

Missouri

2005

BLACK HISTORY MONTH ESSAY CONTEST & POSTER EVENT

CELEBRATING

BOONE COUNTY RESIDENTS, MINORITY &
FEMALE MU ALUMNI

DIVERSITY

OPEN TO ALL K-12 STUDENTS

ENTRIES DUE
TUESDAY, JANUARY 18, 2005

ALL ENTRIES DISPLAYED AT
MU'S MEMORIAL UNION ON
TUESDAY, FEBRUARY 1, 2005

AWARD CEREMONY &
RECEPTION

■ ESSAY CONTEST & POSTER RULES ■ ALIGNMENT WITH MISSOURI SHOW-ME STATE
STANDARDS ■ STUDENT AND TEACHER RESOURCES ■ COMMUNITY PARTNERS ■



ABGPS & MUAA

Black History Month

2005 Essay Competition & Poster Event

RSVP:

Please email
ryh352@mizzou.edu with
an estimated number of
students participating by
school and grade.

UPDATES & PICKUP!

After January 1, 2005,
please check our website,
for updated resource lists
and potential names from
our partners, details for
arranging for submission
pickup, and essay rubric.

<http://abgps.rrchubbard.org>

Event Description:

Community outreach to K-12 students for the purpose of increasing their awareness of notable minority and female MU graduates and Boone County Residents (including staff, faculty, and students of MU) via district-wide writing and drawing competition

Essay Competition: 5-12 individual students

Dates: Submissions due Tuesday, January 18, 2005

Main Event: Tuesday, February 1, 2005

9 a.m. - 4 p.m .

Public Display Student Entries
Memorial Union Stotler

4 p.m. - 5 p.m.

Awards Ceremony and Reception
Jesse Wrench Auditorium (Memorial Union))

Location: Memorial Union - University of Missouri-Columbia (University Avenue & Hitt Street on the MU campus)

Teachers, Principals, Administrators & Students:

Thank you for your participation and your participation in this community service opportunity.



ESSAY COMPETITION

Grades (5-12)

Essay Category #1:

Biographical Essay (Grades 5-12)

The biographical essay is a report discussing minority or female person of interest to the student.

Biographical Essay Example

Ms Almata Crayton is the 1st Ward Council Representative .for the City of Columbia. She was born ... educated ... and then .. Her achievements are many including and have contributed to an improved quality of life for many Columbia and Boone County residents.

Students must include biographical details, explanation of achievements or contributions, why the subject should be recognized, and the subject's connection to MU or Boone County.

Essay Category #2:

Reflective Essay (Grades 5-12)

The theme is the influence of a minority or female person on the student.

Reflective Essay Example

I do not remember when I first met. Almata Crayton, the 1st Ward Council of Columbia. I remember it was another hot, humid, miserable Missouri day. Almata walked in perspiration dripping from her face. She did not immediately begin to grumble about the uncomfortable weather. Although obviously hot and sticky, she entered the room with a smile that literally went from ear to ear greeting folks with a touch, a handshake, and a cheerfulness that put the rest of to shame.

Later, I would learn this unassuming, rotund walking ball of sunshine and energy was one of central Missouri's prominent and influential politicians. Her efforts have touched so many including me ...

We encourage student creativity; students must include a minimal amount of biographical details and state the subject's connection to MU or Boone County. Students should remember the purpose of the essay is a reflective discussion of how and why this person is notable and important; how their actions, contribution, or achievements affected the student.

Essay Instructions & Rules

Students may submit a biographical essay, reflective essay or both regarding a minority or female MU alumni or Boone County Resident (including MU staff, faculty, or students). The subject(s) of the essay may be living or dead and the essay must include minimal biographical details connecting them to MU or Boone County and highlighting their contributions or achievements. The subject need not be a public figure.

Page length is two - four typed pages including a bibliography, student name, grade, teacher, and school on the last page. One-inch margins, double-spaced; 12-point type; Arial/Helvetica, or Sans Serif font preferred. Please do not submit a cover page. Pictures and graphs may be included.

Students' essays will not be returned. All entries must include on the last page (by itself) bibliography or reference list, student's full name, school, grade level, teacher, and essay category.



POSTER & DRAWING EVENT

Grades (K- 5)

Poster & Drawing Instructions & Rules

Student or classes create a paper poster (using any medium) portraying an MU alumnus or Boone County resident who is a minority or female (living or dead; an individual or group of individuals); the subject need not be a public figure.

Poster must include the following information on the front:

- Subject's name
- Identify subject as a MU alumni or Boone County Resident
- Identify achievements or contributions
- Any additional biographical data (*optional*)

Given the young ages of this group, poster submissions will be returned if requested in advance. ABGPS and MUAA reserve the right to make copies of any returned submissions.

All entries must include the student name(s), school, grade level, and teacher on the back of the submission (preferably in the lower, right-hand corner).

Poster & Drawing Category #1:

Individual Student Entry

Paper Size: 8.5" x 11" or 11" x 17"

Poster & Drawing Category #2:

Class or Departmental Project Entry

Standard poster size preferred; can accommodate a banner up to 4' long x 2.5'

Notes

We recognize the transitional stage of 2nd-semester 5th graders thus the reasoning for permitting submissions by 5th grade classes and students in both the Poster Event and Essay Competition. Some 5th grade students will not be challenged by producing a poster while others are not quite ready to research and write reflective essay.

However, beyond 5th grade, we assume students generally have the ability to write a simple biographical report. The reflective essay is deliberately left open-ended to permit teachers and students the opportunity to exercise creativity, critical thinking, and introspective reflection. We welcome pictures of the biographical subject as attachment to both essays.

We recognize younger students require more guidance and therefore may benefit more from a collaborative, classroom effort. K-5 classes may submit a single classroom or departmental poster project rather than individual entries. Each student will still receive a participation prize.

We believe students will benefit most if the entries are integrated into the classroom curriculum; however, students may submit their work as individuals without school or teacher sponsorship. Therefore, students may also submit an individual entry even if a classroom opportunity is provided. Should a student submit two entries, the student will only receive one participation prize. Furthermore, the individual entry and the class entry may not be the same poster or essay.

ABGPS and MUAA reserve the right to publish winning or displayed entries; if they choose to do so, no personally identifying information such as the student's name will be published without parental permission.

All entrants will receive a participation reward for their efforts. For the poster-drawing event, three randomly selected entries from each grade will be mounted for display with the winning essays.



A total of six winning essays from each grade (three from each of the two categories) will be displayed as first and second place winners. Essay contest winners will receive certificates and ribbons in addition to receiving prizes with maximum value of \$50 for 1st place winners and lesser value for second place.

All other entries will be placed in sheet protectors and bound for display. The judging criteria will be posted to our website in the form of a grading rubric by January 1. Judges are volunteers from the Boone County community and MU faculty, staff, and graduate students.

Student & Teacher Resources

CURRICULAR AND LESSON PLANNING RESOURCES

Missouri Then And Now Activity Book (designed to support MAP)
by Pamel Fleming Lowe
University of Missouri Press; Teacher edition (August 31, 2004)
#ISBN: 0826215394

Biography as a literary form by grades K-12
<http://www.teachervision.fen.com/tv/browse.php?term=1601020>
10000

Biography Maker
<http://www.bham.wednet.edu/bio/biomaker.htm>

Central Region MAP Social Studies Internet Resources
<http://www.coe.missouri.edu/~map/edulinks/social.html>

Introducing the Essay: Twain, Douglass, and American Nonfiction" an EDSITEment lesson plan
http://edsitement.neh.gov/view_lesson_plan.asp?id=598

Missouri Heritage Project: Changing Places
<http://www.dese.state.mo.us/moheritage/ChangingPlaces.htm>

National Archives and Records Administration: Educator Toolkit <http://www.ourdocuments.gov/content.php>

New Americans: Immigration Past And Present
<http://www.pbs.org/independentlens/newamericans/foreducator.s.html>

BOOKS

Academy of Missouri Squires
(List of Outstanding Missourians - includes their city)
Missouri Secretary of State "Blue Book"
<http://www.sos.mo.gov/bluebook/891-926.pdf>

Blind Boone: Missouri's Ragtime Pioneer Heritage Readers Series)
Jack A. Batterson, Rebecca B. Schroeder, University of Missouri Press (1998) ISBN: 0826211984

Divine Nine, the: The History of African American Fraternities and Sororities
Lawrence C., Jr. Ross, Dafina (2002) ISBN: 0758202709

Hardship and Hope: Missouri Women Writing About Their Lives, 1820-1920
Carla Waal, Barbara Oliver Korner, University of Missouri Press (1997) ISBN: 0826211208

Hoecakes, Hambone, and All That Jazz: African American Traditions in Missouri (Missouri Heritage Readers Series)
Rose M. Nolen, University of Missouri Press (2003) ISBN: 0826215017

Missouri's Black Heritage
Gary R. Kremer, Antonio F. Holland University of Missouri Press; Revised edition (1993) ISBN: 0826209041 (This is the revised edition of the groundbreaking book by Lorenzo Greene, one of the "fathers of Black history.)

People of Color: Black Genealogical Records and Abstracts from Missouri Sources
Teresa Blattner, Heritage Books (1993) ISBN: 1556138156

Women in Missouri History: In Search of Power and Influence by Leeann Whites, Mary Neth,
Gary R. Kremer, University of Missouri Press (2004) ISBN: 0826215262



PERIODICALS

Columbia Daily Tribune (Search Archives)
<http://archive.columbiatribune.com/query.asp>

Columbian Missourian (Search Archives)
<http://www.jour.missouri.edu/missourianarchives>

Journal of Blacks in Higher Education
<http://www.jbhe.com/>

(MU) MANEATER (Search Archives)
<http://www.themaneater.com/>

University of Missouri - Digital Library -
<http://digital.library.umsystem.edu>
 -- Savitars (MU Yearbooks 1891-2000 not continuous)
 -- University High School Yearbooks (MU Lab School 1973-1993 not continuous)

COMMUNITY

Boone County Historical Society (Nifong Pak)
<http://members.sockets.net/~bchs/>

ELLIS LIBRARY - SPECIAL COLLECTIONS
Black Studies
<http://mulibraries.missouri.edu/specialcollections/blackstudiesmf.htm>

Women Studies
<http://mulibraries.missouri.edu/specialcollections/womanstudiesmf.htm>

Primary Resources in History
<http://mulibraries.missouri.edu/specialcollections/histmf.htm>

UMSL African-American (Western Collection) Index (of potential names)
<http://www.umsystem.edu/whmc/tl-afam.htm>

Wilson-Wulff Boone County History and Genealogical Library (Nifong Park)
<http://www.gscm.gen.mo.us/gscmlib.htm>

INTERNET

A-A Cemeteries A world Apart featuring Boone, ... Counties
http://mo-river.net/history/boonslick/appendix_a.htm

Activity III Someone Important in Missouri History
<http://www.albany.k12.mo.us/veg/actIII.htm>

African Americans in Missouri
<http://www.missouri-slave-data.org>

Black Facts Online
<http://www.blackfacts.com/>

Missouri Timeline
<http://timelines.ws/states/MISSOURI.HTML>

National Women's Hall of Fame
<http://www.greatwomen.org/home.php>

Women of Achievement - "Herstory"
<http://www.undelete.org/woa.html>

Show-Me Standards ESSAY & POSTER DRAWING

Examples of Standards Alignment

GOAL 1: Research Skills

1. Develop questions and ideas to initiate and refine research	Brainstorming: Whom should I research? What type of person? Where will I look?
2. Conduct research to answer questions and evaluate information and ideas	Evaluation: Does it match the essay/poster criteria? Is the information credible?
4. Use technological tools and other resources to locate, select and organize information	Internet Research; CD_ROM Reference Sets; Word Processing; Drawing Software
5. Comprehend and evaluate written, visual and oral presentations and works	Is my classmates work complete, understandable, organized, typed neatly?
6. Discover and evaluate patterns and relationships in information, ideas and structures.	Do various sources describe the person differently or the same?
7. Evaluate the accuracy of information and the reliability of its sources.	Is the information source trustworthy? Is the information fact or opinion? Do the information sources convey this person's life accurately?
8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.	Shall I write chronologically, highlight themes of their life; explain the importance of their achievements or contributions; add humorous antidotes; include a timeline, chart, or pictures?
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.	How is there life different from mine? How did the person contribute to my life and things around me today? How did they change society?



GOAL 2: Effective Communication Skills

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.	How should I make the display my work at Memorial Union interesting or attention grabbing? What should I add to my essay or organization to encourage different types of people stop and view it?
2. Review and revise communications to improve accuracy and clarity.	Write outline, draft, revise, proof, revise. Sketch ideas considering alternate techniques for improving audience's understanding and appreciation.
3. Exchange information, questions and ideas while recognizing the perspectives of others.	Ask for suggestions from classmates and others; listen to their comments and use what is helpful without taking it personally. Offer suggestions to others when asked. Bookmark comments providing a Positive, Change; Positive.
5. Perform or produce works in the fine and practical arts.	Produce art of a notable person; consider different medias including digital multi-media and online presentations.
6. Apply communication techniques to the job search and to the workplace.	If the person is living, arrange an email or face-to-face information interview and discuss their job and/or workplace.
7. Use technological tools to exchange information and ideas.	Use email to contact online references for additional or pose a question. Exchange ideas with classmates using email, online discussion, or word-processing created letter.

GOAL 3: Problem-solving

1. Identify problems and define their scope and elements	Identify problems with accessing community, Internet, public library, and other research resources.
2. Develop and apply strategies based on ways others have prevented or solved problems	Brainstorm for solutions or preventative methods.
3. Develop and apply strategies based on one's own experience in preventing or solving problems	Implement selected solution and implement; re-asses strategies as necessary.
8. Assess costs, benefits and other consequences of proposed solutions	Consider the positives and negatives of alternative and proposed solutions.

GOAL 4: Decision-making and Citizenship

1. Explain reasoning and identify information used to support decisions	Explain the rationale for the facts and information included in the essay. Explain selected organizational style. Explain rationale for media selected for posters or drawings.
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States	Understand, compare, and contrast the person's rights and responsibilities with your current expectations. Practice good citizenship when collaborating or evaluating others. How did expectations and experiences differ for the person because the person was a minority or female?
3. Analyze the duties and responsibilities of individuals in societies	Understand, compare, and contrast the person's duties and responsibilities during their lifetime compared to your expectations of adults today. How did expectations and experiences differ because the person was a minority or female?
4. Recognize and practice honesty and integrity in academic work and in the workplace	Cite references for the information gathered for your work. Use quotations when copying word for word.

COMMUNICATION ARTS

- | | |
|---|---|
| 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization). | Essay Mechanic |
| 3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals). | Research |
| 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes). | Essay content, format, and style with proper references |

FINE ARTS

- | | |
|---|--|
| 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts. | Exhibition of produced artwork |
| 4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines. | Writing a caption (Communications Arts); Person is a likely historical figure (Social Studies) |
| 5. Visual and performing arts in historical and cultural contexts. | Poster is about a notable figure in past or contemporary history |

SOCIAL STUDIES

- | | |
|---|---|
| 1. Principles expressed in the documents shaping constitutional democracy in the United States. | Person may have been responsible for assuring the principles of the constitution are carried out. |
| 2. Continuity and change in the history of Missouri, the United States and the world. | Person may have greatly influence the course of events in Missouri, the U.S., or the world. |
| 6. Relationships of the individual and groups to institutions and cultural traditions. | The social and cultural environment may have led to the person's contributions and achievement and paved the way for positive benefits for contemporary Columbians. |
| 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents). | Research likely to include social science documents and artifacts to gather data on person and context of their life |

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DIVERSITY

SPONSORED BY:

IN PARTNERSHIP WITH:



Association of Black Graduate
and Professional Students



Boone County Chapter of MUA

Columbia Public Schools

Daniel Boone Regional Library

Ellis Library

Missouri Center for Books

MU Graduate School

MU Varsity "M" Association

MU Women & Gender Studies Program

State Historical Society of Missouri

