



**That's So Raven:
True Colors**

A Disney Channel Program for Cable in the Classroom
Grades 5 – 8

that's SO raven

PROGRAM SUMMARY

Raven and her friend, Chelsea, apply for jobs at their favorite clothing store in the mall while Raven's brother, Cory, struggles over writing his school report for Black History Month. Neither sibling can actually see the relevance of African American history in their lives.

Back at the mall, Raven does exceptionally well on her interview. Chelsea, on the other hand, is less than impressive. When Chelsea gets the job, Raven is beside herself. She cannot imagine why she did not get chosen for the job, but then has a psychic vision of the store manager saying that she does not hire black people.

Raven tells her parents about the unjust situation, but feels that there is nothing that she can do



about it. With her parent's encouragement, Raven, Chelsea, and Eddie devise a plan. They enlist the help of a local television reporter to reveal the manager's discriminatory policies. Chelsea reports to work with a hidden camera in her hat. A disguised Raven and Eddie help her record the evidence they need, and the store manager is later exposed in a television report.

Meanwhile, Cory falls asleep in front of his computer while working on his report. Frederick Douglass and other prominent African American historical figures appear to him in a dream. They show Cory the contributions of African Americans in every aspect of life. Cory wakes up inspired and completes his report.

The siblings' experiences help them learn to appreciate the contributions that African Americans have made. Raven and Cory sit down with their parents and friends for a soul-food meal to celebrate Black History Month.

OBJECTIVES

The student will:

- Learn about the contributions of various African Americans.
- Place African American historical figures on a timeline with important events and legislation.
- Learn about the Civil Rights Act and events leading up to it.



- Learn about prejudice and discrimination, how to recognize it and the effects it has on people's lives.
- Analyze the plot of the program in terms of problem and solution.
- Create a bar graph using statistics.
- Learn about soul food and design a nutritious meal with soul-food dishes.
- Write a poem, song, or interview about the life of an African American historical figure.
- Learn about ragtime music and the other musical genres that it has influenced.
- Identify different musical genres.

PRE-VIEWING QUESTIONS

1. Why do we recognize Black History Month? Why is there a need to recognize the achievements of African Americans?
2. What are prejudice and discrimination? Have you even experienced or witnessed either?
3. Have you ever felt as if you were treated unfairly because of who you are? Did you think there was anything you could do about it? Why?
4. What is the Civil Rights Act?
5. Who were Malcolm X, Rosa Parks and Martin Luther King, Jr.?

POST-VIEWING QUESTIONS

1. How do Raven and Cory feel about Black History Month at the beginning of the show? How relevant do they feel African-American history is to their everyday lives?
2. What happens to each of them to change their attitudes? How do their attitudes change?
3. Were you surprised that Chelsea was hired for the job and Raven was not? How did you think Raven and Chelsea did on their interviews? Give examples to support your opinion.
4. Who do Raven and her friends go to for help in

5. exposing Chloe, the manager of Sassy's?
5. Have you ever heard of any of the people Cory meets in his dream? Did you know what they were known for?
6. Who is Mrs. Baxter talking about when she refers to her husband as "Malcolm." Why does she make this remark?

ACTIVITIES

HEALTH

1. Have students work in pairs or small groups to research soul food using the Internet, the library, or other sources. Have them consider the following questions as they work: What are the origins of soul food? What are the basic foods used? Why? Ask each group to use the USDA guidelines at <http://www.mypyramid.gov/index.html> to design a day's healthy diet using soul-food recipes. Have each group share their work with the class.

MATH

1. Have students use census information found at <http://quickfacts.census.gov/qfd/> to create a pie chart of the population of your state by race according to the 2000 census.
2. Have students use census information found at <http://quickfacts.census.gov/qfd/> to create a bar graph of the population of your state by race according to the 2000 census. Students should first convert the percents into population figures using the total population of the state. A multiple bar graph can also be done using the 1990 and 2000 populations. Click the "Browse data sets for..." link to obtain the 1990 data.
3. Have students use census information found at <http://quickfacts.census.gov/qfd/> to create a bar graph of the minority population for each



state in the United States. Students should first convert the percents into population figures using the total population of the state.

LANGUAGE ARTS

1. Have students research one of the African American figures mentioned in the program. Ask them to write a poem, song, or fictional interview about the person's life or contributions.

Frederick Douglass	Bessie Coleman	Scott Joplin
Garrett Morgan	Harriett Tubman	Jackie Robinson
Thurgood Marshall	Sojourner Truth	Madam CJ Walker
Althea Gibson	Marcus Garvey	Mary McLeod Bethune
Jesse Owens	Rosa Parks	Martin Luther King, Jr.
Malcolm X	Sam Jackson	

2. Many stories can be organized according to the problems characters faced and the ways that these problems are solved. Have students identify the problem that Raven faces when she says, "I'm just one person. I can't change the world." Have students state the problem, then describe the scenes in which Raven attempts to solve the problem. Remind them to include descriptions of the settings and characters involved. Finally students should state whether the problem is successfully resolved and describe the outcome.
3. Have students think about books that they have read where the characters had to deal with discrimination, prejudice, or racism. Ask them

to compare the characters and events in the book to those in the program.

4. Have students work in small groups to define the words discrimination, prejudice, and racism. Have them discuss how these words are related and the differences between them. How is racism different from prejudice? Does one definition encompass the other? How do racism and prejudice lead to discrimination? How are the words sexism, bias, segregation, stereotyping, bigotry, and persecution related to the previous words? What are the differences between them?

SOCIAL STUDIES

1. Have students view the Rosa Parks' arrest documents at <http://www.archives.gov/education/lessons/rosa-parks/> or photocopy them and distribute to students. Have them answer the following questions: What are the titles of the documents? What are the dates of the documents? Where were the documents filed? What is the purpose of each document? Who wrote the documents? Where was Rosa Parks sitting on the bus? Would she have been arrested for that today? (You may also choose to do a similar activity with other civil rights documents found at <http://www.archives.gov/education/lessons/postwar-us.html>.)
2. Have students research the African American figures mentioned in the program to develop a timeline. Ask them to note the dates of major events in their lives. Encourage them to use the timeline on the reproducible worksheet to plot important dates in the person's life. First, they need to determine how many years each section should represent. Then they should figure out if the sections on the timeline are adequate or if more should be added. (They can do this by



subtracting the earliest date from the latest date on their notes. They should then divide this number by the number of sections in the timeline.) Have students adjust the timeline as necessary, then label it with dates and events.

3. Explore civil rights as a class. Have students research the Civil Rights Acts of 1964, 1968 and 1991, the Supreme Court cases of Plessy vs. Ferguson, Brown vs. The Board of Education of Topeka, Kansas, and Loving vs. Virginia. Discuss how these were affected by the events on the timeline and vice versa. How were the actions of each of these people affected by the political climate? How did the actions of these people affect the political climate?
4. Ask each student to choose one of the African American figures mentioned in the program or ask them to research someone new. Have students consider the following questions as they prepare a presentation for the class: What are the person's major contributions? What are the dates of the major events in the person's life? What was the political climate at the beginning of the person's life? What was it like at the end? How were the actions of this person affected by the political climate? How did the actions of this person affect the political climate? How is your life today different because of this person?

MUSIC

1. Scott Joplin's ragtime music influenced much of modern music. Choose a musical work in each of the genres listed at right to play for the class. Have students identify the music's features and compare and contrast it to works in the genre. After discussing the qualities of each genre, listen to other works and have students match each work to a genre.

Ragtime	Blues	Dixieland Jazz
"The Entertainer" – Scott Joplin	"Crazy Blues" – Mamie Smith	"Livery Stable Blues" – Original Dixieland Jazz Band
"Maple Leaf Rag" – Scott Joplin	"Vicksburg Blues" – Little Brother Montgomery	"Dixie Jazz Band One Step" – Original Dixieland Jazz Band
"Joe Lamb's Old Rag" – Joseph F. Lamb	"She Walks Like a Kangaroo" – Ollie Shepard	"Dipper Mouth Blues" – King Oliver/Louis Armstrong
"Rapid Transit" – Joseph F. Lamb	"I Don't Know" – Cripple Clarence Lofton	"Soudan" – Sebek
Be – Bop Jazz	Cool Jazz	Rhythm and Blues
"Be-Bop" – Charlie Parker	"Boplicity" – Miles Davis	"What'd I Say" – Ray Charles
"Hot House" – Charlie Parker	"Take Five" – Chet Baker	"Do Right Woman" – Aretha Franklin
"Take the A – Train" – Dizzy Gillespie	"Early Autumn" – Stan Getz	"Shop Around" – Smokey Robinson and The Miracles
"Blue Monk" – Thelonius Monk	"My Funny Valetine" – Gerry Mulligan Quartet	"Woman to Woman" – Shirley Brown

