

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will arrive the week of March 19-23

Key to using the March-April 2007 issue:

| ARTICLE and PAGE NUMBER | KEY TEACHING POINTS |
|--|---|
| <p>I braved the SAT p. 5 From fatigue and hunger to time limits, Mindy tells what it was like to take the test.</p> | <p>How can you prepare for the SAT?</p> |
| <p>What has changed your life? pp. 6-7 Essay contest winners write about a new brother and the deaths of their parents.</p> | <p>How do you cope with change? What can you do to make it easier to adjust to new things or circumstances?</p> |
| <p>Confronting the n-word p. 8 Using the n-word less has helped Trayvione appreciate his black heritage.</p> | <p>How do you feel about people using racially offensive words? What words would you take out of your vocabulary?</p> |
| <p>The Top 8 shuffle p. 9 Nattalie admits feeling hurt when her friends move her around on their Top 8 lists on their MySpaces.</p> | <p>Why do you think some people are afraid of confrontation? What tips would you give for how friends can resolve their disagreements?</p> |
| <p>COVER STORY Prescription for depression pp. 10-11 Susan got worse after being prescribed antidepressants and had to fight to be taken off the medications.</p> | <p>Where can teens turn when they are sad or depressed? What services would you suggest be offered at your school or in your community?</p> |
| <p>The X-Men saved me pp. 12-13 Reading graphic novels helped Lily escape her problems at school.</p> | <p>What books, movies or music do you connect with? Why?</p> |
| <p>Finding my place pp. 16-17 Picking the right college was a difficult decision for Andrea.</p> | <p>What kind of college would be the right fit for you? What are the most important factors in choosing a college?</p> |
| <p>Iraq: four years later pp. 18-19 Teens express their views on the Iraq war, and a 19-year-old Marine shares his thoughts as he prepares to deploy.</p> | <p>How do you feel the U.S. has handled the war in Iraq? What do you think should be done?</p> |
| <p>Kareem's perspective pp. 20-21 In an interview, basketball legend Kareem Abdul-Jabbar talks about sports, his life and black history.</p> | <p>See lesson plan on page 2.</p> |
| <p>Would he love me? p. 25 Martha has always wondered who her father was, and if he knows she exists.</p> | <p>What do we expect from our parents? Can others fulfill those roles?</p> |
| <p>My tunes p. 26 Nadine says creating mixed tapes lets her say through music what she can't say in words.</p> | <p>Do you make mix tapes? What do your play lists say to others and about yourself?</p> |

Where do you come from?

Paying tribute to the people who paved the way for our lives

A lesson plan based on "Kareem's perspective" from the March-April 2007 issue of L.A. Youth, in which Sam Rubinroit describes Kareem Abdul-Jabbar's tribute to black achievers of the past.

By Libby Hartigan, Managing Editor

Grades: 6-12

Subjects: Language arts, life skills, history

Suggested time allowance: 45 min.-1 hr.

Objectives:

Students will:

1. Analyze our identities.
2. Consider the people who have shaped and continue to shape the world around us.
3. Develop a way to acknowledge and honor their contributions.

Resources and material:

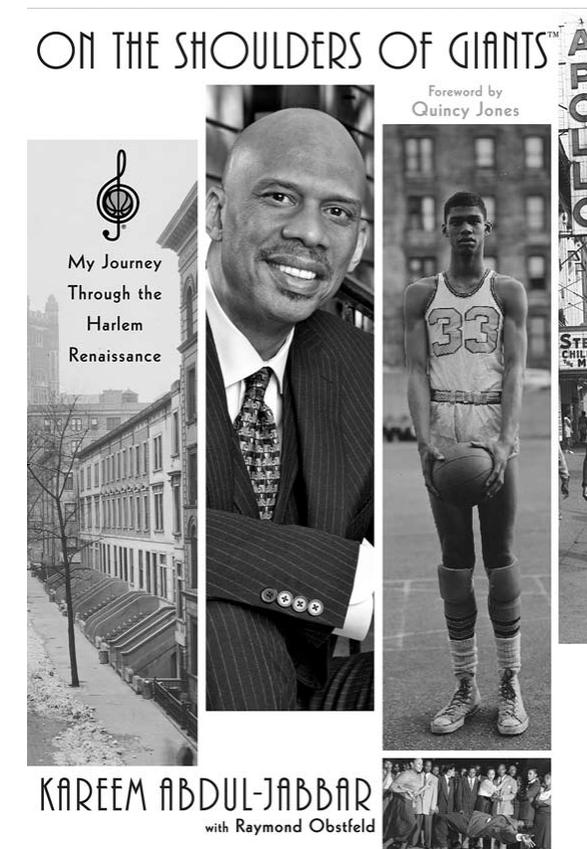
- pens, paper
- copies of L.A. Youth article "Kareem's perspective" (one per student)
- blackboard or white board

Activities:

1. On the board write: Where I come from. What do students think this means? If they were to describe where they come from, what would they talk about? Answers might include their neighborhood, country of origin, nationality, or something about their personality (Example: "Where I'm coming from is that I'm always honest, even if people don't like it.")

2. **Discussion:** Who helped me get to where I am?

As Americans, we are often encouraged to think of ourselves as individuals. We each must overcome obstacles to achieve our goals. Our background, racial heritage, interests and dreams are all part of our identity. But we're also shaped by our circumstances. The communities where we live, the people who raise us and the schools we attend are a big part of our lives. Sometimes we don't think about the people who came



before us, who helped create the world we live in now.

Who do your students see as important to their lives? Would they choose a relative, such as a parent or grandparent? Would they choose a historical figure, such as George Washington or a celebrity like Tupac Shakur?

2. **Reading and discussion.** Ask students to read the interview with Kareem Abdul-Jabbar by Sam Rubinroit on pages 20-21 of the March-April 2007 issue of L.A. Youth.

Kareem Abdul-Jabbar, the basketball legend, is an individual who achieved on the highest level. He has been inducted into the basketball Hall of Fame for his record-breaking career. Certainly he worked hard for his success. But in his recent book, *On the Shoulders of Giants*, he also pays tribute to the many black writers, musicians and athletes

who broke color barriers, changed society and paved the way to make his success possible. The implication of Kareem's book is that, if other people hadn't already created a more racially equal society, Kareem probably would not have had the opportunity to excel, no matter how skilled he was or how hard he worked.

Discussion questions:

How does Kareem define himself? As a Renaissance man (meaning that he can achieve excellence in many fields, not just one)

What are some of Kareem's achievements?

Why did Kareem choose to write a book about the black artists, writers and musicians of the Harlem Renaissance?

3. **Assignment:** Developing a tribute. Ask students to select a person or group of people who they feel has had an impact on their country, community, school or family. Write an essay on who the person or people are and how they made a difference.

Evaluation and assessment:

Students will be evaluated based upon their class participation and work.

Extension activity:

Ask students to develop a community tribute to the person or people they feel should be honored. The tribute can take many forms, such as a billboard, monument, Day of Commemoration, parade or documentary film. It could also be an online tribute using MySpace.com, Flip.com or another online location. The proposal should describe the tribute in detail, including when and where it would take place.



Would you like a speaker from L.A. Youth?

Editor Mike Fricano speaks about journalism, current events, working as a reporter, how to be a better writer and how students can get involved in L.A. Youth.

Call Mike at (323) 938-9194 or e-mail mfricano@lAYOUTH.COM.

THANKS TO TEACHERS who contributed letters to the editor and essays: Jolie Augustine, Wilson MS in Glendale; Jackie Craker, Benton MS in La Mirada; Alicia Gonzalez, Santa Monica HS; Mrs. Hernandez-Camacho, Huntington Park College Ready Academy HS; Keith Kesler, Wilson MS in Glendale; Ms. Kokino, University HS in West L.A.; Mrs. Lopez, Wilson MS; Mike Zwart, Paramount HS.

**Teens:
Join the
staff of
L.A.
Youth**
*the newspaper
written by and
about teens*



Next Newcomer's Orientation: **Saturday, April 14, 11 a.m.-noon** at

L.A.youth at 5967 W. Third Street Suite 301, L.A. 90036

(between Fairfax and La Brea)

Call Amanda, Libby or Mike at (323) 938-9194

HELP A COLLEAGUE SIGN UP FOR

L.A. youth

“L.A. Youth is one of the things students really enjoy reading as opposed to stuff they *have* to read.”

Mike Zwart, Paramount HS teacher



It's easy to sign up--just fill out the form below or contact L.A. Youth at (323) 938-9194 or by e-mail: rzelmanovitz@layouth.com

**YES, I would like to receive
L.A. Youth free six times a year.**

Name _____

School _____

School Phone _____

Ext. _____

Address _____

City _____

Zip code _____

E-mail _____

Please send me:

40 copies

80 copies

120 copies

185 copies

**Mail to: L.A. Youth,
5967 W. Third St. Suite 301
Los Angeles CA 90036**