



**The Reverend Ivan George**  
**ESSAY • POSTER • VIDEO CONTEST**

Sponsored by  
**CHAACA**

CHERRY HILL AFRICAN AMERICAN CIVIC ASSOCIATION

And

**The Cherry Hill Public Library**

CHAACA is sponsoring an Essay·Poster·Video Contest for Black History Month 2020. The contest is open to ALL public school students in Cherry Hill in grades K through 12<sup>th</sup>. The essay, poster or video must depict a/an **African Americans in the Armed Forces and NASA.**

African Americans have been present in the service to the United States from the Revolutionary War to the present. Their service has been wrought with bittersweet experiences and monumental firsts. During the Revolutionary War, 9,000 African Americans occupied combative and supported roles; in the War of 1812, African Americans made up 15% of the United States Naval Corps; the Civil War saw African Americans joining the Union Army at record rate, even forming all Black regiments; World War I & II saw African Americans drafted and serving in segregated units; After World War II African Americans served in integrated units during the Korean War, The Vietnam War, and other conflicts and combat zones. African Americans also played a part in the race for space. **Essays, posters, videos may depict individuals or units (for example: The Massachusetts 54<sup>th</sup> Regiment, Buffalo Soldiers, Tuskegee Airmen or a personal account of someone that you know (father, grandfather, etc.))**

**For students in grades Kdg. Through 3<sup>rd</sup>.**

1. Who is the African American/unit you have selected? What is their profession? (Example: Benjamin O. Davis, Sr. US Army Officer) Why did you select this person? (Example: I selected Benjamin O. Davis, Sr. because I want to have a career in the U S Army.)
2. How do the accomplishments in this profession affect you, your family, your city, this country and/or the world (Example: Because he served as an officer in the segregated U. S Army, African Americans can aspired to be in all branches of the service, including NASA.)What did this person contribute to the community? Did this person overcome unusual circumstances? (Example: Benjamin O. Davis, Sr. was the first African American to rise to the rank of Brigadier General.)
3. Based on what you have learned would you choose this profession as a career?

**For students in grades 4<sup>th</sup> through 12<sup>th</sup>.**

1. Who is the African American/unit you have selected? What is their profession? (Example: Benjamin O. Davis, Sr. US Army Officer)Why did you select this person? (Example: I selected Benjamin Davis because I want to have a career in the U S Army.)
2. How do the accomplishments in this profession affect you, your family, your city, this country and/or the world (Example: Because he served as an officer in the segregated U. S Army, African Americans can aspired to be in all branches of the service, including NASA.)
3. What did this person contribute to the community? This person's discoveries, contributions or inventions to the field. . (Example: Benjamin Davis and his son demonstrated a legacy of service.)

4. What time period in history did this person live? How did the time and place affect his/her accomplishments? (Example: Benjamin Davis was an African-American who lived in 19<sup>th</sup> and 20<sup>th</sup> centuries. He fought in several wars.
5. Did this person have to overcome any obstacles in his or her career? Did any of these obstacles have to do with race? (Example: Benjamin O. Davis, Sr. fought in a segregated armed forces and had to overcome many obstacles to achieve his rank of Brigadier General. He lived to see the armed forces desegregated and his son to become an officer in World War II with the Tuskegee Airmen.
6. Based on what you have learned would you choose this profession as a career?

There will be three winners in each of the following six categories:

Prizes		Category		
First Prize	\$75	Grades	Kdg. – 1 <sup>st</sup>	(Poster, Video, or Essay)
Second Prize	\$50	Grades	2 <sup>nd</sup> -3 <sup>rd</sup>	(Poster, Video, or Essay)
Third Prize	\$25			
First Prize	\$100	Grades	4 <sup>th</sup> – 5 <sup>th</sup>	(Poster, Video, or Essay)
Second Prize	\$75	Grades	6 <sup>th</sup> – 7 <sup>th</sup>	(Poster, Video, or Essay)
Third Prize	\$50			
First Prize	\$125	Grades	8 <sup>th</sup> - 9 <sup>th</sup>	(Poster, Video, or Essay)
Second Prize	\$100	Grades	10 <sup>th</sup> -11 <sup>th</sup>	(Poster, Video, or Essay)
Third Prize	\$75			
First Prize	\$150	Grade	12 <sup>th</sup>	(Poster, Video, or Essay)
Second Prize	\$125			
Third Prize	\$100			

The Essay·Poster·Video Contest will be judged by a panel of judges selected by the CHAACA Executive Board.

Guidelines:

- The Essay·Poster·Video must be the original work of the author.
- Rubrics are attached. Rubrics were developed with materials from the RubiStar Web site <http://rubistar.4teachers.org/index.php>
- Only technical assistance from others will be acceptable; for example, someone shooting the video, etc. The script, props, must be the original idea of the student. Another example; someone helping to cut out letters for the poster, the subject and art work must be the original idea of the student.
- All entries must be clearly marked with the student's name, School, Grade, Age, and Teacher or Guidance Counselor. Entries will be assigned random numbers prior to submission to the judges to ensure objectivity.
- Submission of entries will be accepted from **November 25, 2019 until Friday, February 1, 2020.**
- Entries may be submitted written or hard copies, on a CD, on a DVD, on a flash drive or emailed to **chaacamembership@gmail.com**
- A Reception is planned for Tuesday, February 26, 2019 from 6:00pm to 7:00pm for participants, families and the community at the Cherry Hill Board of Education Administrative Offices on Ronaldo Terrace. **Immediately following the reception, the winners will be recognized at the February 26, 2019 Cherry Hill Board of Education Meeting.** Entries will be publicly displayed at the reception and posted on the website; <http://www.chplnj.org/>. The full packet is available on the library's website.
- Submit entries to: **Your building guidance counselor, at [chaacaprograms506@gmail.com](mailto:chaacaprograms506@gmail.com) and at the Cherry Hill Public Library's Youth Services Department Desk on the second floor of the library.** Questions may be emailed to Cathleen Jenkins, [csaxjenks@gmail.com](mailto:csaxjenks@gmail.com)

<b>POSTER RUBRIC</b>				
<b>Category</b>	<b>Novice -1</b>	<b>Developing - 2</b>	<b>Proficient - 3</b>	<b>Exemplary - 4</b>
<b>Coverage of topic</b>	Details on the poster have little to do with the topic	Details on the poster relate to the topic; but are too general or incomplete	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster capture the important information about the topic and increase the audience's understanding.
<b>Organization</b>	The information appears to be disorganized.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	Information is organized with titles and subheadings.	Information is very organized with clear titles and subheading
<b>Layout, Creativity, Use of Graphics and Design</b>	Much of the information on the poster is unclear or too small. Material presented in an ordinary, simple way. Graphics do not relate to the topic	Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away. Some creativity noted. All graphics relate to the topic	Most of the information on the poster is in focus and the content is easily viewed and identified from 6 ft. away. Materials presented in a creative way. All graphics relate to the topic and most make it easier to understand	All information on the poster is in focus and can be easily viewed and identified from 6 ft. away. Materials presented in a uniquely, creative way. All graphics are related to the topic and make it easier to understand
<b>Sources</b>	Some sources are not accurately documented.	All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.	All sources (information and graphics) are accurately documented, but there are a few errors in the format.	All sources (information and graphics) are accurately documented.
<b>Mechanics</b>	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling or punctuation errors	No grammatical, spelling or punctuation errors.

**ESSAY RUBRIC**

<b>Category</b>	<b>Novice -1</b>	<b>Developing - 2</b>	<b>Proficient - 3</b>	<b>Exemplary - 4</b>
<b>Coverage of topic/Thesis</b>	Approaching a thesis or topic, but has not narrowed the thesis or topic.	Thesis exists, but is not worded clearly or specifically.	Clear, strong thesis	Cleverly worded and creative thesis
<b>Organization</b>	There is some organizing scheme, but missing part or all of the introduction, body or conclusion	Paragraphs are defined, but not necessarily in a logical order, no transitions,	Paragraph breaks in the right place, transitions exists, there is an order to the presentation of ideas	Unique organizing strategy, smooth transitions, one idea flows into the next
<b>Content/Sources</b>	Information relates to thesis, but not directly; irrelevant, unimportant detail; information sources not cited.	Information evidence relates to thesis but the scope is too broad or narrow; information sources cited	Thesis supported by information and ideas; information sources cited	Thesis supported by information, ideas are unique, interesting, show a complex understanding and exploration of topic; information sources cited
<b>Style/Language Usage, Creativity</b>	Awkward wording in places, simple sentence structure. Same words used repeatedly; poor imprecise word choice; Colloquial language; homonym confusion; simple word choice. Simple straight forward – no creativity.	Clearly worded, simple sentence structure. Adequate or simple choice of words; appropriate to age and grade level. Some creative use of language or ideas.	Worded clearly and coherently with more complex sentence structure. Choice of words is distinctive, fresh, precise. Ideas and writing style presented creatively.	Clarity coherence and unity in word choice, sentence structure; writing flows. Choice of words economical and consistent with the relationship among writer, reader and the material. Ideas presented in a unique and personal style illustrating the author's creativity.
<b>Mechanics/grammar/spelling, etc.</b>	More than four significant errors many minor errors, such as spelling, typos	Up to three significant errors; some minor errors	One or two significant errors, some minor errors	No significant errors, a few minor errors.

<b>DIGITAL-VIDEO RUBRIC</b>				
<b>Category</b>	<b>Novice -1</b>	<b>Developing - 2</b>	<b>Proficient - 3</b>	<b>Exemplary - 4</b>
<b>Introduction/ Explanation of main point or focus</b>	Does not explain the project focus. Poorly addresses topic.	Explains only a general plan for the idea of the project	Explains the details of the project	Persuasively explains and addresses the details of the project
<b>Overall Content/ Support</b>	Message is unclear, includes little essential informative and one or two facts. Includes irrelevant ideas.	Message is vaguely communicated, includes some essential information with few facts and supports	Message is clearly communicated, includes essential information, indicates supports for ideas	Strong message. Covers topic completely and in depth, includes important and essential information
<b>Technical, Digital, Enhancements or Effects and Creativity</b>	Little or no enhancements for interest or excessive use of random enhancements detract from the video. Straight forward, no creativity.	Digital enhancements accompany video, but there is little sign of reinforcement; some tendency toward randomness with effects. Some creative use of language, effects, or ideas.	Digital enhancements that are used that are smoothly combined and effectively with the video. Ideas, effects, enhancements and style presented creatively	Digital enhancements are planned and purposeful; adding impact to the story line or focus. Ideas, effects, enhancements presented in a unique and personal style illustrating the author's creativity.
<b>Script/Dialogue Graphics</b>	Includes more than 10 grammatical errors, misspellings, punctuation errors, etc.	Includes no more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes more than 2-4 grammatical errors, misspellings, punctuation errors, etc.	No glaring grammatical errors, misspellings, punctuation errors, etc.
<b>Copyright/ Sources</b>	There are no citations or references to copy right information for photos, graphics, and music created by others. Does not indicate sources.	Citations are given, but some multimedia sources are not identified with references. Indicates some sources.	Citations are given, but some multimedia sources are identified with references. Most sources indicates.	Citations are given proper credit, original graphics, music, photos are used and cited as original. All sources are documented and indicated.

## African Americans in the Military/NASA

### Revolutionary War

Crispus Attucks

Peter Salem

Salem Poor

Barzillai Lew

Blaney Grusha

Titus Coburn

Alexander Ames

Cato Howe

Seymour Burr

*The Colored Patriots of the American Revolution*, 1855 book  
1<sup>st</sup> Rhode Island Regiment

### The War of 1812

<https://thegrio.com/2012/06/21/african-americans-played-pivotal-role-in-war-of-1812/>

<https://www.c-span.org/video/?314788-1/african-americans-war-1812>

### Civil War

<https://www.historynet.com/african-americans-in-the-civil-war>

<https://www.archives.gov/education/lessons/blacks-civil-war>

Christian Fleetwood

Miles James

Milton Holland

Alexander Kelly

James Bronson

Robert Pinn

54<sup>th</sup> Massachusetts Infantry Regiment

First North Carolina Volunteer Regiment

5th Regiment Massachusetts Colored Volunteer Cavalry

55th Massachusetts (Col) Volunteer Infantry Regiment

29th Connecticut (Colored) Volunteer Infantry Regiment

30th Connecticut Volunteer Infantry Regiment

31st Infantry Regiment (Colored)

### The West, Spanish American War, etc.

Buffalo Soldiers

10<sup>th</sup> Calvary

9<sup>th</sup> Calvary

24<sup>th</sup> Calvary

25<sup>th</sup> Calvary

<https://www.nps.gov/prsf/learn/historyculture/buffalo-soldiers-and-the-spanish-american-war.htm>

<https://armyhitory.org/the-black-immune-regiments-in-the-spanish-american-war/>

[https://www.thirteen.org/wnet/jimcrow/stories\\_events\\_spanish.html](https://www.thirteen.org/wnet/jimcrow/stories_events_spanish.html)

### World War I

<http://exhibitions.nypl.org/africanaage/essay-world-war-i.html>

<https://memory.loc.gov/ammem/aahtml/exhibit/aopart7.html>

369<sup>th</sup> Infantry

92<sup>nd</sup> Division

93<sup>rd</sup> Division

## World War II

*African Americans in World War II - The National WWII Museum*

<https://www.nationalww2museum.org> > sites > default > files > african-ame...

<https://www.militarytimes.com/military-honor/black-military-history/2018/01/30/african-american-gis-of-wwii-fighting-for-democracy-abroad-and-at-home/>

## World War II for Kids

[https://www.ducksters.com/history/world\\_war\\_ii/african\\_americans\\_in\\_ww2.php](https://www.ducksters.com/history/world_war_ii/african_americans_in_ww2.php)

### Black Officers:

Benjamin O. Davis	Vernon Baker	Frederick C. Branch	Ruben Rivers
Samuel Gravely Jr.	Charity Adams Earley	Riley L. Pitts	Jesse Brown
Roscoe Brown	Noel Parrish		

### Black Soldiers:

John R. Fox	Edward A. Carter, Jr.	Freddie Stowers	Jackie Robinson
George Watson	Charles L. Thomas	Cornelius H. Charlton	Richard Arvin Overton

## Korean War

<https://www.americanwarlibrary.com/personnel/dkc2.htm>

<https://koreanwarlegacy.org/chapters/african-americans-in-the-korean-war/>

[https://www.army.mil/article/51859/pentagon\\_honors\\_african\\_americans\\_in\\_korean\\_war](https://www.army.mil/article/51859/pentagon_honors_african_americans_in_korean_war)

[https://ecommons.luc.edu/cgi/viewcontent.cgi?article=3599&context=luc\\_diss](https://ecommons.luc.edu/cgi/viewcontent.cgi?article=3599&context=luc_diss)

## Vietnam War

Lawrence Joel	James Anderson Jr.	Eugene Ashley Jr.	Melvin Morris
William Maud Bryant			

## Post Vietnam

Gail Harris	Sherian Cadoria	Vernice Armour	Carlton W. Kent
Melvin Williams	Ronald L. Green	Bruce E. Grooms	Stephen W. Rochon
Erroll M. Brown	Vincent K. Brooks	Michelle Howard	Larry R. Ellis
Johnnie Wilson	Lillian Fishburne	Ronald Bailey	Marcelite J. Harris
J. Paul Reason	David L. Brewer III	Lloyd Newon	Emily Perez
Daniel James III			

NASA

Michael Anderson	Guion S. Bluford, Jr.	Charles F. Bolden Jr.	Yvonne Darlene Cagle MD
Robert L. Curbeam Jr	Benjamin Alvin Drew	Jeanette J. Epps	Victor J. Glover Jr.
Frederick D. Gregory	Bernard A. Harris Jr.	Joan E. Higginbotham	Mae C. Jemison, MD
Ronald E. McNair, PhD	Leland D. Melvin	Bobby Satcher	Winston E. Scott
Stephanie D. Wilson	Robert Henry Lawrence Jr.	Livingston L. Holder , Jr.	Jessica Watkins
Ed Dwight	Robert P. Pinckney	Victor Llewellyn Ranson	Katherine Johnson
Isaiah M. Blankson	Wesley L. Harris	Woodrow Whitlow Jr.	James Hubbard
Aprille Joy Ericsson	Olaronke Olabisi	Kwatsi Alibaraho	