient Celts, who inhabited not only Ireland but also the British Isles and much of continental Europe.

**Learning New Vocabulary:** Have students play the synonym game. Have them choose any word in the text. They should read aloud the sentence where the word appears, say the word by itself, and then say a synonym of the word. Ask volunteers to offer an antonym for the word as well. Make sure that students offer a synonym of the word as it is used in the sentence. Correct students who offer incorrect synonyms, or provide them with a thesaurus to look up the correct synonyms.

**English Language Learners:** English language learners might not know that some verbs consist of two words (for example, "give away," "make up," "break out," "check in"). Nouns are often formed from these verbs by closing up the two words ("giveaway," "makeup," "breakout"), or sometimes by hyphenating ("check-in"). Challenge your students to find examples from the book. They include "setback" (p. 8), "matchup" (p. 9), "turnaround" (p. 9), "layup" (p. 16), "lockout" (p. 22), and "lineup" (p. 33).

**Making Connections:** Kevin Garnett worked extremely hard for many years before achieving his goal of winning an NBA championship. Ask your students to think about a major life goal of theirs. Then have each of them make a list of things they should do to achieve that goal.

**Writing Practice:** Bring in your local newspaper and examine the sports page with your class. Ask your students to identify some elements of a well-written sports story (for instance, a good lead-in, a clear description of the key events in the game, quotations from participants, colorful language, humor). Then have your students try their hands at sports writing. They could describe a game they watched on TV, a game played by one of your school's teams, or even a pickup game they watched during recess.

## ***John B. Herrington* by Stacia Deutsch and Rhody Cohon**

### **Chapter 1: The First Native American in Space**

November 2002 was a moment of pride for the Native American community. John Herrington, a member of the Chickasaw Nation, became the first Native American to blast into outer space. The engineer and naval aviator had spent years training to go into space. He would spend two weeks aboard the space shuttle *Endeavour*, repairing parts of the International Space Station (ISS) and setting up the P1 Truss, a component of the space station. Growing up, Herrington did not have much opportunity to learn about his Chickasaw heritage. As he got older, he became an active member of the tribe and learned about its history. On November 11, 2002, Chickasaws traveled to the launch pad, a famous Native American singer performed, and the governor of the Chickasaw Nation presented Herrington with a Chickasaw flag. Due to technical and weather problems, the launch did not occur until November 23. But Herrington brought the flag with him into space, along with a variety of gifts from various Native American nations.

### **Chapter 2: Aiming High**

Born in Oklahoma in 1958, John Herrington was fascinated with flying from an early age. His father, a pilot, taught John to fly when he was in fourth grade. In 1976, Herrington started college in Colorado, but left after his first year due to poor grades. He worked as a rock climber, one of his favorite things to do. Herrington returned to college in 1979, studying math. After graduation, he enlisted with the U.S. Navy, where he became a naval aviator. Herrington flew a turboprop plane that tracked Russian submarines. Years later, he applied to be a test pilot and was accepted the second time. He has said that people do not always realize how difficult this prestigious job is. Herrington realized that many test pilots went on to become astronauts. Following his time in the Navy, Herrington earned a master's degree in aeronautical engineering. He hoped it would give him an edge when he applied to NASA's astronaut program.

### **Chapter 3: Becoming an Astronaut**

During his 22 years in the U.S. Navy, Herrington earned many honors and medals. Still, when he applied to NASA's astronaut training program in 1995, he wasn't accepted. He reapplied in 1996, and this time, he was accepted. He entered training, which takes about 20 months. Astronauts-in-training learn to prepare for all kinds of emergencies and unexpected situations that can arise in space. They also learn survival skills, in case they ever have to crash-land on Earth. Herrington and the other candidates were left in a remote wilderness location. His next training period, which he enjoyed, taught the candidates what a zero-gravity situation is like. He flew in a swooping jet and floated in NASA's microgravity zone. Herrington's final months of training taught the candidates all about how the space shuttle operates. Astronaut candidates are also required to earn scuba diving certification, which prepares them for space walks. In 2002, Herrington completed his training and passed the necessary tests. He was excited to get into space.

### **Chapter 4: Into Space**

On November 23, 2002, Herrington blasted off on the space shuttle *Endeavour*. The *Endeavour* was originally constructed to replace the *Challenger*, a shuttle that tragically

exploded in 1986. The STS-113 mission was *Endeavour's* 19th flight. The four-person crew would pick up three astronauts from the International Space Station and drop off three others. They would also deliver cargo to the ISS, and install and activate a new component. Herrington made three space walks to repair and upgrade parts of the space station's exterior. He and his colleague installed the P1 Truss, which would hold equipment in place outside the space station. Their third space walk, expected to be shorter and easier, ran into unexpected difficulty and ended up lasting seven hours. Herrington had to deploy a stuck antenna—a much more challenging task in space. *Endeavour* left the ISS on December 2, 2002, but orbited the planet for days after that.

### **Chapter 5: Back Home on Earth**

On December 7, 2002, the *Endeavour* touched down in the Kennedy Space Center's Shuttle Landing Facility. The STS-113 crew had finished a journey of 5.7 million miles. Most astronauts experience discomfort when they return to Earth after a period of weightlessness. Herrington was no exception, but didn't want help as he walked down the ramp to join his family, friends, and colleagues. In July 2004, Herrington commanded a NASA mission called NEEMO 6. NEEMO missions take place in Aquarius, the world's only permanent underwater laboratory. There, NASA scientists and astronauts conduct research and live in conditions that simulate life in space. Herrington's crew stayed for 10 days. In 2005, Herrington retired from NASA and worked until 2007 at a company that planned to develop space tourism. He enjoys spending time with his wife and daughters, and tours the country giving motivational speeches and supporting the Chickasaw Nation. Herrington is also involved in programs that get young people interested in science.

**Learning New Vocabulary:** Have students turn to the glossary on p. 59. Ask them to write five sentences, containing one vocabulary word each, about what astronauts like John Herrington have to do or what they might see in space.

**English Language Learners:** Explain that an acronym is a word made up of letters that stand for other words. Tell students that NASA stands for National Aeronautics and Space Administration. Ask them to find other acronyms in the book, such as International Space Station (ISS), and NEEMO (NASA Extreme Environment Mission Operations).

**Conducting Research:** John Herrington is a member of the Chickasaw Nation. Have students, working independently or in pairs, research an element of Chickasaw history or culture using library resources or the Internet. Approve topics before the students get started. Have them prepare visual aids for a short class presentation on their topic.

**Small-Group Activity:** Divide students into small groups, and tell each group to use Chapter 3 to make some type of diagram representing the 20 months of astronaut training. They should include all stages of training and all skills that must be learned.

**Making Connections:** Remind students that Herrington spent years studying and training to become an astronaut. Ask each student to write a paragraph about the most challenging goal he or she has accomplished. What did he or she have to do to achieve the goal?

## ***Salma Hayek* by Bill Wine**

### **Chapter 1: Let *Frida* Ring!**

In January 2007, actress Salma Hayek presented the nominations for the 79th Annual Academy Awards. Just four years before, Hayek herself had been nominated for her first Oscar. She received the Best Actress nomination for playing Mexican painter Frida Kahlo in the 2002 movie *Frida*. It depicted Kahlo's struggles with drug addiction, with pain related to a bus accident that had nearly killed her, and with her complicated marriage to fellow artist Diego Rivera. Hayek said that she had long admired Kahlo's courage and uniqueness. She had hoped for years to be involved in a movie about Kahlo, and was one of the film's producers as well as its star.

### **Chapter 2: Growing Up in Mexico**

The daughter of a Lebanese father and Mexican mother, Salma Hayek was born in 1966 and grew up in Coatzacoalcos, Mexico. Her well-off parents sent her to boarding school in Louisiana for two years, and to Houston, Texas, after high school. Salma left college in Mexico City to pursue a career in acting. She feared her physical appearance—including her coloring and petite stature—might hold her back, but she became well-known as a TV star in Mexico, especially for playing the lead role in a drama, *Teresa*. However, Hayek wanted to move beyond soap operas. In 1991, she moved to the United States to look for movie work. Her first Hollywood roles were minor, but she got her big break in the 1995 drama *Desperado*. Director Robert Rodriguez cast Hayek as the hero's girlfriend. A year later, she appeared in Rodriguez's next movie, *From Dusk Till Dawn*.

### **Chapter 3: Breakthrough**

Hayek took her first Hollywood leading role in the 1997 romantic comedy *Fools Rush In*. She felt that the movie, which became a hit, respectfully portrayed Mexican culture and family values. From there, she appeared in a variety of projects, with mixed success. Movies like *The Faculty* (directed by Robert Rodriguez), *Dogma*, and *Wild Wild West* attracted attention for Hayek in the late 1990s. Other movies she appeared in were not well-reviewed or widely attended. In 2001, Hayek starred in and coproduced the TV movie *In the Time of the Butterflies*, playing a real-life member of the resistance against the dictator of the Dominican Republic. After appearing as a glamorous beauty in many action movies and some comedies, Hayek was demonstrating her ability to play real-life characters in serious situations.

### **Chapter 4: Making Ugly Beautiful**

In the early 1990s, Hayek had expressed interest in a planned biopic of Frida Kahlo, but was told she was too young. However, that project stalled, and in 1997, another studio hired Hayek to produce and star in a movie about the painter she admired. Hayek knew that *Frida* would be a difficult project. She would have to convey Kahlo's physical and emotional agony. Her hard work paid off when *Frida*, and her performance, won critical acclaim. Now an Academy Award nominee, Hayek was in higher demand than ever. Hayek directed a made-for-TV movie in 2003. By 2004, she was considered Hollywood's highest-paid Latina actress. Hayek's next big success was not in movies. She coproduced the television show *Ugly Betty*, adapted from a Colombian soap opera. Hayek has also

guest-starred in the comedy/drama, which revolves around an unfashionable young woman working at a style magazine. Premiering in 2006, *Ugly Betty* quickly won over fans and critics alike.

### **Chapter 5: Motherhood in Hollywood**

In 2007, Hayek appeared in the movie *Across the Universe*, and her production company gained a distribution deal. That year, she also revealed that she was expecting a child with French businessman François-Henri Pinault. She gave birth to a daughter, Valentina Paloma Pinault, that September. About six months later, she was in a scuffle with paparazzi who wanted a picture of her daughter. Worried that the baby could have been hurt, she released her own photo of Valentina to calm the tabloids. Hayek had previously supported many charitable organizations, including those that fight domestic violence and discrimination against immigrants. The birth of her daughter inspired her to focus on children's causes as well. She helped launch a program providing tetanus vaccinations to children from developing countries. Hayek is busy behind the scenes, but has continued working on numerous acting projects.

**Learning New Vocabulary:** Divide students into pairs. In each pair, have one student write down five glossary words and their meanings, and have the other student write down the remaining five. Each student should read the words out loud to his or her partner, who should be able to define the word without looking at his or her book.

**English Language Learners:** The description of Salma Hayek's charity work might contain terms that are new to English language learners. Direct the students to pp. 40-42 and ask them to read through the section for new terms. Be ready to define *domestic violence*, *telethon*, and *tetanus*.

**Conducting Research:** Before achieving fame in Hollywood, Salma Hayek was a television star in Mexico. Have students conduct Internet or library research and write one page about Mexico's entertainment industry. They can research movies and music in addition to television.

**Independent Learning:** Remind the class that Salma Hayek hoped to play Frida Kahlo, and eventually got the chance. Ask students, working independently, to think of someone who would, in their opinion, be a good subject for a movie. Each student should describe this person, why his or her life would make an interesting movie, and what genre the movie would be. For extra credit, students can name the director they would choose or the actor they would cast to play the subject.

### **Making Graphic Organizers:**

The book's "Cross-Currents" include descriptions of three different acting honors for which Hayek has been nominated: the Academy Awards, the ALMA Awards, and the Golden Globe Awards. Have students make charts or diagrams to compare and contrast the awards, based on information in the "Cross-Currents." If they have trouble making comparisons, suggest they start by finding out which organization issues each award.



## *Vanessa Hudgens* by Carla Mooney

### **Chapter 1: Breaking Free**

On August 17, 2007, the Disney Channel aired the sequel to its wildly popular made-for-television movie, *High School Musical*. In the first movie, basketball hotshot Troy and brainy Gabriella defy their school's cliques as they fall for each other and pursue their dreams of musical theater. *High School Musical 2*, which follows the couple and their schoolmates through an eventful summer, became the most-watched cable event ever. The family-friendly *High School Musical* movies made celebrities out of their young stars—including Vanessa Hudgens, who portrayed Gabriella. But fame was less important to Vanessa than her love of singing, dancing, and acting.

### **Chapter 2: Start of Something New**

Born in 1988, Vanessa started performing when she was only three, and hasn't slowed down. First, Vanessa participated in local plays and musicals. She then appeared in commercials. After guest appearances on several television shows, Vanessa looked into movies. She landed a small role in the drama *Thirteen*, and a larger part in an unsuccessful sci-fi movie, *Thunderbirds*. As Vanessa found more work, she and her family decided she should be homeschooled. In early 2006, she played a recurring guest role on the Disney Channel sitcom *The Suite Life of Zack & Cody*. Her first appearance on the Disney Channel would not be her last.

### **Chapter 3: Bop to the Top**

Vanessa auditioned for *High School Musical* in 2005. The lead roles required singing, dancing, and acting. Vanessa proved she could do all three, and won the role of Gabriella. Producers immediately noticed how well she worked with Zac Efron, the actor who would play Troy. Shooting the movie was tiring but fun, and Vanessa grew close to her costars. Vanessa hoped her character could show girls that they didn't have to choose between being smart and being cool. *High School Musical* debuted on January 20, 2006. It was more successful than Vanessa had ever imagined, especially among kids between the ages of 9 and 14. Millions tuned in to watch, and the soundtrack was a top seller.

### **Chapter 4: You Are the Music in Me**

Suddenly a household name, Vanessa had a difficult time maintaining her normal life in the face of constant attention. Stardom had benefits, though: she was glad to set a positive example for her fans. Vanessa's debut solo album was released in 2006. She toured with the Cheetah Girls, and then joined her *High School Musical* costars for a concert tour before filming *High School Musical 2*. Rumors circulated that Vanessa and Zac Efron were a real-life couple. After photos were published of the pair on vacation, Zac and Vanessa confirmed that they had been dating since the filming of the first *High School Musical*.

### **Chapter 5: Gotta Go My Own Way**

In 2007, Vanessa's wholesome image came under threat when suggestive photographs of her surfaced on the Internet. She apologized and tried to move on. Vanessa supports Best Buddies, a mentoring program for disabled people, and attends fundraisers for children's

charities. In 2008, in addition to filming *High School Musical 3*, she released a second solo album and began work on a drama-comedy. *High School Musical 3*, released in theaters in October 2008, would be Vanessa's last appearance in the series. She hoped to find new kinds of projects. Teen idols often have a difficult time succeeding as adults, but Vanessa seemed confident that she could make the transition.

**Examining Quotes:** The book closes with a statement from Vanessa Hudgens about her determination to prove herself (p. 41). Ask students what they think the quote suggests about Vanessa or about the entertainment industry. They may say that Vanessa is hardworking, sure of herself, and determined to be taken seriously. Students could gather from her statement that young, attractive performers are pigeonholed as unable to play serious roles. Other students, however, might be skeptical that being pretty is an obstacle in show business. Students may also use the quote to predict what Vanessa's next career move might be.

**Conducting Research:** Direct students' attention to p. 20, where *High School Musical* is called "a Romeo and Juliet story set in a modern high school." Explain that in a "Romeo and Juliet story," two people from different backgrounds fall in love but face opposition from their peers or loved ones. Students should understand that these stories can be playful (like *High School Musical*), or very serious (like Shakespeare's *Romeo and Juliet* itself). Individually or in pairs, students should find an example of this plotline in literature, television, movies, or folklore. They should be ready to describe the characters, setting, and tone to the class.

**English Language Learners:** Help new English speakers use context clues to determine the meaning of idioms they may not have heard before. Direct students to p. 32, where Vanessa Hudgens says that her character, Gabriella, "came out of her shell." Ask students to guess what she means, reminding them to look at the sentences before and after she uses the phrase. (If they need a hint, suggest that they imagine a turtle emerging from its shell.) Guide the students to conclude that Gabriella became more outgoing and less timid. Ask English language learners if there are other expressions they don't recognize in the text, and help the class repeat the process.

**Forming Opinions:** Ask students to decide, based on Vanessa Hudgens' experience, whether they would want to be famous as teens or young adults. Students who say yes may discuss Vanessa's glamorous lifestyle, many fans, and chance to make a difference through charity work. Creatively inclined students might like the idea of doing what they enjoy for a living. Students who say no might bring up Vanessa's loss of privacy: her personal issues are tabloid fodder, and she is trailed in public. They may also cite her words about missing out on traditional high school fun.

**Learning New Vocabulary:** Direct students to the glossary on pages 56-57. Ask each student to write a short review of a movie or musical that he or she saw recently, incorporating five vocabulary terms. (They may want to use the Internet to look up the names of the directors or producers.) Have each student make a copy of the review, with

blank spaces in place of the vocabulary words. Divide students into pairs and have them swap papers, to see if they can fill in the blanks with the correct terms.

## ***Samuel L. Jackson* by Stacia Deutsch and Rhody Cohon**

### **Chapter 1: What's in a Name?**

In 1991, after collapsing at home, struggling actor Sam Jackson entered drug rehabilitation. He'd never before admitted that he had a problem with drugs and alcohol, although his wife wanted him to get help. Sam had been acting for almost 20 years, mostly in small parts. After rehab, he had difficulty convincing filmmakers that he had overcome his problems. Director Spike Lee allowed Sam to remain in the cast of his movie *Jungle Fever*, which aired at the Cannes Film Festival in 1991. For his role as a drug addict, Sam received a Special Jury Prize for Best Supporting Performance, an award created just for him. From then on, his health was stable, and his career took off. To symbolize the beginning of his new life, Sam began to use the name Samuel L. Jackson. Today, Samuel L. Jackson has appeared in over 80 movies, and is considered one of Hollywood's most hard-working and popular actors.

### **Chapter 2: Looking for a Way to Change the World**

Born in 1948, Samuel Leroy Jackson was raised in Tennessee by his mother and her parents. As a child, he loved going to movies, but noticed that area theaters were—like other facilities in the region—segregated. Sam resented being considered a second-class citizen. Encouraged by his grandparents, he was a good student, doing well at historically black Morehouse College. But the murder of civil rights leader Martin Luther King Jr. pushed Sam into protest activities, and he was expelled. After two years, he returned to Morehouse, where he got involved in theater and met his future wife, LaTanya Richardson. Acting helped Sam's stuttering problem. He hoped it could also help him create positive changes in the world. He performed on stage and in small movie and TV roles after college. In 1976, he and LaTanya moved to New York City, looking for work.

### **Chapter 3: The Struggle to Become an Actor**

Sam's search for acting jobs was slow at first. He joined two New York theater troupes, but had to find other work after the birth of his daughter. At the New York Shakespeare Company, he became friends with veteran actor Morgan Freeman. Throughout the 1980s, Sam worked backstage in theaters and auditioned for anything he could. In 1984, he was Bill Cosby's stand-in on the sitcom *The Cosby Show*. He also appeared in award-winning plays and met future director Spike Lee. But Sam experienced disappointments, and started taking drugs in an attempt to fight depression. By 1990, he had appeared in about 20 movies—many of which were critically praised—but the roles weren't big enough to gain him much notice. Frustrated, he sank further into drug addiction, and began to develop a difficult reputation. By 1991, Sam realized he had to address his drug problem before he lost control of himself.

### **Chapter 4: Taking Control**

After Samuel was honored at the Cannes Film Festival for his performance in Spike Lee's *Jungle Fever*, he finally began to receive widespread recognition and offers from filmmakers. Since then, he has acted in a huge number of movies. During the 1990s, Samuel earned acclaim for performances in movies like *A Time to Kill* and *Jackie Brown*. He often appeared in action films, such as *Jurassic Park* and *Die Hard with a Vengeance*.

He became especially known for playing tough guys—including in Quentin Tarantino’s *Pulp Fiction*, for which Samuel earned an Oscar nomination. Samuel also enjoyed acting in science fiction movies like *Sphere*. When Samuel expressed a wish to appear in an upcoming *Star Wars* prequel, series creator George Lucas offered him a role. Samuel didn’t care if it was a small part, but was excited to learn he’d play a Jedi knight named Mace Windu in all three prequels. In 2000, Samuel earned a star on the Hollywood Walk of Fame, and in 2006, he placed his prints on Hollywood Boulevard.

### **Chapter 5: More Than a Movie Star**

Although Samuel could have slowed down if he wanted, he continues to keep busy with all kinds of movies. In recent years, he has appeared in action thrillers like *Unbreakable* and *Snakes on a Plane*, and in more realistic films like *Coach Carter*. He is still known for gritty, tough performances. Samuel also plays superheroes: he contributed voice acting to Disney’s *The Incredibles* and committed to appear in a sequel to *Iron Man*. By 2005, Samuel held the Guinness World Record as the star whose movies had grossed the most at the box office. When he meets critics who gave his movies or performances negative reviews, he often asks them what they specifically didn’t like. As hardworking as Samuel is, he loves golfing and always finds time to play. Samuel L. Jackson seems to be at peace with himself and pleased with his career.

**Learning New Vocabulary:** Explain to students that the glossary definition of *audition* lists both the noun form and the verb form of the word. Ask students to find other glossary terms that can be used as more than one part of speech (for example, *mentor* can be a noun or a verb).

**English Language Learners:** After students are finished reading the book, help English language learners connect the “Cross-Currents” (starting on p. 44) back to Samuel L. Jackson. State the title of each “Cross-Current” and ask students to explain how the subject relates to Samuel. Start by saying “Spike Lee directed Samuel in *Jungle Fever*.”

**Making Connections:** Sam Jackson began using the name Samuel L. Jackson to reflect how he was changing his life by giving up drug use. Ask the class to think of other reasons why a person might change his or her name (e.g. after getting married; dropping a childhood nickname to reflect maturity), and list all their ideas on the blackboard.

**Forming Opinions:** Although Samuel has appeared in all different kinds of movies, he often plays two types of characters: foulmouthed, cynical tough guys; and larger-than-life figures in science fiction and superhero movies. Give each character type a label, such as “tough guys” versus “super guys,” and poll the class to see which kind of hero students prefer to watch.

**Conducting Research:** When he was a young adult, Samuel L. Jackson was involved in civil rights protests. As individuals or in groups, students should read about the civil rights movement of the 1950s and 1960s, and make a time line of at least ten major events (including the assassination of Martin Luther King Jr., a turning point for Samuel).

## ***Norah Jones* by Donna Latham**

### **Chapter 1: Grammy Awards Sweep**

On February 23, 2003, the 45th Grammy Awards were held in New York City's Madison Square Garden. The Grammys honored the year's best musical achievements. Legendary singers Aretha Franklin and Bonnie Raitt presented the award for Record of the Year. Norah Jones, a newcomer to the music industry, seemed stunned to win for her song "Don't Know Why." As the night went on, she won all five awards for which she was nominated, including Best New Artist and Album of the Year. Norah Jones's success was especially remarkable because her mature, jazzy debut album was released on a small label, without an expensive advertising campaign. It sold due to word of mouth and critical acclaim. True to her nature, Norah seemed modest about her Grammy victory.

### **Chapter 2: Blooming in Grapevine**

Norah was born Geetanjali Norah Jones Shankar in 1979. (She shortened her name as a teen.) Her mother was a concert promoter, and her father, Ravi Shankar, was a world-renowned sitar player. They never married, and Norah became estranged from her father at age 9 when her mother moved from Brooklyn, New York, to Grapevine, Texas. Musically inclined from a young age, Norah grew up listening to icons of jazz, soul, and folk. She attended music camp and studied piano and vocals at a prestigious performing arts high school. In high school, she also performed her first gigs: at local coffeehouses. At age 18, Norah contacted her father's family and became close to her half-sister, although she did not reconcile with her father until later. She studied jazz piano in college, making ends meet by playing at restaurants, private gatherings, and small clubs.

### **Chapter 3: From Coffeehouse Singer to International Superstar**

After two years of college, Norah moved to New York City to pursue a musical career. She played in coffeehouses, restaurants, and small clubs, sometimes with local bands. In 1999, she gradually assembled old and new acquaintances—including a friend from summer camp—to form the Handsome Band, who would play on her first albums. (Bassist Lee Alexander also became Norah's boyfriend.) A friend asked Norah to sing a song he'd written, "Don't Know Why," and arranged gigs for her at a club. A small jazz label, Blue Note Records, gave Norah a record deal. When Norah's first album, *Come Away with Me*, was released, she hoped it might sell 10,000 copies. But critics loved its mellow, authentic, and unique style, and listeners agreed. The album eventually sold over 20 million copies, and Norah toured big venues all over the world. The sudden attention was stressful for Norah, especially after her Grammy sweep. People swamped the sidewalk outside her apartment. Interviewers kept bringing up her father, a sensitive subject. She felt overwhelmed by all the hype.

### **Chapter 4: New Music**

Norah and her bandmates returned to the studio in 2003, after a long year on the road. Her bestselling second album, *Feels Like Home*, was as easygoing as its predecessor, but was more upbeat and country-influenced. Exhausted after three years of constant touring, in 2005 Norah took some time off to relax at home in New York City. She kept a fairly low profile, but played in country and rock side projects—including the Little Willies, a

humorous tribute to country legend Willie Nelson. By January 2007, she was finished recording a new album, *Not Too Late*. She took artistic risks with the new album, exploring darker themes and commenting on politics. Like her first two albums, *Not Too Late* sold millions of copies.

### **Chapter 5: Branching Out and Moving On**

In 2006, Norah was approached to star as a wandering waitress in a movie called *My Blueberry Nights*. She'd never acted before, but her experienced costars tried to put her at ease. The movie premiered at the Cannes Film Festival in May 2007, to mixed reviews. That year, Norah broke up with Lee Alexander, although they continued performing together. Norah's country band, the Little Willies, had the chance to play with Willie Nelson himself. She and two Handsome Band members formed an indie rock band, El Madmo, and performed while wearing wacky disguises. In 2008, El Madmo released an album, and Norah played in a concert that protested the war in Iraq and raised money for veterans. Norah Jones has become the most commercially successful female musician of the 21st century, without compromising who she is.

**Learning New Vocabulary:** Review the definitions of nouns, verbs, adjectives, and adverbs. Have students look at the glossary (pp. 56-57) and identify the part of speech of each word. Point out that many words can be altered to be a different part of speech.

**English Language Learners:** Try to clarify any musical terminology that might be unclear for English language learners. For example, be ready to explain that a *single* is a song released for airplay, an *album* is a collection of songs released together all at once, and a *ballad* refers today to a slow-paced song that often deals with love.

**Reading Comprehension—Figurative Language:** Ask students to take a look at the lyrics to Norah's song "Sinkin' Soon" (p. 32). Remind them that she compares America's political situation to a leaking boat, and that such a comparison is called a metaphor. Then turn to the conclusion of Chapter 1 (p. 10), where Norah uses a simile to describe how she felt at the Grammy Awards. Tell students to read the quotes from Norah on p. 25 ("It was a total circus...") and on p. 35 ("It's like playing with a great band..."). Can they determine which is a simile and which is a metaphor?

**Conducting Research:** Divide students into pairs. Each team should research the history and characteristics of a musical genre that Norah Jones plays or is influenced by. Choices include jazz, blues, soul, pop, folk, country, bluegrass, and indie rock. Students can also research Indian classical music, played by Norah's father and half-sister.

**Making Connections:** The book reveals that Norah Jones expresses her political views in some songs. Tell students to imagine they are well-known musicians trying to share their opinions about the world. Ask them to list at least three issues, events, or observations that they would address in their music. Encourage them to think of one creative song title for each of the three topics. What would be the tone of the lyrics? Would they use similes or metaphors to describe the topic?

## ***Martin Lawrence* by Stacia Deutsch and Rhody Cohon**

### **Chapter 1: In His Element**

*Big Momma's House* premiered on January 2, 2000. The screwball comedy starred Martin Lawrence as an FBI agent who goes undercover as an old woman. The movie wasn't critically acclaimed, but was a big box office hit. Its success was a triumph for Lawrence. Previously, he had experienced personal and legal problems, including drug addiction and divorce, that had threatened his acting career. A dangerous emergency—falling into a coma—inspired Lawrence to get his life in order. The popularity of *Big Momma's House* indicated that his reputation as a well-liked comedian had recovered.

### **Chapter 2: Early Days**

Born in 1965 and raised in Maryland, Martin Lawrence was a champion boxer in high school, but his most distinctive skill turned out to be comic timing. Martin told his first jokes to his mother, and then to his classmates. After finishing high school in 1984, he decided to try comedy for a living. In Washington, D.C., and then New York City, he performed stand-up routines whenever he could—whether in clubs or in the park. To make ends meet, he took other jobs. In 1987, he performed a stand-up routine on the TV show *Star Search*, and the appearance eventually landed him a recurring role in the sitcom *What's Happening Now!!*

### **Chapter 3: From Small-Time to Prime Time**

As Lawrence built a fan base in comedy clubs, he pursued TV and movie work. He made memorable appearances in the acclaimed 1989 film *Do the Right Thing* and in the *House Party* series, and starred in an independent feature. He acted with Eddie Murphy, who he admired, in the movie *Boomerang*. He performed on TV specials and hosted the HBO stand-up showcase *Def Comedy Jam*. In 1992, his sitcom, *Martin*, premiered on Fox. Not only did Lawrence play the title character, a sarcastic disc jockey, but he also disguised himself to play many wacky supporting characters. Some viewers thought *Martin* was too profane, and others (such as actor Bill Cosby) thought it stereotyped African Americans. But *Martin* quickly became popular, and Lawrence insisted on creative control.

### **Chapter 4: The Dangers of Fame**

By the mid-1990s, Lawrence was a big TV, movie, and stand-up star. In 1995, he married beauty queen Patricia Southall. But he didn't seem happy with fame. He began acting paranoid, defensive, and unpleasant on set. Lawrence used obscene words on *Saturday Night Live*, in the first of many strange incidents. Lawrence was arrested several times. Although *Martin* stayed popular and his movie *Bad Boys* was a box-office smash, his behavior started to affect his career and health. He was hospitalized in 1996 after wandering into a busy street. That year, his wife filed for divorce, saying that she was afraid for herself and for their baby daughter. In 1997, Lawrence's *Martin* co-star sued him. She only agreed to finish the show's last season if she would never be near him. While jogging on a hot day in heavy clothing, Lawrence fell into a three-day coma. Shaken, he realized he had to change his life.

## **Chapter 5: Moving Forward**

As Lawrence tried to overcome his problems following the coma, he adopted a less busy schedule, but continued acting. In addition to *Big Momma's House*, Lawrence's projects included a 2002 stand-up film, *Martin Lawrence Live: Runteldat*. In that movie Lawrence jokes about his traumatic experiences. Lawrence produced a stand-up comedy showcase, but has not acted on television since the end of *Martin*. People who have worked with him on recent movies do not report behavioral problems. He has starred in sequels to several of his previous hits. Some of his newer movies have been family-friendly, including *College Road Trip* and *Open Season*. The birth of his second and third daughters inspired his decision to appear in such movies. One of Hollywood's high earners, Lawrence hopes for future challenges.

**Learning New Vocabulary:** Once the students have finished reading the book, ask them to turn to the glossary. Have each student write a brief summary of what they have read about Martin Lawrence, using at least five terms listed in the glossary (p. 58).

**English Language Learners:** Before English language learners begin reading the book, ask them to turn to the Table of Contents and write down the chapter titles. Ask them to guess what the focus of each chapter will be, remembering that a chapter's title must reflect its content. (For example, "Early Days" describes Lawrence's youth and origins as a performer. "The Dangers of Fame" outlines his personal difficulties.) Be ready to explain idiomatic terms that appear in some titles, such as "small-time." When the students are done reading, they can see how accurate their predictions were.

**Analyzing Photographs:** The book contains several stills and publicity shots of Martin Lawrence's television show and movies. Tell students to choose one of these photos, located on pages 7, 17, 20, 21, 26, 33, and 39. Without double-checking the text for plot information, students should guess what is going on in the scene, or guess what the publicity shot is trying to tell the audience.

**Forming Opinions:** Start a class discussion by asking students what they think of the criticism Lawrence received from people who were offended by *Martin*. Suggest they look at the "Cross-Currents" feature on Bill Cosby (p. 48), which mentions Cosby's belief that fame comes with responsibility. Students who agree with Cosby and the critics are likely to say that being funny does not justify being crude or promoting stereotypes. Students who don't agree with the critics might say that people don't have to watch movies or TV shows they find offensive, and that performers like Lawrence aren't paid to be role models.

**Writing Practice:** Martin Lawrence used the work of Richard Pryor as inspiration for his own style of comedy. Point out how the authors explain the ways Lawrence tried to imitate Pryor. Ask each student to write a well-organized paragraph about a person who has inspired him or her—a celebrity, a historical figure, or someone he or she knows. The paragraph should state specific ways that the subject influenced the student.

## ***Bruce Lee* by Debra Ann Pawlak**

### **Chapter 1: Kato**

In 1964, martial artists gathered in Long Beach, California, for the First International Karate Championship. A featured performer, 24-year-old Bruce Lee, launched into a series of amazing feats, ending by knocking an opponent down with one jab. A Hollywood hairdresser who saw the demonstration told a television producer about Bruce Lee. Bruce was hired to play the lead in a television series. That project was shelved, but the producer remembered Bruce and offered him a role in another show, *The Green Hornet*. Bruce played Kato, valet and crime-fighting partner to the titular superhero. Before Bruce accepted the role, he made sure that Kato wouldn't be a stereotypical Asian character. Although the show was short-lived, it became a cult favorite, and Bruce Lee won countless fans. As the fierce Kato, Bruce helped introduce Americans to martial arts.

### **Chapter 2: The Cha-Cha Champion**

Lee Jun Fan was born in 1940 in the Chinatown area of San Francisco. His parents, opera singers from Hong Kong, were touring the United States at the time. They gave their fourth child an English name, Bruce, along with his Chinese name. Before they returned to Hong Kong in 1941, three-month-old Bruce appeared in a movie. Japan occupied Hong Kong from late 1941 until World War II ended in 1945, disrupting the lives of people who lived there. At the age of 13, Bruce started learning Wing Chun (a type of kung fu, or in Bruce's dialect, gung fu) under an acclaimed master, Sifu Yip Man. He immediately showed amazing ability. Meanwhile, he lost interest in school. Bruce had acted in 20 Hong Kong movies by the time he turned 18, under the name Lee Sui Lung—"Lee Little Dragon." In 1958, he was crowned Cha-Cha Champion of Hong Kong for his dancing skills. Worrying about Bruce's fighting in Hong Kong's street gangs, his parents sent him to America on an ocean liner. In 1959, the teenager arrived in San Francisco.

### **Chapter 3: The Teacher**

Life in America took some adjustment for Bruce, but he held jobs, studied philosophy, and learned flawless English. While in college in Seattle, he began teaching gung fu and opened his first school in a basement. By 1963, his classes were popular enough to need a bigger building. He opened another school in California the next year. In 1963, he began dating Linda Emery. They married weeks after his performance at the International Karate Championship. In 1965, as a rising martial arts star, Bruce fought kung fu master Wong Jack Man. Accounts differ about whether Bruce won or whether it was a draw. Either way, Bruce was displeased with his performance and vowed to improve. After intense study, he concluded that ancient Chinese martial arts should be more adaptable and practical. He began developing a new expression of martial arts, which he called Jeet Kune Do. In 1965, Bruce and Linda's son Brandon was born. Bruce's father died one week later. After the funeral, the family visited Hong Kong. They returned to the United States and moved to the Hollywood area, where Bruce began filming *The Green Hornet*.

### **Chapter 4: The Actor**

As Kato, Bruce gained a big fan following. He made several other TV appearances after *The Green Hornet* was cancelled. In 1969, he appeared in his first Hollywood movie,

*Marlowe*. Off the set, he became known as a great teacher who shaped his lessons according to each student's strengths and weaknesses. His pupils included Hollywood celebrities. Soon after the birth of Bruce and Linda's daughter, Shannon, Bruce injured his back and was sidelined for months. He spent the time thinking and writing about Jeet Kune Do. After he healed, he was attached to a TV series about a fighting monk in the Wild West. But the role went to actor David Carradine, who was not a martial artist. Linda Lee and others believed that the producers didn't want to cast an Asian leading man. Bruce sought deals in the Hong Kong film industry, where he was still well-known. He signed a two-film contract with producer Raymond Chow. His first picture with Chow was Hong Kong's all-time top-grossing movie. He hoped Americans would also see it.

### **Chapter 5: The Legend**

Bruce's first movie with Raymond Chow was released in the United States with the title *Fists of Fury*. A box office hit, it helped spark a martial arts craze. Bruce's second Hong Kong movie with Chow was released as *The Chinese Connection* in the United States. Hoping to improve Hong Kong cinema, Bruce formed a production company with Chow. For his next movie, 1972's *The Way of the Dragon*, he choreographed the fight scenes, which featured American karate champions. The movie broke all Mandarin film records. Bruce put his next project, *The Game of Death*, on hold to film *Enter the Dragon*, a big Hollywood studio production. Hoping this was his American breakthrough, he worked obsessively. In May 1973, Bruce collapsed at the studio. Doctors found swelling in his brain, but couldn't determine what had caused it. Bruce soon returned to work. On July 20, 1973, reviewing the *Game of Death* script at his costar's apartment, Bruce took painkillers for a severe headache. Hours later, he was pronounced dead at the age of 32. The official cause of Bruce Lee's death was an allergic reaction to the painkillers. *Enter the Dragon* was a huge success, and Bruce became a legend in film and martial arts.

**Learning New Vocabulary:** Have students write sentences containing each term in the glossary, using one word per sentence. Then ask students to erase or completely cross out the vocabulary words in their sentences. Have students swap papers. They should be able to guess which vocabulary term was erased from which sentence.

**English Language Learners:** Ask English language learners to go through the book and write down the headings of at least two chapters. Help them determine how each section got its title. (For example, in Chapter 3, the section titled "Gung Fu Instructor" focuses on Bruce's early days as a teacher. It is followed by "Soul Mate," about meeting his wife.)

**Small-Group Activity:** Divide students into small groups and have each group name two or more of Bruce's goals. Then ask them to list the ways Bruce pushed himself, both physically and mentally, to achieve each of these ends.

**Reading Comprehension—Recalling Details:** The book discusses Bruce Lee's iconic status. Ask students what kind of legacy Bruce left. (Sample answers: He paved the way for Asian actors, introduced kung fu to Americans, and created Jeet Kune Do.)

**Large-Group Activity:** Turn to the “Cross-Current” on the Chinese zodiac (p. 49). With the class, use an encyclopedia or the Internet to find out what animal the current year is associated with, and in what years of the zodiac you and the students were born.

## **Eva Longoria by Mary Schulte**

### **Chapter 1: A Dream Come True**

In February 2006, actress Eva Longoria appeared on *The Oprah Winfrey Show*. She'd used her earnings from the hit series *Desperate Housewives* to buy a house for her parents. Her family had never had much money, Eva explained, but she never felt deprived because her parents made do with what they had. A video segment aired, with footage of Eva redecorating the house to her parents' tastes, with the help of the show's designer. Another celebrity visited the *Oprah* studio that day: Eva's boyfriend, basketball star Tony Parker.

### **Chapter 2: Poor but Happy**

Today, Eva is often called one of Hollywood's most beautiful stars. But as a girl, she didn't always feel pretty. Still, she has fond memories of growing up in Corpus Christi, Texas, and remains very close to her parents and three older sisters. As a teen, Eva was an athlete, and then a beauty pageant contestant. After graduating from college, she moved to Hollywood to pursue acting. Guest spots on television led to a two-year role as an unstable woman in the soap opera *The Young and the Restless*, and as a detective on the crime drama *L.A. Dragnet*. Eva eloped with a fellow soap opera actor in 2002, but the marriage was short-lived.

### **Chapter 3: America's Favorite Housewife**

In 2004, Eva auditioned for a part in a new prime-time series, *Desperate Housewives*. It would follow the antics of women in a wealthy suburban neighborhood. Eva won the role of Gabrielle Solis, a scheming model. The show premiered on October 3, 2004, and was instantly popular. Suddenly, Eva was a star. In November 2004, Eva and her father went to a San Antonio Spurs NBA game and met the team. She immediately hit it off with the Spurs' point guard, Tony Parker. Fame opened many new doors for Eva, but was also stressful—tabloids and paparazzi scrutinized her life. Tony and Eva got engaged in November 2006.

### **Chapter 4: Role Model**

Eva uses her fame to benefit causes that are important to her. She supports PADRES Contra El Cáncer (a charity that helps young cancer patients and their families), and many organizations addressing Hispanic issues. Eva founded a charity that aids young people with special needs, in honor of her sister, Liza, who is intellectually disabled. In addition to Liza, Eva's inspirations include worker's rights activist Dolores Huerta, singer Selena, and especially her mother. She has received several awards for her advocacy work. Eva's movie projects have not been successful, but the ongoing popularity of *Desperate Housewives* keeps her in the spotlight.

### **Chapter 5: "I Love Life"**

On July 7, 2007, Eva Longoria and Tony Parker married in Paris, France (where Tony grew up), and held an elaborate reception in a nearby castle. After their honeymoon, Eva

returned to shooting *Desperate Housewives*, which is scheduled to continue at least until 2011. She also starred in another critically panned movie. In 2008, Eva opened a Tex-Mex restaurant in Hollywood, and started her own production company. In her downtime, Eva enjoys cooking, playing sports, and spending time with her family and husband. Both she and Tony say that they hope to have children someday.

**Learning New Vocabulary:** On p. 20, *Desperate Housewives* is called “a satire of the soap opera genre.” Both *satire* and *soap opera* appear in the glossary (p. 57). Help students use the glossary definitions to determine what this phrase means. They should conclude that *Desperate Housewives* depicts a group of people in over-the-top, dramatic situations (typical of soap operas), presented in a humorous (satirical) way.

**English Language Learners:** Non-native English speakers may not recognize some of the common idioms that appear in the text. Encourage them to ask about unfamiliar terms. For example, Eva Longoria calls herself a “multi-tasker” (p. 14), meaning that she can handle many responsibilities at the same time. Someone who is “all skin and bones” (p. 15) is unusually thin. “Tex-Mex” (p. 38) refers to American food adapted from Mexican cuisine, such as taco salad.

**Conducting Research:** Eva Longoria seems to focus her charitable efforts on issues of personal significance. Each student should think of an issue that he or she cares about, and search the Internet to find an accredited charity or nonprofit organization focusing on that issue. Students should use information from these charities’ Web sites to answer the following questions: *Who or what does this charity help? How can people support this organization? Why is this charity’s mission statement important to you?*

**Writing Practice:** Chapter 4 discusses several of Eva Longoria’s role models. Ask students to write down the names of three people they consider their role models. Under the name of each person, students should name the things they learned from that person (either in sentences or in bulleted lists). To give them ideas on who to choose, note that Eva named an activist, an entertainer, and members of her family.

**Reading Comprehension—Recalling Details:** The book cites numerous examples of Eva Longoria demonstrating pride in her Mexican-American heritage, or acknowledging its influence on her. Ask students to name moments in the text when Eva shows that her heritage is meaningful to her. (Possible answers: She chooses to play characters that defy stereotypical depictions of Latinas; she contributes to Hispanic organizations; her wedding reflected elements of Mexican culture.)

## ***Malcolm X* by Cammy S. Bourcier**

### **Chapter 1: Freedom Behind Bars**

At age 20, Malcolm Little was behind bars in Charleston State Prison, Massachusetts. Hooked on drugs and filled with rage, Malcolm frightened other inmates. An older prisoner talked Malcolm into visiting the prison library. Malcolm began reading anything he could find and copying words from the dictionary to teach himself new vocabulary. As he read, he realized he wanted to develop his intellectual ability. He learned about Africa and about the cruelty of slavery. In 1947, Malcolm was transferred to another prison. A year later, his brother told him about a new organization called the Nation of Islam. In 1948, Malcolm was transferred to the Norfolk Prison Colony, where he had more freedom to read and debate. While at Norfolk, he learned from his family about Elijah Muhammad, leader of the Nation of Islam. The Nation, based in Detroit, differed from mainstream Islam in several ways. It taught that Elijah Muhammad was a prophet of God and that the white race was an unnatural creation that had enslaved and brainwashed blacks. Encouraged by his family, Malcolm wrote to Elijah Muhammad and received a reply. Muhammad told Malcolm that prison was a way that whites kept black men down. While still in jail, Malcolm Little joined the Nation of Islam. He was released from jail in 1952, after serving more than six years.

### **Chapter 2: Seeds of Hatred**

Malcolm Little—now better known as Malcolm X—was born in 1925 in Omaha, Nebraska. His father, Earl, was a Baptist minister, and his mother, Louise, was well educated. Earl was also an organizer for Marcus Garvey's controversial organization, the Universal Negro Improvement Association. It called for black Americans to return to Africa. The Littles, who moved to Michigan soon after Malcolm was born, were targets of racist harassment. Earl's brothers had been killed by whites. Shortly before Malcolm's birth, the KKK smashed all the windows in the family's house. Two men burned down the house when Malcolm was young. Malcolm was proud of his father's activism, even if he didn't fully understand it. However, he was never very interested in the Christianity his father preached. The Littles' marriage was unhappy, and Malcolm said that Earl was abusive. In 1931, Earl Little was run over by a streetcar and killed. Malcolm and others suspected that he had been attacked and left on the tracks. Despite Louise Little's best efforts, the family fell apart. Malcolm began to get in trouble and was sent to a foster home. Soon after, Louise was committed to a mental hospital. Malcolm was placed in a detention home supervised by a white couple. The only black student at the local school, he was well liked and earned high grades. Near the end of seventh grade, Malcolm met his adult half sister, Ella Little Collins. He idolized Ella, who invited him to visit her in Roxbury, Massachusetts, that summer.

### **Chapter 3: Lessons from the Street**

Visiting Ella in Roxbury, a suburb of Boston, opened Malcolm's eyes. He saw a thriving black community. When he returned to school in Michigan, he was restless, especially after a teacher told him to give up his goal to become a lawyer. When he finished eighth grade, he took the bus to Boston and moved in with Ella. She encouraged him to learn, but did not realize how much trouble he could get into. Malcolm began sneaking through

the poorer parts of Roxbury, playing pool and going to nightclubs. His friend Shorty, a saxophone player, got him a job shining shoes. Trying to be cool, Malcolm bought a zoot suit and had his hair straightened with lye. He later realized that straightening his hair was a way of giving into white standards of how people should look. Malcolm spent as much time dancing as he could. He also began to drink, smoke, and gamble. One night at Roseland State Ballroom, he met a white girl and they began dating. Ella got Malcolm a railroad job, hoping to keep him out of trouble. But the job sent Malcolm to Harlem, a vibrant section of New York City, where he got involved in petty crime. He returned to Roxbury and lived with Shorty. Along with Malcolm's white girlfriend and her sister, they robbed expensive houses. They were eventually caught. The young women received light sentences, but Shorty and Malcolm got 8 to 10 years in prison.

#### **Chapter 4: Growing a Nation**

Malcolm left prison in 1952 and moved to Detroit. He joined Temple Number One, the Nation of Islam's oldest temple. He met Elijah Muhammad in person and expressed his desire to recruit more members for the Nation. Soon after, he formally changed his name to Malcolm X and became assistant minister of Temple Number One. He opened two more temples, and in 1954, he was appointed minister of Temple Number Seven in Harlem. In 1958, Malcolm married Temple Seven member Betty Sanders. They had six daughters. The Nation of Islam was growing, but was also getting attention from the news media, the FBI, and the CIA. Meanwhile, civil rights leaders like Martin Luther King Jr. were working to make American society fully integrated, granting equal rights to all. Malcolm X and the Nation of Islam said that this goal could never come to pass, and that blacks were better off separating themselves completely from whites. King advocated nonviolent tactics and civil disobedience, while Malcolm, who did not think this kind of resistance would work, didn't rule out violence. In 1959, a documentary on the Nation of Islam aired on television. Malcolm's profile grew, and he spoke all over the country. Behind the scenes, he was having problems with the Nation of Islam. He was upset to learn that Elijah Muhammad had been having extramarital affairs. Muhammad's children wanted to run the Nation after their father died, and thought Malcolm threatened their leadership. America was stunned when President John F. Kennedy was assassinated in November 1963. Many African Americans had supported the president, who had advocated civil rights. Elijah Muhammad ordered ministers not to comment publicly on the assassination. However, when asked about the murder, Malcolm made controversial comments. Elijah Muhammad ordered him not to speak in public for 90 days.

#### **Chapter 5: From Rage to Reason**

In early 1964, Malcolm went to see a friend, boxer Cassius Clay, fight world champion Sonny Liston. After Malcolm and Clay prayed together, Clay stunned the sports world by winning the fight. Clay then announced that he supported the Nation of Islam and was changing his name to Muhammad Ali. On his return to New York, Malcolm tried to prepare Nation of Islam members for the news about Elijah Muhammad's affairs. The Nation's leaders saw this as a betrayal. On March 8, Malcolm left the Nation of Islam and soon started a new group. That April, Malcolm made the hajj—the journey to Mecca that all Muslims must undertake if they can. Moved to see Muslims of all races worshipping together, Malcolm renounced his belief that races had to live separately. For weeks after

the hajj, he traveled through Africa. After returning to the United States in May 1964, he continued his advocacy but lived in fear. The media blamed Malcolm for inciting racial violence in American cities. He knew the FBI and the CIA were monitoring him, and he faced threats from representatives of the Nation of Islam. His home was firebombed in February 1965. One week later, on February 21, Malcolm was onstage in New York City for a speech. Three men rushed onto the stage and shot him to death. Malcolm X was 39 years old. All three gunmen were members of the Nation of Islam, but it was never known whether the Nation's leaders had ordered the killing. Malcolm X was often accused of being a hate monger, but he said that he opposed racism in any form. His supporters point out that he never committed violence in the name of the cause. Decades after his death, Malcolm X continues to inspire.

**Learning New Vocabulary:** Ask students turn to the glossary (pp. 56-57). Have them incorporate each vocabulary term into a sentence about Malcolm X's life and work. If they want, they can incorporate more than one vocabulary term into the same sentence.

**English Language Learners:** Help English language learners find terms in the glossary, and elsewhere in the book, that contain the word "civil": civil rights, civil disobedience, Civil War, and words like civilization. Help them look up the word "civil" in a dictionary and determine the link between all these terms.

**Reading Comprehension—Recalling Details:** Ask students the following question: "How did Malcolm X change when he made the hajj?" They should compare Malcolm's attitudes about race and humanity before and after his journey.

**Reading Comprehension—Compare and Contrast:** Ask students to write a few sentences comparing and contrasting the beliefs of Malcolm X and the Nation of Islam with the beliefs of Martin Luther King Jr. and the mainstream civil rights movement. Then, have students write a brief description of how the Nation of Islam differed from the teachings of mainstream Islam.

**Making Connections:** Point out to students that Malcolm X became an avid reader in prison, and considered that experience a turning point. Ask students to write a well-organized paragraph about ways that reading can change a person's life. Advise them to reread the first chapter of the book for ideas. As a bonus, each student can write a short reflection about a specific book or reading experience that changed his or her life.

## ***Carlos Mencia* by Stacia Deutsch and Rhody Cohon**

### **Chapter 1: Life in the Funny Lane**

For comedians trying to make a name for themselves, one good performance can make a big difference. After aspiring stand-up comedian Ned Holness performed at the well-known Comedy Store in West Hollywood, California, he received valuable advice. Mitzi Shore, owner of the venue, gave Ned some ideas for setting himself apart from other comedians. She suggested that he take a stage name and emphasize his Latino heritage. The young comic took the name Carlos Mencia, combining his uncle's first name and mother's last name. His popularity grew quickly. Today, Carlos Mencia is a TV and stand-up star, known for his frank, profane, and politically incorrect observations about all different kinds of people.

### **Chapter 2: Growing Up in L.A.**

Mencia was born in Honduras, Central America, in 1967. His father, Roberto Holness, was from Honduras, and his mother, Magdalena Mencia, was from Mexico. The name on his birth certificate is Ned Arnel Mencia, but he grew up using the name Ned Holness. The family moved to Los Angeles when Ned was a baby. He was one of 18 children, and lived with his aunt and uncle because his parents' home was so crowded. For three years of his early teens, he lived with relatives in Honduras. While in college in California, he performed at an open-mic night at a popular comedy club, the Laugh Factory, at the suggestion of his friends. He realized he loved doing stand-up, and began traveling up and down the West Coast looking for places to perform and win over new fans.

### **Chapter 3: The Comedy Club Routine**

For five years, Mencia and his brother traveled through California in a beat-up old car, finding small nightclubs where Mencia performed. One of these clubs was the Comedy Store, where he met the helpful Mitzi Shore. Mencia enjoyed building a fan base at clubs, but hoped to be on TV. He observed that comedian Chris Rock had generated buzz by performing anywhere he could, and decided to follow Rock's example. By the mid-1990s, Mencia was taking his act all over the country and playing small movie and television parts. In 2001, Mencia joined a stage show called "The Three Amigos." The tour was very popular, and helped him gain recognition. He released several albums and had specials on HBO and Comedy Central. Finally, in 2004, Mencia achieved a goal he'd been working towards for years: Comedy Central offered him his own television show.

### **Chapter 4: Inside Mencia's Brain**

Mencia and the network agreed to call his show *Mind of Mencia*. A time slot opened in Comedy Central's schedule when comedian Dave Chappelle suddenly left his wildly popular, award-winning program, *Chappelle's Show*. Mencia's show, which would replace Chappelle's, had to be put together quickly. The network rejected some ideas for *Mind of Mencia*, not wanting it to seem too similar to *Chappelle's Show*. Eventually, *Mind of Mencia* developed into a distinctive blend of stand-up and sketches. It debuted in July 2005 and became a hit. During its second season, it was Comedy Central's second-highest rated show and the most watched cable program in its timeslot. Comedy Central sent Mencia on tour in 2006, and he sold out venues all over the country.

## **Chapter 5: In the Public Eye**

Mencia likes communicating with viewers over the Internet, whether they want to praise or criticize him. He listens to people who are offended by his humor or just don't find it funny. But comedian Joe Rogan has made more serious accusations: he says Mencia steals jokes from other performers. TV star George Lopez has also accused Mencia of copying his material. Mencia says that such criticism comes naturally with being famous. Behind the scenes, Mencia leads what he considers a normal life. When he's not on tour, he lives in Los Angeles with his wife, Amy, and their son, Lucas, who was born in 2006. In 2007, Mencia appeared in the movie *The Heartbreak Kid*, and he hopes for more movie roles. He continues touring, has opened a restaurant, and performs for American military troops stationed overseas.

**Learning New Vocabulary:** Have each student write sentences using each term listed in the glossary (p. 59), with the vocabulary words left blank. When they are finished, collect the students' papers and read selected sentences out loud to the class. Invite students to call out the missing vocabulary word.

**English Language Learners:** English language learners may not be familiar with terminology related to stand-up comedy. Direct them to the "Cross-Current" feature on stand-up comedy (p. 44). On the blackboard, list the words that are defined in the feature (e.g. *bits*, *one-liners*, *monologue*, *heckling*). Ask students if there were other terms involving stand-up comedy that they did not recognize. Be ready to explain other comedy-related terms from the text.

**Conducting Research:** Carlos Mencia was born in Honduras and lived there for three years as a teen. Divide students into groups and assign each group an element of Honduran history or culture to research. Topics can include: politics, the economy, music, sports, education, ancient civilizations, and the city of San Pedro Sula (Mencia's birthplace). When the students are done conducting their Internet or library research on the topic, each group should choose a member to read the group's notes to the class.

**Reading Comprehension—Authors' Purpose:** When the class has finished reading the book, ask students to name things they think the authors want readers to have learned about Carlos Mencia. If they have trouble answering, suggest that they think of points the authors repeatedly make. Answers will probably include: his humor is often crude and offensive; he does not seem to worry about being criticized; he can perform in front of both large and small audiences.

**Making Comparisons:** Ask each student to make a two-column list that compares Carlos Mencia to his or her favorite comedian (or second-favorite, in the case of students who say Mencia is their favorite). Under one column, students should name at least five things the comedians have in common. Under the other column, they should name at least five differences between the comedians.

## ***Chuck Norris* by Al Hemingway**

### **Chapter 1: Accomplishment**

Chuck Norris is known primarily for his martial arts abilities. Black-belt champions have studied at his schools, and he has starred in many action-packed movies and TV shows. But he also uses his skills to help children. In 1988, Norris supported the presidential run of George H. W. Bush. After Bush won the election, he invited Norris to the White House. There, Norris shared his idea to teach martial arts in public schools. He felt that martial arts taught kids self-confidence, discipline, and fitness, and helped them stay out of trouble. Bush helped set up the Kick Drugs Out of America Foundation, which launched in 1990 in a large urban school in Texas. Today, over 50,000 students have participated in the program, now called KickStart, which helps keep young people out of gangs.

### **Chapter 2: A Core of Strength**

Carlos Ray Norris was born in 1940 in Ryan, Oklahoma, with mixed Irish and Cherokee heritage. His father wasn't around much, and his first male role models were the cowboys he saw in movies. Norris says his mother taught him strength. Other kids sometimes picked on him, but he learned to stand up for himself. After Norris' parents divorced, his mother moved the family to Torrance, California. She remarried in 1957, and Norris grew close with his stepfather. In high school, Norris worked hard to make the football team, although he was not a starter. He and his girlfriend, Dianne Holechek, married soon after their graduation, and Norris enlisted in the U.S. Air Force. While stationed in Osan, South Korea, he took judo classes. Chuck became serious about martial arts when he saw people in a nearby village practicing a Korean form of karate called tang soo do. By the time he left Osan, he was a certified black belt in tang soo do.

### **Chapter 3: Martial Arts Master**

After returning to America, Norris held several jobs. He taught karate for extra money, but realized it was what he loved. He entered his first karate tournament in 1964 and competed all over California. Meanwhile, he and Dianne had two sons. In 1967, he won the All-American Grand Championship. That day, he befriended martial arts legend Bruce Lee. Norris won over 30 tournaments that year and was Professional World Middleweight Karate Champion from 1968 to 1974. In 1970, he suffered a loss when his brother, Wieland, was killed in the Vietnam War. Norris taught martial arts to celebrities and developed a style that he would name chun kuk do. He appeared in an iconic fight scene with Bruce Lee in the movie *Return of the Dragon*, shortly before Lee's death. Norris' biological father died in 1972. In 1974, Norris retired as a professional competitor. A friend, actor Steve McQueen, suggested he try acting. Norris took acting and voice classes. He co-wrote a screenplay called *Good Guys Wear Black* and spent years trying to get the movie made. Released in 1978, it was Norris's first hit movie.

### **Chapter 4: Tragedy—and Success**

In the early 1980s, Norris had a string of movie hits, like *Silent Rage* and *Lone Wolf McQuade*. Next he wanted to make a movie about the Vietnam War to honor his brother. The war was a sensitive subject for Americans, and many studios thought the project was too risky. But Cannon Films agreed to make the movie, *Missing in Action*. Released in

1984, *Missing in Action* was a box-office hit and was followed by a sequel and prequel. Many more action films followed, including *Code of Silence* and the *Delta Force* series. Some critics believe Norris' movies are too violent, but Norris points out that his heroic characters only use force as a last resort. Norris and his wife, Dianne, divorced in 1989. Although they stayed friendly, it was a tough time for Norris. In the early 1990s, some of his movies did not do well. But he started to work on a new project: a television show.

### **Chapter 5: A New Show and a New Life**

*Walker, Texas Ranger* premiered in April 1993 and became a surprise hit. It ran for nine seasons on CBS. Norris thought the show had something for everyone. In 2005, after *Walker, Texas Ranger* had ended, Norris reprised the character for a successful TV movie. In the 1980s, the Make-A-Wish Foundation put Norris in contact with a boy who had leukemia. Since then, Norris has been an active supporter of the charity. Norris learned that he had an adult daughter from a brief relationship, and they got in touch. Norris married Gena O'Kelley, a model and sheriff, in 1998. She too had children from a previous marriage. In 2001, Chuck and Gena welcomed twins, a boy and a girl. Norris is a motivational speaker and has written martial arts guides, memoirs, and fiction. He campaigns for politicians, such as 2008 presidential hopeful Mike Huckabee. In addition to working with kids, Norris often visits American troops in war zones and hospitals.

**Learning New Vocabulary:** Divide students into small groups and ask the class to turn to the glossary on p. 59. Ask each group to invent a plot summary, using at least three vocabulary terms, for a Chuck Norris-style movie or TV show. They can be as goofy as they want, as long as the plot description makes sense and uses the words correctly.

**English Language Learners:** The book contains several rhetorical questions, which might confuse English language learners. Find an example, such as on p. 20 or p. 24. Explain that this type of question is a writing device in which the author asks the reader something and then provides the answer.

**Writing Practice:** On pp. 18-19, Chuck Norris tells the story of his first tournament loss. He says he vowed to never lose the same way twice. Tell students to write independently about a promise they made to themselves. What inspired it? How did they keep it?

**Practicing Public Speaking:** Direct students to the "Cross-Currents" on martial arts (p. 44) and martial arts for kids (p. 49). Divide students into pairs or small groups and ask each group to select a martial art style named in the features. Have them use the library or the Internet to research this style and prepare a five-minute presentation for the class. Each group member should participate in the presentation.

**Reading Comprehension—Recalling Details:** One of the author's main points about Chuck Norris is his perseverance and work ethic. When the students are done reading, ask them to name an example of Norris working hard to accomplish something. (For example, he took acting classes and had a dialogue coach to become a movie star; and he spent years getting a deal for his screenplay.)

## ***Barack Obama* by Cammy S. Bourcier**

### **Chapter 1: A Voice for Unity**

In March 2008, presidential hopeful Barack Obama stood in Philadelphia's National Constitution Center to speak about race, one of the most sensitive topics in America. Obama himself was biracial, and was the first African American candidate with a real chance to win the presidency. His campaign had tried not to focus on race, but now Obama had to face the subject directly. Footage had surfaced of Jeremiah Wright, pastor of the church Obama had attended at home in Chicago, making comments about American race relations that many people found unpatriotic. For his campaign to survive, Obama had to address the controversy effectively. In his speech, Obama noted that generations of Americans had worked for unity and equality for all. Jeremiah Wright's mistake, Obama said, was not realizing that America could change for the better. But Obama also acknowledged the racial injustice that still existed in America. He talked about the grievances and the responsibilities of both whites and African Americans, and concluded by urging all Americans to remember what unites them and try to prosper together. Many listeners found the speech historic and groundbreaking.

### **Chapter 2: From Barry to Barack**

Barack Hussein Obama was born in 1961 in Honolulu, Hawaii. His mother, Ann Dunham, was a white anthropology student, and his father, Barack Obama Sr., was an exchange student from Kenya. They divorced three years after their son (whom they called Barry) was born. Barry only saw his father once more, when he was ten. Ann Dunham and her son lived with her parents. When Barry was six, he and his mother moved to Indonesia, the home of his new stepfather. He lived there until after fourth grade, and remembers that period as a time of adventure. Worried about his education, his mother sent him back to Hawaii to live with her parents while she stayed in Indonesia with Barry's half sister. He attended one of the most prestigious schools in Hawaii on scholarship. Teachers and classmates remember him as a well-liked, quiet student-athlete. But Barry was secretly struggling with his racial identity: he lived with white people, but the world knew him as black. He felt caught between both worlds and did not know how to behave. In 1979, he started at Occidental College, where he joined protests for social justice. Obama transferred to Columbia University after sophomore year, where he began using his given name, Barack. In 1982, he learned that his father had died. He graduated from Columbia in 1983, hoping to fight poverty and injustice.

### **Chapter 3: Roots of a Career**

During his senior year at Columbia, Obama decided to become a community organizer. When he couldn't find a group to join, he went to work for a consulting firm in New York City. It was profitable, but he still felt pulled toward community organizing and resigned the position. A veteran community organizer, Gerald Kellman, offered Obama a position in a group that operated in and near Chicago's South Side. Obama moved to Chicago in 1985. He struck Kellman and colleagues as driven and confident. Much of his work involved Altgeld Gardens, a South Side housing project. He mobilized residents to lobby for home repairs and a job-placement office. But the area's influential black pastors did not always seem to trust him. Obama joined Trinity United Church of Christ, where

he met Jeremiah Wright. After three years, Obama decided he could make more effective changes if he had a law degree. In 1988, he was accepted to Harvard Law School. That summer, he traveled to Kenya. Harvard classmates and professors admired Obama's intelligence and ability to listen. He became an editor of the *Harvard Law Review*, one of the country's top legal journals. In 1990, he was elected president of the *Law Review*—a first for an African American student. This led to some media attention and a book deal. Staff members credit him with reducing racial and political tension at the *Law Review* by listening to all perspectives. He graduated with honors in 1991.

#### **Chapter 4: Legislating for Change**

Obama returned to Chicago, hoping to resume work for the underprivileged. In 1992, he married Michelle Robinson, a lawyer from Chicago. Obama worked on his memoir, directed a voter-registration campaign, worked at a law firm, and taught law at the University of Chicago. In 1995, Illinois state senator Alice Palmer decided to leave her seat to run for U.S. Congress. Endorsed by Palmer, Obama launched his campaign for the seat. But Palmer lost her Congress bid and tried to return to the state senate. Palmer's supporters thought Obama should end his campaign, but despite the controversy he kept running and was elected to the Illinois state legislature. His influence was limited, but he built a reputation as a principled consensus-builder. In 2000, Obama ran for the U.S. House of Representatives, but lost to congressman Bobby Rush in a divisive race. He returned to the state senate and was reelected in 2002, although he worried about having time for his two daughters. That year he made a forceful speech opposing the Bush administration's plan to go to war with Iraq. In March 2004, Obama won the Democratic nomination to represent Illinois in the U.S. Senate. The Republican nominee withdrew over personal problems. That July, Obama attracted national attention when he delivered a stirring keynote address at the Democratic National Convention. He went on to defeat his replacement opponent, Alan Keyes, by a huge majority.

#### **Chapter 5: Road to the White House**

Obama was sworn into the Senate in February 2005. During his first two years in the Senate, he worked on veterans' issues and ethics legislation. He announced his candidacy for president in February 2007, knowing he would face tough opponents in the Democratic primaries. Senator Hillary Clinton of New York, a former first lady, was considered the Democratic front-runner. To widespread shock, Obama defeated Clinton in the Iowa caucuses, their first contest. A long primary race followed, during which Obama had to address accusations that he was arrogant or elitist. Though it eventually became clear that Obama had the majority of delegates, Clinton stayed in the race until the final primaries in June 2008. In August, Obama chose Senator Joe Biden of Delaware as his running mate and accepted his party's nomination for president. The Republican presidential nominee, Senator John McCain of Arizona, picked Alaskan governor Sarah Palin to be his running mate. The McCain campaign focused on Obama's inexperience, but polls indicated that voters thought Obama, with his calm demeanor and knowledge of the issues, would better handle the financial crisis that hit America. Some voters also had misgivings about Palin. On November 4, 2008, Obama won a solid victory over McCain. Hundreds of thousands of people gathered in Chicago's Grant Park to cheer America's 44th president and celebrate a milestone in history.

**Learning New Vocabulary:** Tell students to imagine they are newspaper reporters writing about politics. Their assignment is to write a news story about an (imaginary) upcoming election, using all the glossary terms. Students can be creative with their made-up elections, as long as the vocabulary words are used correctly.

**English Language Learners:** Several elements of American politics may be unclear to English language learners. Help them understand how the electoral college works with a visual aid. Use the Internet or a periodical to find a map of the United States that shows the results of the 2008 election. The graphic should show whether Obama or McCain won each state, and how many electoral votes the state is worth. It should include the District of Columbia. English language learners can also be helped to understand the Democratic primaries with a similar map showing a state-by-state breakdown of the Obama-Clinton primary race.

**Conducting Research:** Either direct students to <http://www.whitehouse.gov> or give them access to a newspaper published as recently as possible. Tell them to use this source to find out what President Obama is currently doing. Have each student write a paragraph about a project, trip, or piece of legislation that the president is working on, according to the news source.

**Small-Group Activity:** On separate strips of paper, write down the following significant jobs and titles Barack Obama has held: community organizer; president of the *Harvard Law Review*; Illinois state senator; U.S. Senator; President of the United States. If the class is large, write each title on two separate pieces of paper. Fold the papers and place them into a hat, bowl, or similar object. Divide the class into small groups, and have a member of each group draw a paper. Tell the teams to use information in the text to gather information about the responsibilities of the job and what President Obama did while he held it. If this is a long-term project, then the Internet, books, periodicals, or reference materials can be used in addition to the text.

**Writing Practice:** Help students define what a memoir is, and ask them to find quotes in the book from Barack Obama's memoir, *Dreams from My Father*. Tell them to imagine they are writing their own memoir, and have them submit a writing sample. It should be a one-page description of any important event or time period in the student's life.

## ***Rosa Parks* by Susan Hoe**

### **Chapter 1: Ending Bus Segregation in Montgomery**

In December 1956, the buses in Montgomery, Alabama, were nearly empty. Just over a year before, on December 1, 1955, an African American woman named Rosa Parks had been arrested after she refused to give up her seat to a white passenger. To protest her arrest, the black community had organized a boycott of the bus system, which had lasted all year. In November 1956, the U.S. Supreme Court ruled that Montgomery's bus segregation was unconstitutional. A month later, the federal government stepped in to enforce this ruling. Finally, the boycott was over. Rosa rode a bus to mark the occasion. The United States had a long history of denying legal rights to African Americans. Slaves were brought to the American colonies before the United States became independent from Britain. The U.S. Constitution, passed in 1787, did not end slavery. The issue of slavery was a major cause of the Civil War. In 1863, President Abraham Lincoln officially freed slaves in Confederate states with the Emancipation Proclamation. After the Civil War ended in 1865, Congress passed the Thirteenth Amendment to the U.S. Constitution, ending slavery in the United States. But Southern states passed the Black Codes, laws that treated freed slaves as inferior. By the 1870s, local laws were in place through much of the South that forced blacks to use separate public facilities from whites. Called the Jim Crow laws, these laws were part of life when Rosa Parks was born.

### **Chapter 2: A Child of the South**

In February 1913, when Rosa Louise McCauley was born in Tuskegee, Alabama, Jim Crow laws segregated much of the South. The black community of Tuskegee lived separately from whites. Rosa's mother moved to her parents' farm in the small town of Pine Level, Alabama. When they were very young, Rosa and her brother worked on a nearby cotton plantation. After harvest season, they went to school. The old, one-room schoolhouse was understaffed and poorly heated. The school for local white students, on the other hand, was large and modern. Students there rode buses to school; Rosa and the other black students could not. Rosa vividly remembered living in fear of white hate groups like the Ku Klux Klan. When Rosa was 11, her school closed. She and her brother went to live with relatives in Montgomery, Alabama, where they could go to school. Despite segregation, the city had a thriving black professional class. In Montgomery, Rosa went to an all-black girls' school run by white women from the North. There, she learned not to lower her expectations for herself. Rosa transferred after the school closed, but left school after 10th grade to care for her sick grandmother. She would finish high school five years later. In 1932, Rosa married Raymond Parks, a member of the National Association for the Advancement of Colored People (NAACP). Raymond raised funds on behalf of the "Scottsboro Boys," a group of young African American men convicted of rape without any real evidence. Rosa realized that this kind of civil rights work could be dangerous, but was inspired to become an activist herself.

### **Chapter 3: Sitting Down for Her Rights**

While working as a secretary at a Montgomery military base, Rosa experienced an integrated environment for the first time. She joined the NAACP's Montgomery chapter. In 1943, she was named chapter secretary. For the next 12 years, she volunteered for the

NAACP under the chapter president, E. D. Nixon. She performed numerous office tasks and held a spot on the NAACP Youth Council. One day, she spoke defiantly after receiving rude treatment on a segregated bus. In parts of the South during the 1950s, a series of requirements, fees, and tests was deliberately designed to keep as many African Americans as possible from registering to vote. After registering, Rosa helped others through the process. In 1954, around the time that the U.S. Supreme Court declared that it was unconstitutional to maintain separate public schools for whites and blacks, Rosa went to a 10-day civil rights conference. She left determined to stand up for the black community. Incidents like the murder of Emmett Till—a black teenager beaten and shot to death after whistling at a white woman—also made Rosa want to fight discrimination. On December 1, 1956, Rosa boarded a bus on the way home from work. She sat in the first seat of the section designated for blacks. The bus driver told her to stand up and make room for a white passenger. Even when the driver threatened to have her arrested, Rosa refused to move. Police came to the scene and arrested her. Friends bailed her out of jail. E. D. Nixon asked Rosa to be the plaintiff in a lawsuit against the city, challenging bus segregation. Rosa agreed. Her actions that day would help change America.

#### **Chapter 4: The Montgomery Bus Boycott**

A professional black women's association began planning a bus boycott for the day of Rosa's trial. The organizers knew that if enough of the local black population participated in the boycott, the bus company would lose a lot of money. They immediately set to work spreading the word. Rosa spoke about her experience to a group of black ministers, who could tell their congregations about the boycott. On the morning of December 5, 1955, about 90 percent of Montgomery's African Americans boycotted the buses. That day, Rosa stood trial. She was found guilty of breaking the law and fined. That night, black community leaders discussed whether the boycott should be extended. One pastor, Martin Luther King Jr., delivered a stirring speech in favor of continuing the boycott. The group voted in agreement. Over the next year, many African Americans who participated in the bus boycott lost their jobs—including Rosa, who then devoted her time to the MIA. She helped people get rides to work, and collected shoes for those who now had to walk long distances. During the boycott, blacks and sympathetic whites were harassed. The houses of King and his assistant were bombed. Rosa became a famous public figure as the boycott received national attention. She, King, and others were arrested in February 1956. Her lawyer filed a suit on behalf of Rosa and other black female bus riders, and in June, the U.S. Supreme Court agreed to hear the case. The Court ruled in November that Montgomery's bus segregation was unconstitutional. The boycott ended a month later. Photographers took pictures of Rosa boarding a Montgomery bus.

#### **Chapter 5: Working for Civil Rights**

Although Montgomery's buses were now desegregated, racial tension remained. Several African Americans were attacked while riding buses, and the city made it as difficult as possible for blacks to take the bus. Black churches were bombed, and shots were fired into the home of Martin Luther King Jr. But the civil rights movement grew all over the country. In 1957, King cofounded the Southern Christian Leadership Conference (SCLC), arranging protests all over the South. Still facing threats, Rosa moved to Detroit, Michigan. She taught classes and often spoke on behalf of the civil rights movement. In

1963, the SCLC staged a massive march in Washington, D.C., supporting a civil rights bill proposed by President John F. Kennedy. Rosa was introduced to the crowd, but was not invited to speak. President Lyndon Johnson signed the Civil Rights Act into law in 1964. In 1965, Rosa joined King's voting rights march, which began in Selma, Alabama. Soon after, President Johnson signed the Voting Rights Act. Rosa's husband and brother both died in 1977, and her mother died in 1979. In 1987, Rosa cofounded the Rosa and Raymond Parks Institute for Self-Development, which educates young people on real-world issues. After over 20 years in the office of Representative John Conyers, Rosa retired at age 75. In the 1990s, she published a memoir and an autobiography. She spoke at events like the Million Man March in 1995. Rosa received numerous awards over the years, including the Presidential Medal of Freedom. Rosa Parks died on October 24, 2005, at the age of 92. Her body lay in state at the Capitol Rotunda in Washington, D.C., where an estimated 30,000 visitors paid tribute to a civil rights icon.

**Learning New Vocabulary:** Have students turn to the glossary on p. 58. Ask each student to write a well-organized paragraph about the modern American civil rights movement, using at least four vocabulary words. The paragraphs can focus on Rosa Parks's work.

**English Language Learners:** English language learners may be confused by the capitalization of "North" and "South." Explain that the words are capitalized when they refer to the northern and southern parts of the United States. Also, clarify that the terms "colored" and "Negro" were ways to describe African Americans, and that they are now outdated and have fallen out of usage.

**Small-Group Activity:** On p. 26, Rosa Parks is quoted about how she felt when she refused to give up her seat on the Montgomery bus. Remind the class that many people had the mistaken impression that Rosa was simply too tired to move. Divide students into small groups and ask the question, "Why did Rosa decide to remain seated?" Have the groups discuss the question, and then go around the room asking each group what their answers are. Through rereading, they should see that she wanted to make a statement for civil rights, and that the bus driver had been rude to her before.

**Conducting Research:** The book mentions a number of events in the civil rights movement in which Rosa Parks was not directly involved. They include the Emmett Till murder, the integration of Little Rock Central High School, and *Brown v. Board of Education*. Ask students to conduct Internet or library research on any one of these events, and prepare a one-page report. Approve topics before they begin writing.

**Making Connections:** Point out to the class that Rosa Parks was an inspirational figure partly because she proved that one person can improve the world with a single, seemingly ordinary, action. Start a class discussion by asking students to think of other seemingly simple actions that can cause big changes. Encourage them to think creatively.

## ***Bill Richardson by Liz Rice***

### **Chapter 1: International Troubleshooter**

In July 1995, U.S. Congressman Bill Richardson was in Baghdad, Iraq, on an important diplomatic mission. He was negotiating with Iraqi dictator Saddam Hussein for the release of two American military engineers imprisoned in Iraq. The Americans had accidentally crossed the border from Kuwait into Iraq, and had been sentenced to eight years of prison. During Richardson's meeting with Saddam Hussein, the dictator stormed out of the room. Richardson had crossed his legs, and Saddam could see the sole of his shoe—considered a rude gesture in Arab culture. It was a reminder that Richardson had to remember every piece of information about places where he hoped to negotiate. The meeting continued and Richardson successfully convinced Saddam to release the Americans. This was not Richardson's first negotiation with a foreign leader. Throughout the 1990s, he served as an unofficial diplomatic envoy for President Bill Clinton, traveling to countries like Burma, Haiti, North Korea, and Cuba to observe the political climate and negotiate the release of hostages and captives. Raised in both the United States and Mexico, Richardson learned to be equally comfortable in two different cultures. He says this experience helps him see the common ground in people, which is crucial for diplomacy. His political abilities have landed him many prestigious positions in American public service.

### **Chapter 2: Between Two Cultures**

William Blaine Richardson III was born in 1947 to an American father and a Mexican mother. Bill's parents had wanted him to be an American citizen, so his mother traveled to California to give birth to him and returned to Mexico a few weeks later. The family lived in the Mexico City neighborhood of Coyoacán. Bill was raised speaking both English and Spanish, celebrating both American and Mexican holidays, and attending a Mexican school. In 1960, his parents sent him to prep school in Massachusetts. He was the only Hispanic student at the school, and struggled with speaking English. His talent for baseball helped him find acceptance at school. Through most of college, Richardson hoped to play baseball for a living, but studied political science at Tufts University. He began graduate school at Tufts' Fletcher School of Law and Diplomacy in 1970. In 1971, he heard former vice president Hubert Humphrey speak about public service, and was inspired to go into government. After obtaining his master's degree, Richardson moved to Washington, D.C. and interned with F. Bradford Morse, a Republican congressman, as a researcher. Morse hired Richardson full-time a few months later. In August 1972, days after his father's death, Bill married his high school sweetheart, Barbara Flavin.

### **Chapter 3: Politics and Public Service**

In 1973, Richardson was contacted by a U.N. representative, to pass messages between President Richard Nixon and Fidel Castro, president of Cuba. He then joined the U.S. Department of State and worked on the Senate Foreign Relations Committee. Richardson left Washington, D.C. and moved to New Mexico in 1977. There, he was executive director of the state Democratic Party. He also taught at community college and started a consulting business. In 1982, he won a seat in the House of Representatives. During eight terms in office, he worked on included Native American rights and the passage of the

North American Free Trade Act (NAFTA). Richardson served on the House intelligence and energy committees. A negotiator on behalf of the White House, he went to North Korea to draft an agreement that called for North Korea to accept international nuclear inspectors. While there, he succeeded in hostage negotiations over two American pilots shot down in North Korean airspace. In 1996, President Bill Clinton nominated Richardson to be U.S. ambassador to the United Nations. In that job, Richardson went to U.N. General Assembly meetings and discussed international affairs with the president and State Department. In 1998, Clinton nominated Richardson to be Secretary of Energy. Richardson dealt with a nuclear security lapse, cleaned up nuclear stockpiles, and visited oil-producing countries to discuss oil production. After Clinton left office, Richardson did consulting work and taught at Harvard University's Kennedy School of Government.

#### **Chapter 4: State Governor**

In January 2002, Bill Richardson formally announced his candidacy for governor of New Mexico. He met as many people throughout the state as he could, even setting a world record for the number of hands shaken in a single day. He was elected with 56 percent of the vote and took office in January 2003. Richardson promoted New Mexico as a place to film movies. He reached an agreement with a space tourism agency to eventually install a spaceport facility in New Mexico. Richardson helped establish New Mexico's first commuter rail line. He has signed hate crime legislation into law, legalized medical marijuana in New Mexico, and expanded health insurance for children. Richardson has also continued international diplomatic work. He has traveled to several countries that are not friendly with the United States, including North Korea, Sudan, and Venezuela. He remained active in national politics, chairing and speaking at the 2004 Democratic National Convention in Boston. He supported that year's Democratic presidential nominee, John Kerry, who had considered him as a vice presidential candidate. For two years, he served as chairman of the Democratic Governors Association. Richardson was elected to a second term as governor in 2006.

#### **Chapter 5: Leading by Example**

In May 2007, Bill Richardson announced that he was seeking the 2008 Democratic nomination for president of the United States. In debates, he discussed his considerable international and domestic experience. He published a book about how the United States could reduce its dependence on foreign oil and curtail air pollution. Richardson also called for sensible immigration reform. He advocated a quick end to the war in Iraq. After early primary defeats and fundraising difficulties, Richardson withdrew from the race in January 2008. Eventually the primaries became a race between Senators Hillary Clinton and Barack Obama. Richardson endorsed Obama, who went on to become the Democratic nominee, and campaigned for him until the presidential election took place in November 2008. A victory in New Mexico and the support of many Hispanics helped Obama win the presidency. In December, president-elect Obama nominated Richardson for the position of secretary of commerce. Richardson withdrew a month later over an unresolved legal issue. A firm that had contributed to Richardson's campaigns, and subsequently won a state contract, was under investigation. Although Richardson said he was confident his name would be cleared, he did not want to delay the Obama cabinet.

**Learning New Vocabulary:** Ask students to turn to the glossary on p. 58. Have each student write a paragraph about Bill Richardson’s political career that contains all the vocabulary terms in the glossary. Tell them that the words do not have to be used in alphabetical order. They can refer to the text as often as necessary to recall details.

**English Language Learners:** The text explores how Bill Richardson’s bilingual, bicultural formative years later helped him develop his skills as a diplomat. Ask students to write a reflection about what a person can learn from speaking more than one language and being part of more than one culture.

**Reading Comprehension—Cause and Effect:** Ask each student to use textual evidence to determine what motivated one of Richardson’s important actions. For example, on p. 19, Richardson describes the speech from Hubert Humphrey that inspired him to go into public service. On p. 43, he says he withdrew as commerce secretary nominee because he did not want to cause delays for the new presidential administration. Explain to students that in this “cause-effect” activity, they are starting with the effect (Richardson’s action) and looking for the underlying cause (his motivation).

**Writing Practice:** Point out to the class that when Richardson was growing up in Mexico City and then in the United States, baseball helped him feel liked in both places. Ask students for written responses to the following question: “Why do you think sports and games help people overcome language barriers?” (Possible answers may include: people are working toward a common goal when they play the game; some sports are played all over the world, so everyone knows the rules; people can play certain sports together without having to speak the same language).

**Conducting Research:** Divide students into small groups or let them work individually. Ask students to imagine that they are about to go on an important diplomatic mission and need to learn about where they are going. Have each student select a country that Bill Richardson has visited. Guide students in the use of books, print resources, and the Internet. They should research everything they think a negotiator would need to know about the culture and social customs of that country. When students have finished their research, ask volunteers to summarize their work for the class.

## ***Russell Simmons* by Toiya Finley**

### **Chapter 1: Taking Back Responsibility**

In June 2001, big rap stars and executives gathered in New York City with academics, activists, and politicians. Rap mogul Russell Simmons had organized this Hip-Hop Summit, which addressed the future and problems of hip-hop. At the summit, he urged rappers to discuss topics beyond drugs and crime. His record label started a mentoring program for its young hip-hop artists. Russell also advised rappers to stop fighting each other through music—in the 1990s, two of hip-hop's biggest stars died as a result of East Coast–West Coast feuding. Finally, Russell encouraged hip-hop artists to work for the good of others, not just for money and fame. After the summit, Russell cofounded the Hip-Hop Summit Action Network (HSAN) to put these big ideas into action.

### **Chapter 2: Running the Streets**

Russell W. Simmons was born in 1957 in Queens, New York. His parents taught him the importance of education, and they also valued the arts. Today, Russell is grateful for the lessons his parents taught him, but he got into trouble as a teenager. His older brother Danny was a drug addict and a Black Panther. Russell began to sell marijuana and joined a small-time gang. He distanced himself from the gang after witnessing violence. His father got him a real job, but Russell still had a drug problem when he entered college. One night in 1977, at a club in Harlem, Russell's life changed. During a performance by the rapper Eddie Cheeba, he realized he wanted to be involved in hip-hop. His love of music pulled him away from drug dealing—and from his studies. Russell left school to focus on discovering and promoting rap artists. He named his business Rush Promotions.

### **Chapter 3: Keeping It Real**

In Russell's early days as a promoter, hip-hop music was not usually taken seriously. Record executives assumed it was a short-lived fad. Russell had difficulty finding deals for his artists. Still, his most popular act, Kurtis Blow, had a hit in 1980. By 1984, Russell's Rush Management was the biggest promoter of hip-hop. That year, he met rap producer Rick Rubin. Although their backgrounds were different (Rick was a wealthy, white college student), they both loved hip-hop. Russell joined Rick's small label, Def Jam Records. They signed a deal with CBS Records and worked to get their acts on the radio. Russell got Run-DMC, which featured his brother Joseph, to record a hit single with rock band Aerosmith. Other big acts included the Beastie Boys, Public Enemy, and LL Cool J. They proved that people of all races could enjoy rap. Although Russell and Rick did not know much about business, Def Jam was profitable and even ventured into filmmaking. Due to creative differences, Russell and Rick ended their partnership in 1988 and divided Def Jam, although they stayed friendly.

### **Chapter 4: Building a Hip-Hop Empire**

In 1990, Russell signed a deal with Sony and made Lyor Cohen head of Def Jam. Russell focused on other business ventures that brought hip-hop into the mainstream. He helped make a classic movie, *Boyz n the Hood*. Russell created a stand-up comedy television program called *Def Comedy Jam*. The show was a hit for HBO and launched the careers of big comedians. In 1992, Russell co-founded the clothing line Phat Farm. Insiders

doubted there was a market for “ethnic” clothing, but he proved them wrong. Russell signed a deal with PolyGram Entertainment, creating several films. In 1995, Russell took up yoga and became a vegan. He and his brothers founded Rush Philanthropic Arts Foundation, which exposes at-risk youths to art, music, and poetry. He married a model, Kimora Lee Perkins, and they had two daughters. They started Baby Phat, a Phat Farm line for women. After conflict with PolyGram, part of Def Jam was sold to Universal.

### **Chapter 5: A Life of Service**

Thanks in large part to Russell Simmons, hip-hop entered the 21st century as a global cultural force. In 2001, Russell started a hip-hop Web site that was sold to BET. To offer aspiring poets an outlet, he started a spoken-word show, *Def Poetry Jam*, airing on HBO. Russell joined the board of the Foundation for Ethnic Understanding, an organization that seeks to unite diverse communities of people. Among other causes, he spoke out against anti-Semitism. In 2006, the United Nations named him a goodwill ambassador. Although Russell defends hip-hop to critics, he speaks out against aspects of the scene that trouble him, such as racist and sexist language, violent subject matter, and animal rights abuse. Russell and his wife, Kimora, separated in 2007 (although they still worked together). He tries to stay politically active and to give back to society whenever he can.

**Learning New Vocabulary:** Direct students to the glossary (pp. 57-58). Ask them to find terms that relate to knowledge and education (e.g. *academic* and *illiteracy*). List the terms on the board as students volunteer them. Then, repeat the activity with terms that involve business (e.g. *assets* and *entrepreneurs*). Can students find other categories?

**English Language Learners:** When students are done reading the text, read each chapter title aloud and ask why they think the author chose that title. For example, “A Life of Service” focuses on Russell’s charitable work. “Taking Back Responsibility” is the theme of his Hip-Hop Summit. (English language learners might need help with slang terms.)

**Reading Comprehension—Cause and Effect:** To teach students about cause and effect, ask questions about the reasons behind Russell’s actions. For example: What inspired Russell to become a vegan? (His yoga hobby.) When did Russell announce his opposition to racist and sexist words in “clean” songs? (During the controversy over Don Imus’s comments.) Then, ask students to think of their own questions.

**Conducting Research:** Divide students into pairs or groups, and assign each team a charity or philanthropic organization that Russell Simmons supports or helped launch. Have them study the organization’s Web site or other material to learn more about it. Each group should have a spokesperson present the group’s findings to the class.

**Forming Opinions:** Ask students to turn to p. 50, which discusses Russell Simmons’s Diamond Empowerment Fund. Note that some people say he should do more to call attention to “conflict diamonds,” rather than focusing his efforts on non-warring countries. Start a discussion by asking members of the class whether they agree with Russell or with the critics.

## ***Carrie Underwood* by Marika Jeffery**

### **Chapter 1: A Nashville Night to Remember**

In November 2006, Carrie Underwood attended the 40th annual Country Music Association Awards in Nashville, Tennessee. Carrie was fairly new to the country scene, and this was the first time she was a CMA Award nominee. Less than two years before, she'd won *American Idol*, a popular televised singing competition. The show made Carrie a superstar. Carrie's date to the CMAs was a friend from *American Idol*. She wore a designer gown on the red carpet, and sang her hit song "Before He Cheats" at the show. When she won Female Vocalist of the Year, Carrie tearfully said that this was the best night of her life. There was some controversy when another nominee, Faith Hill, seemed angry that Carrie won. But Faith said she was joking, and Carrie was not offended.

### **Chapter 2: A Country Girl at Heart**

Carrie Underwood was born in 1983 and grew up on a farm in the small town of Checotah, Oklahoma, where she developed a love for the outdoors. She was exposed to music (especially country) at a very early age, and began singing when she was just a toddler. She often performed in local contests, in school plays, and in church choir. Carrie made a demo tape at the age of 13. As a teen, Carrie was a straight-A student who was close with her family and active in her church community. Singing remained one of her hobbies, but she didn't think she could have a stable career in music, and went to college near her home to study journalism. At college, Carrie was a hard worker who was well liked by students and teachers. In her spare time, she liked to help animals. Although Carrie sometimes sang in school pageants, music was not her main focus. By her senior year, however, her plans changed.

### **Chapter 3: An Idol in the Making**

In the summer of 2004, Carrie traveled to St. Louis, Missouri, to audition for the fourth season of *American Idol*. Nervous but confident, Carrie sang in front of judges Paula Abdul, Simon Cowell, and Randy Jackson. Impressed, the judges sent her to Hollywood for the next round of auditions. She did well on her first live television performance and became one of the top 12 finalists. Each Tuesday, the remaining contestants performed, and viewers called to vote for their favorite. On Wednesday, the singer with the fewest votes was sent home. To prepare for these performances, Carrie rehearsed for hours at a time. Sometimes Carrie felt homesick, but she made friends with fellow contestants. She became a fan favorite, especially among Oklahoma viewers. On May 24, 2005, the last competition of the season aired, between the final two contestants: Carrie Underwood and Bo Bice. Votes were tallied, and the season finale aired the next day. The audience went wild when Carrie was named the winner.

### **Chapter 4: One Wild Year**

Just weeks after winning *American Idol*, Carrie performed at a famous country music venue, the Grand Old Opry in Nashville, Tennessee. She sang "Inside Your Heaven," her first single, which she'd performed onstage the night she won. Carrie spent that summer on tour with fellow *Idol* finalists. Touring was tiring but fun, and allowed her to perform for charity. After the tour, Carrie focused on recording her debut album, *Some Hearts*.

Released in November 2005, the country album eventually sold over 7 million copies. Several songs became hit singles, including “Jesus, Take the Wheel.” Carrie won many awards, performed at benefit concerts, and moved to Nashville. As busy as Carrie was with her newfound stardom, she managed to complete her studies and graduate from college in May 2006. Soon after, she toured with some of country’s biggest names.

### **Chapter 5: Facing the Future**

Carrie’s busy schedule made romance difficult for her, and she’d broken up with friends from back home. When she was spotted with football star Tony Romo, rumors flew that they were dating, but Carrie said Tony was just a friend. In 2006, Carrie played all over the world, performed for troops overseas, and won 10 music awards. She won two Grammys, including Best New Artist, in 2007. She sang on *Saturday Night Live* and in charitable events like *Idol Gives Back*. Carrie’s second album, *Carnival Ride*, came out in 2007. It sold millions of copies, had four top singles, and earned Carrie a third Grammy. Carrie briefly dated actor Chace Crawford, but wasn’t looking for a serious relationship. She continued touring and appearing on TV through 2007 and 2008. At the age of 25, Carrie received a prestigious honor: she was inducted into the Grand Old Opry.

**Learning New Vocabulary:** Many of the book’s glossary terms involve either music (e.g. *album* or *ballad*) or education (e.g. *salutatorian* or *sorority*). Ask students to put the music-related terms in one list and the education-related terms in another. Then, see if they can place the remaining terms into other categories.

**English Language Learners:** Tell English language learners that the book sometimes uses figurative language. For example, Carrie uses the phrase “icing on the cake” on p. 39. Explain her meaning: high album sales (the icing) would be a good thing added to a great thing (making music she likes—the cake). Ask students to find other figurative phrases, and encourage them to ask questions about any they don’t understand.

**Conducting Research:** Carrie Underwood is part of America’s country music scene, and numerous other country musicians are named in the book. Have each student choose one other country star mentioned in the book, and research this performer using the Internet. Students should be able to give an overview of the person’s biography, career, famous songs, and connection to Carrie.

**Writing Practice:** Several times throughout the book, Carrie discusses the influence that her small-town, rural upbringing had on her. Ask each student to write about how he or she was shaped by his or her hometown. Students who have lived in many areas can choose the place they feel was most influential.

**Small-Group Activity:** Print out the lyrics to each of Carrie Underwood’s number-one country singles (listed on p. 55). Divide the class into groups, and assign one song to each group. Give them time to discuss the song and determine its subject, tone, and narrator. When time is up, each group should have a spokesperson read the group’s answers. Ask the class to compare and contrast the songs based on what they have heard.

## ***Modern American Indian Leaders by Ruth Hull Chatlien***

### **Chapter 1: American Indians Today**

America's third National Powwow took place in 2007, a chance for American Indians to come together and celebrate their customs. As of 2001, over one million Canadians and 2.5 million Americans report having American Indian or Alaskan Native ancestry. Many of today's American Indians live in cities and hold modern jobs, while others live on reservations and have traditional jobs. Regardless of where and how they live, many Indians work to preserve their culture. Through most of the 19th century, Indians fought white settlers over their land. Most tribes were moved to reservations, which tended to be on land that was difficult to farm. Many Indian children were taken from their families and sent to boarding schools in order to disavow their tribal traditions. In 1890, U.S. soldiers killed more than 200 Sioux Indians, ending the land wars. In the 1950s, the federal government attempted to end its support of Indian tribes, in what was called the termination policy. It also moved many rural Indians to cities, where they often lived in poverty. During the 1960s, American Indian leaders led protests to shed light on the unfair treatment Indians received. They fought for the right to use their land and to teach children traditional languages and customs. Modern American Indian leaders have helped keep Indian culture alive.

### **Chapter 2: Ben Nighthorse Campbell: A Warrior Senator**

Ben Campbell was born in 1933 in California. His father, a Northern Cheyenne, had a drinking problem, and his mother had tuberculosis. Ben dropped out of school and worked odd jobs. He learned discipline and calmed down by studying judo. Ben served in the Air Force and then attended college. For four years, he studied judo in Japan. He won a gold medal at the 1963 Pan American Games and was captain of the U.S. judo team at the 1964 Olympics. Ben married a fellow judo teacher. They lived on a Colorado ranch, where he designed jewelry. In 1985, Ben Nighthorse Campbell was elected to the Northern Cheyenne Council of 44 Chiefs. He ran for Colorado's state legislature in 1982 and unexpectedly won. He was elected to the U.S. House of Representatives in 1986. Among other causes, he helped create the National Museum of the American Indian and fought fetal alcohol syndrome. Ben was elected to the U.S. Senate in 1992. In 1995, he switched political parties from Democratic to Republican. He became the first American Indian to chair the Senate Committee on Indian Affairs. Ben was reelected in 1998. Due to health issues, he decided not to run for another term.

### **Chapter 3: Ada Deer: The Woman Who Took on Congress**

Born in 1935, Ada Deer grew up in a log cabin on the Menominee reservation in Keshena, Wisconsin, without running water or electricity. Her family lived in Milwaukee for a time, but found the reservation better for their health. Ada says her childhood and background gave her a love of nature. As a student at the University of Wisconsin, she met former first lady Eleanor Roosevelt and was inspired to go into social work. She worked in schools and with urban Indians. During the 1950s, the U.S. government worked on the termination program, ending federal support of Indian tribes. The Menominees were tricked into approving termination, which occurred in 1961. The once well-off tribe fell into poverty: many people lost their jobs and could not afford to buy

their homes. Ada and other Menominees started a group opposing construction that would damage reservation land. She fought to repeal termination, and succeeded in 1973. Ada led the Menominees for two years. She unsuccessfully ran for Wisconsin secretary of state and for U.S. Congress—the first American Indian woman to do so. In 1993, she became the first woman to head the BIA. Since 1997, Ada has taught in the American Indian Studies Program and the School of Social Work at the University of Wisconsin.

#### **Chapter 4: Winona LaDuke: Candidate for Vice President**

Winona LaDuke, an Anishinaabe activist, was a vice presidential candidate in 1996 and 2000. She ran under consumer advocate Ralph Nader on the Green Party ticket. Many Americans thought that the presence of the Green Party in the election was disruptive, since it was a small party that had no real chance of winning. But Winona argued that voters wanted and needed an alternative to politics as usual. Born in 1959 in California, Winona grew up in a predominantly white area of Oregon and sometimes felt left out. While attending Harvard University, she met fellow Indians and became involved in environmental causes. She then moved to the White Earth Anishinaabe reservation in Minnesota to help with lawsuits and fundraising, in order to reclaim or purchase tribal land. Winona's group also started reservation businesses. Other causes she champions include opposition to irresponsible logging and to the genetic modification of wild rice. She is a prolific writer and public speaker, and appears in documentaries.

#### **Chapter 5: Phillip Martin: Leading His People to Prosperity**

Raised in poverty on a Choctaw reservation in Mississippi, Phillip Martin served in the military after World War II. He witnessed the devastating effects the war had on Europe, and found the rebuilding efforts inspirational. He returned to the reservation hoping to share these lessons. Born in 1926, Phillip grew up during a time when the Choctaws faced discrimination from the outside world. He worked to get an education before joining the U.S. military and serving for 10 years. He'd hoped to move away from the reservation, but fell in love with a woman there and decided to stay. Phillip was elected to the Choctaw tribal council in 1957 and became chief within a few years. He frequently traveled to Washington, seeking tribal grants. With a grant, the Choctaws formed a financial management system. Phillip supervised the opening of an automotive plant on the reservation, and the tribe began to invest in other businesses. Under Phillip's authority, life on the Choctaw reservation improved dramatically. In 2007, after more than 45 years as Choctaw chief, Phillip retired at the age of 81.

#### **Chapter 6: Russell Means: Protests and Controversy**

In 1995, Disney released the animated movie *Pocahontas*. Indian activist Russell Means voiced the character of Chief Powhatan. Some thought Russell was selling out, but he defended the movie, saying it showed the strength of Indian women. This was not his first controversial move. Born to Sioux parents on a South Dakota reservation in 1939, Russell had a tough childhood. As a young adult, he struggled with gambling and drinking. In 1964, a group of Indians—including Russell's father—occupied Alcatraz, a closed federal prison in California. They were hoping to reclaim unused federal land for Indians. The event made Russell feel proud to be an Indian and embrace activism. In Cleveland, Ohio, he helped start the Cleveland American Indian Center and launched a

chapter of the American Indian Movement (AIM). During the 1970s, he joined many AIM-led protests. In 1972, Indian activists went to Washington, D.C., on a trip called the Trail of Broken Treaties. There, they stormed BIA headquarters. A year later, Russell and others protested in Wounded Knee, South Dakota, over unfair and poor conditions on the reservation where he had been born. Russell has gotten into fights and legal trouble. He has been married five times and has ten children. He has appeared in movies like *Last of the Mohicans*. He plans to open a school to teach children the Lakota Sioux language and culture. In late 2007, Russell wrote that the “Lakotah Nation” should be independent.

### **Chapter 7: David Salmon: Athabascan Chief and Christian Priest**

In October 2007, Alaskans mourned David Salmon, an Episcopalian priest and an elder of the Gwich'in people, an Athabascan group. Born in 1912 and raised in remote northern Alaska, David learned to hunt, trap, make tools, and build canoes. After his mother died of tuberculosis, he spent two years in boarding school. Then his father moved them up the Black River into the wilderness. For 18 years, David and his father lived in extreme cold and isolation, visiting the town of Fort Yukon only about once a year for supplies. While in town, David met his future wife, Sarah. She taught him to read and write English, and he taught her the Athabascan language. In 1941, they moved to Chalkyitsik, a village on the Black River. He built a log cabin school and was elected village chief. Along with other villagers, David helped build a log church. He felt drawn to the ministry. He studied in Michigan and New York, and in 1958 he became a deacon in the Episcopal Church. In 1962, he was ordained as a priest. David cofounded the Tanana Chiefs Conference, a group that promotes the welfare of Alaska Natives. For years, he served in churches throughout Alaska. He also taught people about Athabascan tools, oral history, and culture. In 2004, he was named Alaska's First Traditional Chief of the Interior. David Salmon died of cancer in 2007.

**Learning New Vocabulary:** Ask students to write down the names of all the American Indian leaders profiled in the book, and then turn to the glossary on p. 60. Each student should write one sentence about each leader. Every sentence must contain at least one vocabulary word.

**English Language Learners:** Direct English language learners to p. 18. Ask for a volunteer to explain the meaning of “play on words,” and be ready to help students understand the term. Then, ask a volunteer to explain the play on words in Ada Deer's campaign slogan.

**Conducting Research:** The book touches on a variety of issues affecting American Indians today. Have students choose a controversy, project, or event that the leaders (and other American Indians) contributed to, protested, or were affected by. Pre-approve topics before the students begin their research. They should be able to locate a point in the book where their topic is mentioned. If students are unable to find topics on their own, help the class skim over the book to find issues. For example, the chapter on Winona LaDuke mentions land recovery programs and opposition to the genetic modification of wild rice.

**Making Graphic Organizers:** Scan or print a map of the United States (make sure it includes Alaska), and make a copy for each student. Ask students to color in the locations of the Indian tribes mentioned in the book. Tell them to use a different color for each tribe. For certain tribes, students will need to color in more than one area (for example, in the case of the Cherokee, both Oklahoma and the Appalachian Mountains should be colored in). The tribe of each of the book's leaders should be represented on the map, as well as other tribes mentioned in Chapter 1.

**Reading Comprehension—Compare and Contrast:** The book's subjects can be broadly divided into two categories: activists (Winona LaDuke and Russell Means) and political/tribal authority figures (Ben Nighthorse Campbell, Ada Deer, Phillip Martin, and David Salmon). Ask students to write a paragraph comparing and contrasting the ways these leaders get things done. They may note that the American Indian activists seem more likely to get involved in controversial issues, while the authority figures seem to create change from within.