The Louis Armstrong Story and Your Newspaper

Record what you learn and conclude about Louis Armstrong on one or more of the graphic organizers. Also, use them to record what you learn and conclude from your reading of the newspaper. Draw on the information you pull when discussing or writing about the story.
Record facts about Armstrong’s life on the graphic organizer titled Getting to Know Louis Armstrong and record key events on the Timeline. To keep track of the many people in his life, in the outside circles, record the names of the people and describe their relationships with Louis Armstrong in the space provided (A Web of Friends). Also fill in the chain to show cause/ effect relationships (Chain of Events). Or identify one key event, such as Louis Armstrong’s stay at the Waifs’ Home and three effects it had on his life (Cause and Effect). To aid in your writing about problems and solutions, provide the Problem Solving outline. Choose one of Armstrong’s problems and identify causes and effects, the solutions he found and the obstacles he faced. Use the graphic organizer titled Understanding Words and Concepts to define and explore “poverty” and/or “injustice” as preparation for the writing assignment outlined below.

WRITING: One problem that Armstrong faced early in his life was POVERTY. Define poverty. Write about causes and effects of poverty. Gather information from newspapers and other sources. What solutions did Armstrong find?

Considering Louis Armstrong’s life, other stories you’ve read and heard and your own experiences, explore the impact of poverty in light of the following quotes.

Quotes on poverty, such as the ones below, can be found on Web sites (http://www.quotegarden.com/poverty.html, http://www.quotationsbook.com/subjects/925/Poverty_and_The_Poor).

Poverty is the discoverer of all arts. —Apuleius

One must be poor to know the luxury of living. —Guillaume de Salluste Du Bartes

It is life near the bone where it is sweetest. —Henry David Thoreau

I thank fate for having made me born poor. Poverty taught me the true value of the gifts useful to life. —Anatole

For every talent that poverty has stimulated it has blighted a hundred. —Gardner, John W.

Poverty often deprives a man of all spirit and virtue; it is hard for an empty bag to stand upright. —Benjamin Franklin

Poverty is like punishment for a crime you didn’t commit. —Eli Khamarov

Love and business and family and religion and art and patriotism are nothing but shadows of words when a man’s starving. —O.Henry

For DATA and other information on poverty levels, visit Web sites, such as the ones below:

This United States Census Bureau Web site provides information on how to calculate poverty levels:
http://www.census.gov/hhes/www/poverty/povdef.html#1

Using this Web site, you can find out information about income levels in your state and county:
http://www.census.gov/hhes/www/saipe/county.html

For definitions of poverty and relative poverty and other information, visit Wikipedia:
http://en.wikipedia.org/wiki/Poverty_level

For a site that summarizes the data provided by the Census Bureau:
http://www.infoplease.com/ipa/A0104520.html

The Center on Budget and Policy Priorities offers some opinion, but it analyzes the data distributed by the Census Bureau at this Web site:
http://www.cbpp.org/8-26-04pov.htm
GETTING TO KNOW LOUIS ARMSTRONG

DIRECTIONS: Fill in information you learn about Louis Armstrong as you read the story.

BIRTH (TIME, PLACE)

FAMILY

EARLY LIFE

EDUCATION

PERSON

ADULT LIFE

MAJOR ACCOMPLISHMENTS

HOW THIS PERSON’S ACCOMPLISHMENTS CHANGED THE WORLD

DEATH (TIME, PLACE)

NEWSPAPER ACTIVITY: Fill in information about someone you read about in your newspaper. You can learn about someone through a profile, a series of stories or characters from favorite comics.
A WEB OF FRIENDS

DIRECTIONS: Identify key people and describe their relationships with Louis Armstrong. Draw as many lines as you need.

NEWSPAPER ACTIVITY: Choose a key person in the newspaper, write his or her name in the center and identify friends and colleagues in the outside circles. Write about their interactions in the space provided. To make this simpler, use characters from a favorite comic strip.
TIMELINE

DIRECTIONS: As key events occur, record them on the timeline.

NEWSPAPER ACTIVITY: Record a sequence of events in stories or other features in a newspaper.
CAUSE AND EFFECTS

DIRECTIONS: Explain the effects of a key event.

CAUSE

EFFECT 1

EFFECT 2

EFFECT 3

NEWSPAPER ACTIVITY: Explain the effects of a key event in the news.
CHAIN OF EVENTS

DIRECTIONS: Explain how one event leads to or causes another and then another…

NEWSPAPER ACTIVITY: Based on reading your newspaper, explain the effects of words or actions.
PROBLEM-SOLVING OUTLINE

DIRECTIONS: Based on your reading of the story, answer the following questions:

1. What is the problem?

2. What are the causes?

3. What are the effects?

4. What are the solutions?

5. What are the obstacles to the solutions?

6. What is the most likely outcome?

7. What is the preferred solution in your opinion?

NEWSPAPER ACTIVITY: Answer the questions about a problem presented in your newspaper.
UNDERSTANDING WORDS AND CONCEPTS

DIRECTIONS: Define and explore the meaning of “poverty” and/or “injustice.” Choose a photo and illustrate some aspect of poverty with a drawing.

NEWSPAPER ACTIVITY: Pull information from profiles or series of stories or tributes.