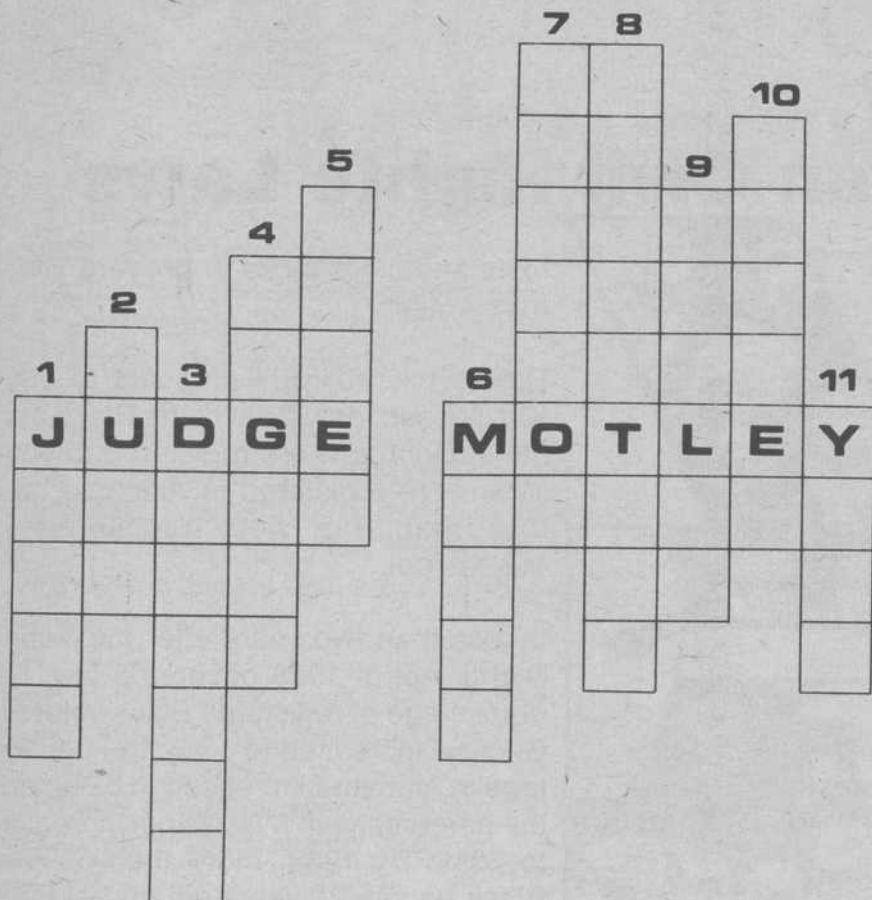




“WE ARE SOMEBODY” CORNER



JUDGE MOTLEY

1. Judge Motley represented _____ Meredith in his efforts to go to the University of Mississippi.
2. She also represented Autherine _____ in her efforts to go to the University of Alabama.
3. The Legal _____ and Educational Fund helped win all of the major civil rights cases since 1940.
4. Judge Motley won nine major civil _____ cases before the U.S. Supreme Court.
5. Constance Baker Motley was born in New _____, Connecticut.
6. Judge Motley is a true role _____ for Black women.
7. Constance Motley became the first Black woman _____ in New York history.
8. She was the first woman to serve as President of the borough of _____.
9. Judge Motley says, "It is important for Black women to become involved and hold _____ office."
10. Constance Motley's parents came from the West _____.
11. President Johnson named Constance Motley judge of the U.S. Circuit Court for the Southern District of New _____.

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in Baton Rouge? Which city has the largest number of Black citizens? How many officials live in Baton Rouge? How many Black elected officials does Baton Rouge have? Name three outstanding citizens of Baton Rouge.

OUR BLACK HISTORY LESSON—Ask: What did some people in the South do to try to keep Black people from voting? Why do you think the Voting Rights Act of 1965 passed? What did this act do? How many Black people 21 years and older in the southern states had registered to vote by 1968? What happened after large numbers of Black people started voting?

THE MOST FAMOUS COMET OF ALL—Ask: What is a comet? What are the three parts of a comet? Why is a comet named for Edmund Halley? How many times has this comet been seen? Why do some people watch the sky at night?

An Important Comment

To help round out the motivational and ego strengthening begun here in *The ADVANCER*, the teacher or tutor also needs to include a set of questions for use in our Teacher's and Tutor's Guide.

Since we may have to combine similar articles and significantly edit others, we feel it is best to maintain a policy of no credits. The objective of all of us is to do what we can to eliminate the awareness of illiteracy wherever it exists.

TEACHER'S AND TUTOR'S GUIDE

The primary objective of *The ADVANCER* is to serve as excellent supplemental reading for the large number of young people in public (and other) formalized schools where reading motivational, comprehension, and ego-strengthening help is needed. The secondary purpose is to fulfill a basic part of those same reading, motivational, comprehension, and ego-strengthening needs of our young and older adults not presently in any formalized public school system. This new learning enhancement tool is being put together on a volunteer basis (there are no paid staff either nationally or locally in AOP) by experienced professionals who often have varying views concerning how (ever-wise) such students should be approached. Since many of you, too, have opinions as reading specialists, we welcome your comments and would appreciate greatly your suggestions. Also, we invite—and warmly need—articles for inclusion in *The ADVANCER*. Each article must include a set of questions for use in our Teacher's and Tutor's Guide.

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