

Paul Robeson

1898 -- 1976

**Educators Guide and
Student Learning Activities**

Grades 4 -- 12

In celebration of the 100th anniversary of Paul Robeson's birthday.

By Douglas Calvin

Adapted and expanded from St. Pauls Public Schools members

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Dedicated to the loving memory of Josephine Butler,

Founder of the Washington, DC Paul Robeson Friendship Society

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"Oppression has kept us on the bottom rungs of the ladder, and even with the removal of all barriers, we will still have a long way to climb in order to catch up with the general standard of living. But the equal place to which we aspire cannot be reached without the equal rights we demand, and so the winning of those rights is not a maximum fulfillment but a minimum necessity, and we cannot settle for less."

Paul Robeson

"I learned that the essential character of a nation is determined not by the upper classes, but by the common people, and that the common people of all nations are truly brothers in the great family of mankind. ...Even as I grew to feel more Negro in spirit, or African as I put it then, I also came to feel a sense of oneness with the white working people whom I came to know and love.

This belief in the oneness of humankind...has existed within me side by side with my deep attachment to the cause of my own race. Some people have seen a contradiction in this duality...I do not think, however, that my sentiments are contradictory. "

Paul Robeson, *Here I Stand*, 1957

When we celebrate Paul Robeson's life, we celebrate all life. Our own, our parents, our grandparents and other ancestors. We celebrate everything in the world, because Paul Robeson loved everything in the world. Paul Robeson respected everything in the world whether it was a little bug, a big tree or a majestic mountain. He had a deep appreciation for all things in the world...

Josephine Butler,

Founder of the Washington DC Paul Robeson Friendship Society

Everyday, I want you to think to yourself, I can be like Paul Robeson.

Paul Robeson lived to serve someone else. He became good at what he did, became good at many things. He shared this with many people.

Sometime, somewhere, someone will ask for your help. Will you be ready, willing and prepared? You must be prepared. You can be just like Paul Robeson. Every single one of you has a very special talent.

Challenge yourself to improve your talent and skill. Make sure that you are ready to share them with someone else. Say to yourself, I can be like Paul Robeson, and make an effort to do it every day. I encourage you to keep a calendar, because each and every day is important. Use it to write things about your life each day, so you will have a story and can remember a lot of the things you did.

Josephine Butler

**Teaching Guide
and Student Learning Activities**

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Introductory Notes for Educators

The following curriculum guide will assist you in teaching about the life, accomplishments, historical periods and legacy of Paul Robeson. It is a work in progress, and your comments, feedback and suggestions are very welcome and strongly encouraged. A comment and feedback section is enclosed at the end of this packet. Please take a few moments to send some evaluatory comments, suggestions or other comments regarding this curriculum. Please mail your comments to Douglas Calvin, PO Box 5372, Takoma Park, MD. 20913, (301) 270-1456 or send an email message to "lunasol@igc.org"

Teaching about Paul Robeson is a wonderful educational tool that stretches across many academic disciplines. Robeson's life provides an extraordinary view into the social, political and cultural landscapes of the first half of this century -- within the United States and internationally. His is the story of a great American who was tremendously influential and well-known around the world. His story also raises issues the spector of official censorship and the near total erasure of Paul Robeson from US consiousness.

Is it imaginable how society would be different if the lives of Martin Luther King Jr., Marilyn Monroe, Billy Holiday, Joe Louis or Albert Einstein were almost completely unkown? Next to Franklin Roosevelt, Paul Robeson was the most famous American in the world in the 1930s, and maintained a very high profile public life up to the 1960s. Yet by the height of the civil rights movements just a few years later, very few people even knew who he was. Teaching about Paul Robeson is a vital contribution to a fuller understanding American and world history.

This curriculum guide has been developed for a four-fold purpose:

1. To provide teachers of various disciplines on what and how to teach about the life of Paul Robeson.
2. To familiarize students with the name of Paul Robeson which is little known today. In his time, however, he was the most widely known African-American in America and around the world.
3. To encourage critical thinking and viewing history as a continuum to encourage problem solving regarding intercultural harmony and respect among young people today.
4. To establish a collection of teaching materials about the life of Paul Robeson.

This teaching guide and curriculum is intended for use as a foundation for you to build upon when teaching about Paul Robeson. This curriculum is designed for basic introductions to the experiences of Paul Robeson. The curriculum is divided into four groups: grades 4 --6, grades 7 -- 9 and

readings of Robeson quotes, stories from grandparents, and more. Mr. Lewis emphasizes that Paul Robeson was all-American, international, embraced all cultures and multi-talented.

Participate in uncovering (un-burying) the history of Paul Robeson in your community or nearby city. Paul Robeson performed in over 160 US cities, most of which are not documented in currently available resources. For example, a recent project in Chicago began with a list of five or six public appearances by Robeson. Within a few months, their research uncovered over 100 listings, including an outdoor concert in 1940 with 165,000 people attending. This effort provides excellent opportunities for students to conduct research in libraries, with elders, at newspapers and community organizations.

Collecting oral histories from family and community elders is particularly invaluable, whether directly about Robeson or related subjects (such as the Spanish Civil War, inter-ethnic relations, labor history, etc.) both for the learning experiences of your students and the preservation of historical experiences.

Encourage students to look at their own lives in relation to the continuing evolution of history, using the issues that Paul Robeson was involved in as examples.

Incorporate listening to recordings and films of Paul Robeson in your classes. First grade teacher Paula Rogovin suggests some ways of introducing younger students to listening to Robeson.

"I told my students , "We will be doing research about a man named Paul Robeson. One thing Paul Robeson did when he was alive was to sing. People all over the world loved his singing. I love his singing. He had a really deep deep voice."

We played around with our voices, going as deep as we could. We thought about people in our school, in our buildings, and even on TV who had really deep voices. Some thought of James Earl Jones who is frequently seen in movies and advertisements. Some thought of a teacher, and uncle, a family friend.

Then I said," Now we're going to listen to Paul Robeson singing. I want you to listen to his deep and beautiful voice. Remember what we have said about making fun of things which are different?"

We had a brief discussion and reminder that we don't make fun of things which are different. And we don't laugh at other people. This discussion is important to helping the children see themselves as researchers. It helps set a tone and promote respect for people and things that are different.

This approach may not work with middle or high school students. Is there someone in the class or in the school chorus with a very deep voice?

Resources for use with this curriculum:

The Paul Robeson Educational Packet is designed to accompany the curriculum.

See the Chicago Paul Robeson 100th Birthday Committee World-Wide Web site for a complete listing of resources.

<http://www.pobox.com/~robeson/>

Two books that I highly recommend are:

Paul Robeson Speaks, Edited by Philip Foner. Citadel Press, New Jersey.

The Whole World In His Hands: A Pictorial Biography of Paul Robeson, by Susan Robeson. 1981, Citadel Press, New Jersey.

Note: The two Citadel Press books are currently out of print. They are now taking back orders and have said once they have 750 on order (each) that they will reprint within 10-20 days. We are working to persuade the publishers to reprint these books as soon as possible. For inquiries, please call Citadel Press/Carol Publishing at (201) 866-0490.

Folk Era Records is distributin over fifteen Paul Robeson recordings, and has produced a CD of Robeson's Peace Arch Concerts. They also have several books and videos available. Call 1-800-232-7328 for more information.

The Paul Robeson 100th Birthday Committee in Chicago has produced a beautiful 8 panel Paul Robeson Timeline. The panels are 19" x 24" on 100lb. cardstock, black ink on white panels. They cover a brief history of Paul Robeson's life, a parallel timeline of US and world events, never before seen photographs of Paul Robeson and resources for further study. Timelines are available for \$50.00 plus shipping. For more information, visit their web site: <http://pobox.com/~robeson/>

The Paul Robeson 100th Birthday Committee in Chicago has produced a history of Paul Robeson in Chicago, which uncovers much history that was missing from the records, and serves as an excellent guide to researching Paul Robeson in your community.

Educator's Guide to the Curriculum.

There are two main components to this curriculum: The Paul Robeson Educational Packet and Student Learning Activities.

The Educational Resource Packet includes:

Brief overviews of Paul Robeson's accomplishments and achievements

A biography of Paul Robeson

Quotes by Paul Robeson

A special focus section on Paul Robeson and the Trade Union Movement.

The Educational Resource Packet is designed to accompany the student learning activities, but you may find it useful for additional exercises and discussions in your classroom teaching. The special section on trade union movements is one example of what will eventually include several focus sections (music, civil rights movement, sports, etc.). Your suggestions for these and other focus sections are welcome.

Teaching Notes to Accompany Student Learning Activities:

The Student Learning Activities include activities to follow readings from the Resource Packet and comprehension tests.

Grades 4 -- 6

Read aloud the one paragraph introduction to Paul Robeson, his accomplishments and achievements, and draw upon the biography for additional material.

Behavioral Objectives:

Students will be able to recall basic information about Paul Robeson.

Students will gain appreciation for the diversity of interests and dedication to excellence that Paul Robeson exhibited during his lifetime.

Students will view their own lives as part of history and articulate their visions for improving social interaction among classmates, in their communities and globally.

Suggestions:

Activity #1. Students will learn about issues prevalent during Paul Robeson's lifetime. Teacher may also bring up contemporary issues as they relate to the subjects. Emphasize how the issues have evolved over the course of this century, where we are today, and how students view the future.

Activity #2. Students will create their own story and realize that personal history is a part of world history.

Robeson and linking that with experiences/interests within the classroom.
Activity #6. The Paul Robeson Shuffle is an easy and fun exercise to do, linking physical fitness, the arts and appreciation of history together.
Activity #7. Students will reinforce their learning by completing the activities.

Grades 7 -- 9

Students should read the introduction to Paul Robeson, his accomplishments and achievements, and the biography.

Behavioral Objectives:

Students will learn about the life, experiences and historical context of Paul Robeson's life.

Students will learn the definitions of the words influence and legacy.

Students will recall how influences may have established patterns of behavior in their own personal lives and what legacies are present in their lives.

Students will learn that history and social movements (ie. civil rights) are not fixed points in the past but are constantly evolving processes with specific dynamics for each period of time.

Grades 10 -- 12

Students should read the the entire Paul Robeson Educational Packet.

Behavioral Objectives:

Students will learn about the life, experiences and historical context of Paul Robeson's life.

Students will participate in un-covering the history of Paul Robeson in their community.

Students will examine historical processes that Paul Robeson was involved in and how they can relate to those issues today and in the future.

Focus Section on Paul Robeson and the Trade Union Movement

This section focusses on Paul Robeson's role in the trade union movement in general and the situations facing mine and mill-workers' organizing in the 1920s and 1930s.

Behavioral Objectives:

Students will learn about the role that songs can play in keeping memories (legacies) alive, and how they can have political and social impact in societal issues.

Students will gain an understanding of how labor union organizing was

Grade 4-6

Activities

Activity #1

Slavery

Spirituals

Discrimination

Discuss the following words and how they related to Paul Robeson's life
War

Poverty

Activity #2

Keep a calender for two weeks. Write something that you did or thought about each day. Create a story from your notes and share with classmates.

Activity #3

A. Draw a collage of one or more aspects of Paul Robeson's life. This could be sports, singing, speaking, travelling to different countries, his family, etc.

B. Draw a picture of your vision of harmony and friendship between all people in your school, community and world. Describe your drawing to the class.

Activity #4

Pick a country or culture that Paul Robeson went to or spoke about during his life. Write or perform a short essay or artistic presentation on your choice. Discuss how it relates to Paul Robeson's life.

Activity #5

Learn and memorize a quote, song, or dance from your culture or another persons' culture and present to your classroom. Describe the significance of your choice to your classmates.

Activity #6

From Eric Lewis, Bunker Hill Elementary School, Washington, DC
Dance to Stevie Wonder's "Happy Birthday", Billy Oceans "When the Going Gets Tough the Tough Get Going", or any other song with an upbeat groove to it that relates to Paul Robeson's life.

Paul Robeson Shuffle

Step to the left 4 steps, snap, step back to the right four steps and snap.
Right foot forward, left foot forward, cross hands to the hip then knees
Jump in place twice and then clap. Turn 180 and jump twice. Clap

Fill-In Fun

1. **P** _____
2. **A** _____
3. **U** _____
4. **L** _____
5. **R** _____
6. _____ **O**
7. **B** _____
8. _____ **E** _____
9. **S** _____
10. **O** _____
11. _____ **N** _____

1. Paul Robeson was a famous actor who appeared in many _____ and movies.
2. After he graduated from college, Paul went on to become a _____.
3. Paul won a four- year scholarship to _____ University and had the best grades in his whole graduating class.
4. During college, Paul was an excellent football player and was named _____ end.
5. In 1973, twenty famous stars gave a program at _____ to honor Paul Robeson on his seventy-fifth birthday.
6. Paul became famous all over the world for his excellent acting in Shakespeare's play _____.
7. Paul _____ wrote his own biography a book about his life entitled *Here I Stand*.
8. Paul was an accomplished musician. He enjoyed singing spirituals and African music and gave many _____ all over the world.
9. Paul was the third African-American graduate from _____ University Law School.
10. In London, England, Paul acted in the smash-hit musical _____.
11. Paul Robeson was recognized as a talented performing artist. He gave concerts in many _____.

Fill-In Fun Answer Key

1. plays
2. lawyer
3. Rutgers
4. All-American
5. Carnegie Hall
6. *Othello*
7. Robeson
8. concerts
9. *Showboat*
10. Columbia
11. countries

Crossword Puzzle

Across

2. Robeson was interested in the music, culture and history of _____.
4. Paul Robeson sang many _____ all over the world
11. Paul became the third African-American _____ to graduate from Columbia University Law School
12. _____ was Paul's wife
14. In Shakespeare's play _____, Paul played a black general
16. Since Paul had friends who were communists, the United States Government would not allow him to _____ to other countries.
18. After a concert at _____ New York a mob attacked Paul's audience
- 19 Paul graduated with honors from _____
20. Paul was an outstanding college football player. Twice he was named _____ end.
22. _____ is a book written by Paul Robeson about his life as a boy and his beliefs as a man.
23. Paul was an outstanding actor of both _____ and screen.
24. Paul was a famous _____ noted for his strong singing voice.
25. Paul went to see President _____ to protest the killings of black people in the South.

Down

1. In April, 1973, twenty famous stars gave a program before a large audience in _____ to honor Paul Robeson
3. Paul's brother _____ told Paul to never show fear.
5. Paul loved to sing black music called _____. They are religious songs that are a mixture of music that slaves had known in Africa and the music and words they added after they were kidnapped to America.
6. Famous black singer, actor, activist, athlete, orator, musician, and scholar _____.
7. When Paul could not leave the United States, he stood on a stage in the United States to sing, and his audience sat in a park in _____ to listen to his concert.
8. Paul graduated _____ of his college class at Rutgers. This means he was the top student.
9. Paul sang concerts in many _____
- 10 Paul started a newspaper called _____

Crossword Puzzle Answers

Across

- 2. Africa
- 4. concerts
- 11. lawyer
- 12. Essie
- 14 *Othello*
- 16. travel
- 18. Peekskill
- 19. Rutgers
- 20. All-American
- 22. *Here I Stand*
- 23 stage
- 24 musician
- 25 Truman

Down

- 1. Carnegie Hall
- 3. Reeves
- 5. spirituals
- 6 Paul Robeson
- 7. Canada
- 8. valedictorian
- 9. countries
- 10 freedom
- 13 *Showboat*
- 15 London
- 17 telephone
- 21 rights
- 23 slave

Seek and Find

AFRICA

ALL-AMERICA

CANADA

CARNEGIE HALL

COLUMBIA

COUNTRIES

ESSIE

FREEDOM

HARLEM

HERE I STAND

LAWRENCE BROWN

LAWYER

LONDON

MUSICIAN

OTHELLO

PAUL ROBESON

PEEKSKILL

REEVES

RIGHTS

RUSSIA

RUTGERS

SHOWBOAT

SLAVE

SPIRITUALS

STAGE

TELEPHONE

TRAVEL

TRUMAN

VALEDICTORIAN

B N C A R N E G I E H A L L W X Z
P L A N O P R V T A O B W O H S H
A Q R M T U I E O N E S S N A E E
U T S P U O G J Y Y Z W X D L I R
L E R L C R H N Z W X C O O L R E
R L E V A R T P A B A C L N A T I
O E G D N E S F G H I L J K M N S
B P T A A B C O N C E R T S E U T
E H U C D E D E F H G H I J R O A
S O R K A I L S T A G E M N I C N
O N O A P S Q O R R S T U V C R D
N E W F X S Y Z L A E B C D A E E
F G F R E E D O M V H I J K N E L
M N O I V W X Y A R U S S I A V C
P Q R C Z A B L N H A R L E M E D
S T U A E F S L A U T I R I P S G
M U S I C I A N P E E K S K I L L
N A I R O T C I D E L A V H I J K
L A W R E N C E B R O W N L M N O
P A B C J K L A A I B M U L O C B

Seek and Find Answer page

Grades 4 -- 6

Comprehension Quiz

1. Give Paul's name, place of birth and birthday
2. Give the names of Paul Robeson's wife and son.
3. Name at least two valuable lessons that Paul learned from his father.
4. Name three or more sports that Paul played while in college.
5. Describe one major event which occurred during Mr. Robeson's college years in one paragraph
6. Name the person who accompanied Paul on the piano.
7. Describe two major events that occurred in Mr. Robeson's life after he attended Columbia University Law School.
8. Name one of Paul Robeson's stage or screen activities.
9. Name four countries where Paul Robeson sang or acted.
11. Describe in one paragraph the influence that Paul Robeson had upon black people and all people who fight for freedom, justice and peace.
12. Describe in one paragraph why you think it is important to remember Paul Robeson's life and to celebrate his birthday.

Essay Question

13. Paul Robeson used his talents to help people to fight for freedom, peace and justice. Write a one page essay about Paul Robeson, and how you can use your talents to promote peace, love and respect between all people in the world. Include three ideas that you think are important to treat all people fairly and with respect.

Grades 4 -- 6

Post Test

Directions: Circle the Correct Letter

1. Paul Robeson was born in Princeton, New Jersey on
 - a. January 18, 1896
 - b. April 9, 1898
 - c. August 12, 1894
2. His father, William D. Robeson, was a slave on a plantation in South Carolina until age 15 when
 - a. he ran away
 - b. he was freed
 - c. he could vote
3. When Paul graduated from high school
 - a. he went to England to act
 - b. he went to work
 - c. he won a college scholarship
4. When Paul attended Rutgers University he played football
 - a. but he had to quit the team
 - b. was twice named All-American end
 - c. was the team's quarterback
5. Paul graduated from Rutgers
 - a. at the top of his class
 - b. tenth in his class
 - c. second in his class
6. Paul went to Columbia University to become a
 - a. doctor
 - b. minister
 - c. lawyer
7. Paul worked to pay his tuition at Columbia Law School by
 - a. playing pro-football
 - b. singing
 - c. both of the above

8. Paul played an African general in Shakespeare's play
 - a. *Othello*
 - b. *Hamlet*
 - c. *Romeo and Juliet*
9. Paul played a leading role in the musical
 - a. *Othello*
 - b. *Showboat*
 - c. *The Emperor Jones*
10. Many people became upset at Paul's concerts because
 - a. he did not sing well
 - b. he talked about freedom for black people
 - c. he charged too much
11. Paul Robeson went to see President Truman
 - a. to protest the Korean War
 - b. to protest the killings of black people in the South
 - c. to talk about his concerts
12. Paul would not perform at a concert in Kansas City because
 - a. the audience did not want to hear him speak
 - b. black people were not allowed to attend
 - c. there were not enough people
13. The United States Government took away Paul's right to travel because
 - a. other countries did not want to hear him perform
 - b. he kept fighting for freedom for all people
 - c. he did not want to travel

Post Test Answer Key

Grades 4 -- 6

1. b

2. a

3. c

4. b

5. a

6. b

7. a

8. a

9. b

10. b

11. b

12. b

GRADES 7 -- 9

Activities

Definitions:

Influence: The effect a person or thing has on another

Legacy: An example or idea handed down by a predecessor

Activity #1:

Paul Robeson's father taught him to stand up for what Paul believed in. In his book, *Here I Stand*, Paul Robeson said of his life in the 1930s, "I did not have many fixed ideas in those days, but one of them happened to be a strong conviction that my own conscience should be my guide and that no one was going to lead me around by a golden chain or any other kind."

A. What beliefs did Paul Robeson stand up for during his lifetime? Why? How did African-Americans react to him concerning his beliefs? How did other cultures react to his beliefs? How did the US government react to his beliefs? The Soviet Union? Discuss.

B. Paul Robeson discovered that even though he was famous in the United States and was held in great esteem as an actor, he was still discriminated against as an African-American. Why do you think this happened? Discuss.

Activity #2: Wheel of Influence

A. Draw a circle with Paul Robeson's name in it. Draw spokes of the wheel and label each one with a person, group, or idea that influenced Paul Robeson. Draw an outer circle completing the wheel. How do the various influences relate to each other and help shape Paul Robeson's view of the world?

B. Draw a wheel of influence for your life.

Activity #3

Write a paragraph on the main influence on your life up to this point. What advice for living has this person given you? Do you follow this advice? Why or why not?

Activity #4

In a paragraph, discuss the influence you have over another person (friend, relative, etc.) What are the advantages of influencing a person? Disadvantages?

Activity #5

What legacies did Paul Robeson contribute to in his life? (Examples may

Activity # 9

Find someone who knew Paul Robeson or who was familiar with him and interview him or her.

Activity # 10

Essay Subjects

Write a one page report on any of the following topics

Paul Robeson's views on attitudes toward African-Americans

Similarities between anti-Semitism, racism, and other forms of discrimination

Stereotypes of African-Americans and other people of color in film and TV

Harlem Renaissance

Controversy over "All God's Chillun Got Wings"

Black self-determination (in USA and/or Africa)

The Cold War

House Committee on Un-American Activities

Events at Peekskill, New York

Paul Robeson's views on world politics

Post Test Grades 7 --9

Directions: Circle the correct letter.

1. Paul Robeson was born on April 9, 1898 in
 - a. Selma, Alabama
 - b. Princeton, New Jersey
 - c. Salem, Oregon
 - d. Chicago, Illinois
2. Paul's father was
 - a. a runaway slave
 - b. a doctor
 - c. a singer
 - d. a gardener
3. In 1915 Paul Robeson won a scholarship to
 - a. Fisk University
 - b. Harvard University
 - c. Salem State University
 - d. Rutgers University
4. In 1920 Paul entered
 - a. Harvard Medical School
 - b. University of Minnesota
 - c. Columbia Law School
 - d. DePaul University
5. The greatest influence on Paul's character was his
 - a. Mother
 - b. Sister
 - c. Father
 - d. Brother Reeves
6. One of Paul Robeson's most famous leading roles as an actor was in the play
 - a. *The Emperor Jones*
 - b. *Green Mansions*
 - c. *West Side Story*
 - d. *To Sir with Love*

- c. Rita Grant
 - d. Georgia Spinner
8. When he was in college, Paul Robeson won
- a. a surprise gift
 - b. a singing contest
 - c. a Phi Beta Kappa key
 - d. a teaching position
9. At his college Paul Robeson was the first African-American
- a. to attend
 - b. to become an All-American football player
 - c. to coach basketball
 - d. to sing in an opera
10. A song Paul Robeson sang that came to symbolize him as a freedom fighter was
- a. "We Shall Overcome"
 - b. "Back of the Bus"
 - c. "Sound Off"
 - d. "Ole' Man River"
11. In August, 1950, Paul Robeson's passport was
- a. stolen
 - b. renewed
 - c. burned
 - d. cancelled
12. During the McCarthy era, Paul Robeson was labelled a
- a. Fascist
 - b. Communist
 - c. Democrat
 - d. Republican
13. Paul Robeson died after suffering a stroke on
- a. February 2, 1965
 - b. April 21, 1951
 - c. January 23, 1976
 - d. July 7, 1975

Post Test Answer Key

Grades 7 -- 9

1. b

2. a

3. d

4. c

5. c

6. a

7. a

8. c

9. b

10. d

11. d

12. b

13. c

Grades 10 -- 12

Activities

Activity #1

Discussion Points

How did Paul Robeson use his artistic talents to promote social issues?

Who else do you know of who used or uses their talents to promote their beliefs?

Why were black people being lynched throughout the country in the early part of this century?

What other ethnic groups suffered similar treatment?

What kind of discrimination exists today?

What was the Council on African Affairs?

What is the United Nations?

What was the Soviet Union?

What is a trade union?

What was Apartheid?

What was the Cold War?

What is socialism?

How was America anti-communist in the 1950s?

Activity #2

Choose a quote from Paul Robeson. Read it carefully and choose a word or phrase that you stand out to you. Rewrite it. Prepare two discussion questions for their classmates about what the word or phrase that you chose. Read the quote out loud to your classmates in your best oration voice. Then share your phrase or word and pose your questions to the class.

Activity #3

Vocabulary Words

Activity #4

Paul Robeson visited hundreds of cities and communities throughout the United States. Research Paul Robeson's visits to your community or a nearby city. Draw upon at least three references for your research. Good sources include library microfiche of period newspapers, interviews, community organizations and town records. What else was happening in the news when Paul Robeson visited?

Activity #5

W.E.B. DuBois

Council on African Affairs

African-American Civil Rights Movement in the 1940s and 1950s

Influence of the African-American Civil Rights Movement on other social movements in the United States and abroad. (ie. Chicano, American Indian, Gay/Lesbian, Anti-Vietnam War, etc.)

Anti-Communism in America

Robeson and the Jewish community

Robeson and Trade Unions

Robeson and the Welsh

The Cold War in the Third World

United Nations International Declaration of Human Rights

The Trade Union Movement in the 1920s and 1930s.

Harlem Renaissance

South African Apartheid and the international Anti-Apartheid Movement

How did the Council on African Affairs influence world opinion about Apartheid in South Africa? How did it influence people within South Africa?

Extra Credit Activity

Read the packet about Paul Robeson and the trade Union Movement and answer questions.

Grades 10 -- 12

Vocabulary from Biography

Pick ten vocabulary words, research them and use each in a sentence in context of or reference to Paul Robeson's life.

Lynching

Harlem Renaissance

Fascism

Discrimination

Anti-Semitism

Self-Determination

Exploitation

Imperialism

Colonialism

Albert Einstein

Dr. W.E. B. DuBois

Charlie Parker

Dizzy Gillespie

Segregation

Genocide

Ethno-Musicology

Working-Class

Trade Union

Solidarity

Apartheid

House Un-American Activities Committee

Loyalty Oath

Blacklisting

Soviet Union

Communism

Socialism

Educator's Evaluation and Comments

Please take some time to complete the following evaluation and to share your ideas and suggestions for the further development of Paul Robeson teaching materials. Any ideas that will be included in future drafts of this curriculum will be credited. All respondents will be informed about later drafts of this curriculum. Thank you.

1. Describe the class or group with whom you used this curriculum. Please include the ages of students, backgrounds, numbers of students involved, etc.
2. Which activities did you use?
3. What were the major ideas and concepts you think your students learned from participating in the lessons?
4. Are there additional materials, activities or lessons that you used along with this curriculum?

5. What activities did you find the most useful? The least?

6. What suggestions would you make for changes or additions to this curriculum?

7. Additional Comments

Name

Address

City/State/Zip

Email

School or Institution