## Sandra Belton Table of Contents

Use in combination with the program script

This table of contents works best as a guide for people who have listened to the CD and want to find favorite parts. Teachers may want to print it out and make notes on it as they listen to the program, choosing tracks for classroom use.

<u>Classroom content:</u> Teachers of all levels will find excellent material here. Entirely useable for high school and college teachers. Racial issues - and issues common to any child - addressed in an accessible way that can be easily used in class. High school and college teachers will find it an excellent resource for people who want to weave underlying issues into narrative writing.

Kev: Italics: Belton reading her work

W: Advice or conversation about writing

F/H: Fictionalizing history: turning actual events into fiction or poetry

CM: Childhood memories AM: Adult memories CH: Cultural heritage

IWV: Identity as a West Virginian

CNW: Connection with the natural world: attachment to land and animals

**CCF**: Connection with community and/or family

J: Justice as a theme

- \* Material for older students, rather than elementary
- 1. (1:30) "As a writer, I have two goals..." Introduce Sandra through her goals W CH J
- 2. (1:56) Sandra Belton developed her storytelling ability early, on neighborhood porches..." > Exerpts from reviews, overview of her themes W CM CH CCF
- 3. ((4:02) "When Sandra Belton was a girl in Beckley, West Virginia, she couldn't find any books in library about kids who looked like her. All the storybooks were about white kids..." > stories about days in the library, reading fairy tales, imagining black princesses CM W J CCF
- 4. (2:10) We want books and TV "to reflect us" > memories of community excitement when a black person was on TV...  $CM \ J \ CCF \ W$
- 5. ((:31) "Now Sandra Belton is writing the books she wishes she could have found at that library..." > Set-up information about the Ernestine and Amanda series. W CH CM
- 6. (:27) Ernestine and Amanda fussing
- 7. (1:32) Ernestine's dad has lost his job. CCF
- 8. (2:27) Amanda's parents are separating. Amanda writes her dad a letter. CCF
- 9. (5:13) Ernestine is playing piano for a dance class. Amanda dances to "There is a balm in Gilead." They collaborate, despite themselves.  $\mathbf{CH}\ \mathbf{J}$
- 10. (:59) The scrapbooks on African-American history in the back of the Ernestine and Amanda books **CH J CCF**
- 11. (:57) It's important for young people to know what came before them > discussion and memories of the way black history was passed down in high school and in the community. **CM CH CCF J**

- 12. (1:59) Walking down the street, meeting a young fan W AM
- 13. (1:18) "Did you ever imagine you'd be doing anything like this when you were a kid?" Her answer, with childhood memories. CM W CCF
- 14. (2:25) The neighborhood where she grew up, the games the neighborhood kids played. CM CH CCF J F/H
- 15. (1:06) Her description of herself as a kid CM CCF
- 16. (:50) "The neighbors were the community..." CM CH CCF F/H
- 17. (8:32) From <u>From Miss Ida's Porch</u>: Neighborhood children playing in the evening, then drifting down to Miss Ida's porch to hear a story: the time Duke Ellington came to town and wasn't allowed to stay in hotels because he was black. **CH F/H CCF J**
- 18. (:27) Compare neighborhood porches to African girot CH W CCF
- 19. (1:33) Phillipa Duke Skylar, a child prodigy pianist, stayed at her house CM W CCF J
- 20. (1:30) Her father makes her think twice about going to a segregated movie theater CM J CCF W
- 21. (1:03) She talks about West Virginia: "West Virginia gives you something rich in your spirit..." IWV W
- 22. (:39) Her father: a doctor who visited the old folks home where McKendree is set. CM W
- 23. (2:40) Dark-skinned Tilara in Boston, staring at the picture of her light-skinned, dead mother, thinking she can never be pretty like her. CH CCF
- 24. (3:56) Sandra talks about skin color and prejudice among black people > Reading: teenagers talking with a former slave **CH J CCF**
- 25. (1:03) "Writing about discrimination based on skin color within the African community has been referred to as airing dirty laundry..." CH CCF J
- 26. (1:39) Writing: "When I'm in control, it's less powerful..." > describes the way the "little freezing feet" scene came to her W
- 27. (2:21) She reads the "little freezing feet" scene: Amanda learns that her parents are getting a divorce. W CCF
- 28. (1:22) Describes an upcoming Ernestine and Amanda book in which somebody dies. W
- 29. (2:04) "Your books are like front porches..." CH W CCF
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