

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.

Classroom content: 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.

Key: *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.* **CH 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**

