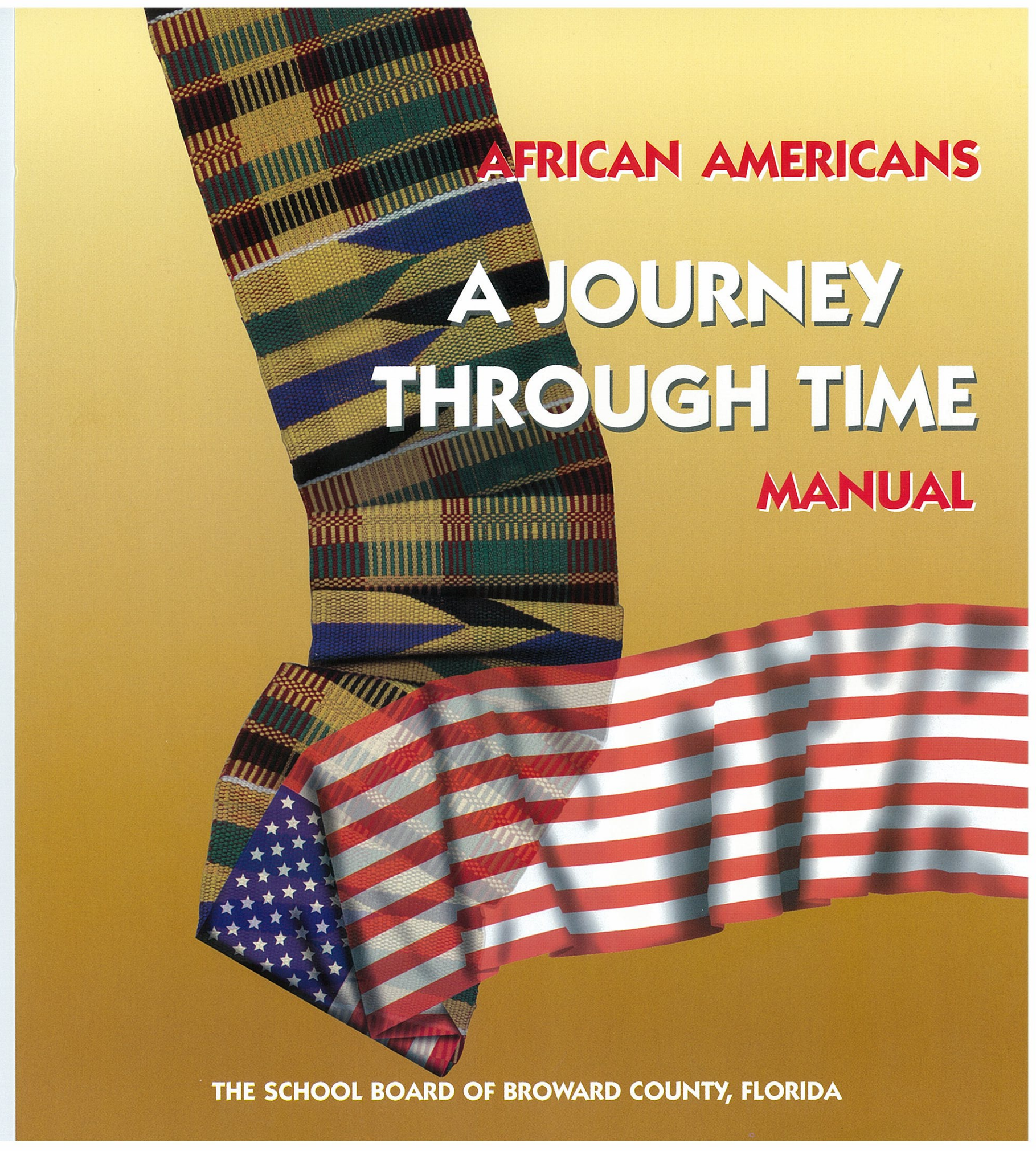

AFRICAN AMERICANS
A JOURNEY THROUGH TIME
MANUAL
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



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African Americans
"A Journey Through Time"
Manual

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AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

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AFRICAN AMERICANS "A JOURNEY THROUGH TIME"

REFLECTIONS FROM BROWARD COUNTY EDUCATORS

The United States is a nation that is both culturally diverse and pluralistic. If we are to prepare our students to live successfully in a global society, we must equip them with the training and educational experiences that will help to assure that success. As the face of the nation changes and the role of education expands, it is imperative that we as educators keep pace with these changes. We must meet the needs of an increasingly diverse population.

There are critics and skeptics who will maintain that infusing African American history and multicultural studies into the curriculum is unnecessary. The historian, Winthrop D. Jordan wrote, "...it is impossible to comprehend American history as such without some knowledge of the history of Americans of African ancestry." There are several benefits derived from broadening our curriculum. First, the curriculum becomes enriched with a great deal of new and exciting information for every discipline. Secondly, infusion helps to create stimulating environments that develop positive self images. Children will learn how to appreciate each other's similarities and differences. Stimulating environments yield better classroom performance, behaviorally and academically.

The opportunity to infuse African and African American history into the curriculum is both challenging and exciting. To get the most from this material requires that it be approached with a positive mindset. This document contains strategies and lessons for infusing African American history into the Broward County curriculum. We are convinced that these strategies and lessons will empower you, as well as your students.

Sherrie Davis-Marshall
Multicultural Resource Teacher
Multicultural/Foreign Language/ESOL Education Department

Black History Month, Women's History Month, and all of the other specially designated months and days just are not enough to give students a complete and accurate view of history. The infusion of these stories of achievement and hardship must be part of an ongoing process.

All of the people who have come to America, as well as those who were here originally, have rich and varied backgrounds. An awareness of this wealth of history and culture will make everyone's life fuller. I believe that many of us would have started the process of infusion long ago if we had had the right materials and necessary information. In Broward County we are off to a wonderful start with our curriculum and materials.

When I was first invited to participate in the African and African American History project, I was unsure of the role I would play. However, as the process began, I became enthusiastic and excited by the knowledgeable people I met and the high quality of the material we reviewed for use in Broward County. While there was a great deal that I already knew, there was much that I learned. I discovered many new ways to enhance my curriculum. I look forward to sharing this information and implementing the suggested strategies with my students and colleagues.

Ronna Brown
Pinewood Elementary School
Gifted/Student Support and Assistance Program

The infusion of African and African American history in the middle school curriculum is of vital importance to the integration of multicultural education. Infusion represents a variety of perspectives, telling all sides of the nation's history and engaging students in historical, political, and ethical themes that have changed the course of history.

This manual infuses the teaching of African and African American history with excitement, flexibility, and purpose. It is rich with creative instructional strategies that enable students of varying abilities and learning styles to grasp the information. If we link this content to World History, Geography, or American History, teachers and students will be able to gain a better understanding of our history as a nation and the richness of our heritage.

Bartley McSwine, in his paper on *The Multicultural Challenge*, states that "it is the challenge of taking American education beyond a monocultural focus to the incorporation of all ethnic and racial groups that make up the American cultural mosaic. It is the challenge of making every classroom a model of cultural pluralism, in which every child is cherished for his or her unique ability to contribute to the development of a truly democratic society." The infusion of African and African American history is the springboard for this manual. It is designed to be "user friendly" with detailed correlation charts that provide references for newly purchased resources (*African Americans: Voices of Triumph, People on the Move, People with a Dream* and other multimedia resources) for you to use along with the information in your current textbooks and disciplines. We believe that the manual will stimulate and motivate you through its creative suggestions for classroom activities, background information, and strategies for implementation.

Hannah Johnson
Behavior Specialist, Coconut Creek Zone
Social Studies Department Chair
School Liaison New Educator Support System
Silver Lakes Middle School

As an arts educator, it has been a privilege to receive the *African Americans: Voices of Triumph* books and materials. These articles are essential to the inclusion of African American studies in every arts curriculum. The contributions of so many extraordinary human beings should not be kept a secret any longer. This information needs to be shared and explored by all of us. How exciting to realize that we can now use these materials as agents of change in our own arts classroom.

The *Voices of Triumph* brings to the arts teacher a wealth of information not readily available in any other set of books. The *Creative Fire* volume is a testimony to African American success in all the arts. "Roots of American Music" explores the history of music from slave spirituals through the evolution of jazz and into today's pop music. Visual Art teachers will delight in the rich illustrations in all three volumes of *Voices of Triumph*. Information is included about specific artists and their medium stretch from the limning of the 1770's to the assemblages of the 1990's. Drama students will be enthralled with "To Capture a Flickering Image" in *Creative Fire*. This chapter offers a close-up view of the craft of filmmaking in America and affords insight into the struggles of African Americans to achieve recognition for their accomplishments.

Voices of Triumph is a celebration of the arts from cover to cover. The vibrant illustrations, detailed photography, and attractive page layout all work together to present a demonstration of African American skill. *Voices of Triumph* offers a tribute to the past, a record of the present, and a hope for the future. These resources are too valuable to sit on a shelf and gather dust. Let us join together and involve our students now in the wonderful chorus of the *Voices of Triumph*.

Evelyn Nelson
Curriculum Specialist
Sunshine Elementary School

The Broward County Curriculum Guide for African and African American History and the materials purchased for implementing the course of instruction are full of new, thought-provoking information. This manual is meant to be a helpful aid, not a cure-all in our effort to include the contribution of African people to world history, education, and cultural development.

As an African history teacher and an educator concerned about presenting the most accurate information possible, I appreciate all of the information included in this manual. This valuable teaching tool as well as the materials purchased for our schools (*African Americans: Voices of Triumph, People on the Move,* and *People with a Dream,* along with other books and videos) will assist us in doing the best possible job of educating our students because together they provide information that most of us do not know. The manual therefore enables us to acquire information quickly. No one knows what bit of information in a lesson presentation may spark a student's sense of success and self esteem, and we now have an abundance of choices to possibly ignite that spark. I hope that you will feel as I do, and use this guide for a richer teaching experience.

Abaron J. Wynn
Social Studies Teacher
Dillard High School

Over the past few months, I have had the rare privilege of attending workshops on African American history. The sessions were so stimulating and the wealth of information so mind-boggling that I feel compelled to invite my colleagues to share in my enthusiasm. As educators, we are the prime medium of instruction in the schools, that can whet our students' appetites for not just new knowledge, but for accurate information about a group of people whose achievements remain largely ignored.

As Americans, we can no longer remain content with being part of the greatest nation in the world when not one other nation has the monopoly on resources that are vital to human existence. Everyday events point in the direction of a global economy. We cannot hope to compete effectively if we know virtually nothing about the cultural background of others. If at no other time in history, the time-worn statement, "No man is an island, no man stands alone," has found its true meaning.

The time has come for us, as educators, to take an honest look at ourselves. When we do, we might discover that we know very little about people who do not share our particular heritage. We must now rouse ourselves out of our comfort zones, confront our fears and make a concerted effort to educate our students in a way that will prepare them for the 21st Century. In this highly technical age of information, people no longer have excuses for perpetuating misleading information.

Our new curriculum manual as well as the *African Americans: Voices of Triumph* books and *Theme Explorer* kits are the first step as available resources for teachers who are committed to educating the whole person and students who wish to learn more about Africa and African Americans. These books and materials contain well-researched information in a physically attractive, easy-to-read format. Recognizing the tremendous demands on your time and the challenge of your task, the Writing Team in collaboration with the Time Life Education staff, has incorporated ready-to-use information that not only fills in the gaps, but is also fun to use. I invite you to take a look and then get involved.

Vinette Green
ESOL Coordinator, Teacher of English
J. P. Taravella High School
Adjunct Professor, NOVA University

AFRICAN AMERICANS
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AFRICAN AMERICANS "A JOURNEY THROUGH TIME"

OVERVIEW OF THE MANUAL

The materials presented in the African Americans *"A Journey Through Time"* manual are designed to assist teachers in the planning and implementation of the Pre-K - 12 curriculum of the history and culture of African and African Americans and their contributions.

This manual is organized into ten sections. The following are brief descriptions of these sections.

Resolution/State Mandate/Introduction

This section addresses The School Board of Broward County's Resolution approved on December 5, 1989, which contains the endorsement and support for the infusion of African and African American content in the curriculum.

The 1994 State Legislature amended Florida Statute 233.061 requiring the instruction of African American History in Florida public schools.

The introduction describes the development and purpose of the manual.

Background Information

This section includes a summary of the African Diaspora and Highlights of African Americans in Broward County. Teachers will find interesting facts here for inclusion in their lesson plans.

Timeline of Important Events in African American History

The timeline is a chronological listing of events covering the period between 1400 to 1997.

Subject Area Correlations

The Subject Area Correlations were designed to be used with the *Voices of Triumph* book series, videos and Theme Explorers. This section is divided into four columns: Topic, Book Series, Video and Theme Explorers; and identifies exactly where you will find information on the topic in these resources.

Curriculum Outline

This section of the guide provides clear focus for infusion of African American History into the Social Studies, Language Arts, Science, and Mathematics curricula for grades K-12. Each ties in with the Sunshine State Standards and Benchmarks, and represents the Core Competencies. The teacher is given the lesson theme, the grade level, the Core Competency that the lesson covers, the benchmark, and the standard that is met.

Strategies and Assessments for Infusion

The Strategies and Assessments section extend and develop the curriculum outline, targeting specific subject areas for infusion. The teacher chooses a lesson and is given the objective, strategies for teaching the lesson, and an assessment tool.

Sample Lesson Plans

The lessons suggested in this section serve as examples of how the teachers can infuse African American History content into their curriculum. For each lesson plan, a focus or theme is identified at the top, then below are the grade level, topic, objective, time frame of the lesson, and the area of infusion.

African American Supplementary Instructional Materials

This section identifies the purchased supplementary instructional materials that will assist teachers with the infusion process.

Additional Resources

The African American Bibliography provides the teacher with additional reference materials.

The Glossary and Pronunciation Guide contains terms used throughout the manual in the curriculum outline, correlations, sample lesson plans, and strategies and assessment sections.

The School Board of Broward County, Florida

RESOLUTION

NO. 90-27

RESOLUTION OF ENDORSEMENT AND SUPPORT FOR THE INFUSION OF AFRICAN AND AFRICAN-AMERICAN CONTENT IN THE CURRICULUM

WHEREAS, throughout the United States, in conferences, meetings and seminars, discussions have centered around the need to adequately address the contributions of Africans and African-Americans in the schools; and

WHEREAS, the attention of educators, students, parents, and the community must be focused on the importance of putting forth a continuous effort to create a learning environment which accurately portrays the richness of African and African-American history and its impact on shaping and maintaining America's progress and growth; and

WHEREAS, in Broward County, the need exists to increase the teaching of accurate African and African-American content as an integral part of the total school curriculum. Such a curriculum will serve to enhance the self-image of African-American students, and will assist in the development of an appreciation, by all students, of the rich contributions made by Africans and African-Americans in the progress of humankind;

NOW, THEREFORE, BE IT RESOLVED, that The School Board of Broward County, Florida, in conjunction with other schools districts throughout the United States, hereby endorses and supports the infusion of African and African-American content into the curriculum for grades kindergarten through twelfth;

BE IT FURTHER RESOLVED, that The School Board of Broward County, Florida, will provide appropriate resources and assistance toward the achievement of this infusion program.

Given at Fort Lauderdale, Florida, this 5th day of December, 1989.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

BY: Eileen D. Schwartz
EILEEN SCHWARTZ, CHAIRPERSON

ATTEST: Virgil L. Morgan
VIRGIL L. MORGAN
SUPERINTENDENT OF SCHOOLS

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

THE MANDATE

Section 233.061, Florida Statutes is amended to require:

> "...The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society."

In the spring of 1994, the Florida Legislature passed a new law which required the instruction of the history of African Americans in Florida Public schools.

The law requires that members of the instructional staff of the public schools shall teach efficiently and faithfully, using books and materials required, following the prescribed course of study, and employing approved methods of teaching.

AFRICAN AMERICANS "A JOURNEY THROUGH TIME"

INTRODUCTION

The Multicultural/Foreign Language/ESOL Education Department and Time Life Education, Inc. worked together to develop the Broward County Manual, African Americans *"A Journey Through Time."* This joint effort combined the pedagogical talents of a broad cross section of educators in the county with Time Life's outstanding collection of learning resources.

This manual was developed to ensure implementation of the 1994 Legislative Mandate requiring the teaching of African American History in grades Pre-K through 12. It is intended that the manual be used as a resource guide for the instruction of African and African American history in two major ways. First, recognizing the need to incorporate multicultural content into the curriculum, this manual provides information and sample lessons for the infusion of African American history into several subject areas. Second, the recommended framework has been devised for instructional implementation at all grade levels.

The development of this manual, coupled with staff development and the purchase of new resource materials, is indicative of the Broward County Public Schools' commitment to fulfill this mandate. This effort places Broward County at the forefront of a national movement to implement appropriate and thorough instruction in the multicultural arena. The Broward County Public School System will continue its mission to ensure that this process is ongoing.

We sincerely hope that the manual, African Americans *"A Journey Through Time"*, is one of your most valuable resources in the instruction of African and African American history.

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A SUMMARY OF THE AFRICAN DIASPORA

The word "Diaspora" means scattering, usually in reference to a people who are driven or taken away from their homeland as a result of political repression, physical attacks, religious intolerance or economic exploitation such as slavery. A Diaspora may also be created when ethnic, cultural or religious communities move of their own will. Derived from the Greek word *diaspeirein*, to disperse, the literal translation means to scatter (*speirein*) apart (*dia*). A Diaspora is usually the end result of the movement of people. For example, the Jewish Diaspora refers to the dispersal of Jews outside of Israel. The African Diaspora refers to people of African descent living outside of Africa. In the Americas and the Caribbean, the scattering is part of a complex process with numerous social, political, economic, and cultural factors.

Africa is a diverse continent with more ethnic groups than any other continent. In its western region, millions of people were uprooted and transported forcibly to the Americas and the Caribbean. Yoruba, Mandinka, Wolof, Ibo, Ga, Serer, Fante, Asante, Ibibio, and Congo were among the cultures that became victims as a result of the European slave trade that began in the middle of the 15th century when Portuguese merchants and traders traveled to Africa's shores.

Upon the death of Sunni Ali Ber, the great king of Songhai, Portuguese sailors took advantage of the country's vulnerability as it lay unprotected without a leader. In 1441, sailors journeyed to West Africa and returned with the gift of 10 Africans for their sponsor, Prince Henry. From this point forward, Africans became part of Portuguese society often coming as diplomats, workers, or students. Other Africans came by force and were taken to royal courts in Portugal and Spain. Later, captives were forced to work in the fields with peasants. By 1444, the Spanish and Portuguese were regularly taking Africans by force. By the 16th century, Spain sent enslaved Africans from Portugal to work in the Caribbean replacing Native American laborers. Slavery then became an economic institution.

The system of trading formed a triangular shape which worked as follows: Traders would take Africans from the west coast of Africa to the West Indies where they grew products such as sugar cane. Sugar and slaves were taken from there to North America, slaves were sold, and molasses was processed into rum. The rum followed a path to Africa; the liquor paid for more African slaves. As the demand for sugar and rum progressively increased, this became known as the "sugar revolution." Rice was similarly introduced. Since plantation owners found it difficult to grow tobacco and cotton in Georgia and South Carolina, rice production flourished. Land owners, however, lacked the agricultural knowledge to grow this new crop. Land and climate on the west coast of Africa was similar to that of the southeastern coast of the United States, the Caribbean and Brazil, because of this, Africans like the Gullah people, from Senegal to Liberia, were on demand. Farmers were willing to pay higher prices for Africans from what became known as the Rice Coast. With the agricultural expertise of these Africans, South Carolina exported thirty million pounds of rice to England each year.

As time passed, it became more difficult to acquire enough slave labor to keep up with the demand. Millions of farmers, blacksmiths, intellectuals, and other specialists' skills were lost from Africa to the bowels of slave ships. It is estimated that between 1600-1800, approximately thirty million Africans were taken from their homes.

New national identities were eventually developed within the context of colonialism as Africans and people of African descent forged identities based on the citizenship of the nations that had once enslaved them. In spite of the "scattering," cultural and social identities of Africans were enshrined in values that were passed down from generation to generation in religion, art, music, and cuisine.

African art has left its mark as early as Egyptian hieroglyphics found in the form of graffiti on prehistoric cave paintings. In the Sahara Desert, African art can be seen in masks, figures, sculptures, boxes and other objects. Many sculptures are traditionally made of wood, but bronze, ivory, and terra-cotta were also used. Elements of African cultures can be seen throughout the world and has become an integral part of the nations that had once permitted slavery. Many symbols in existence have been used in craft work and in forms of art that represent history, religion and values.

Of all African traditions, music accompanies religion in the sense that the two have survived the slave experience. The African Diaspora allowed the spread of dance style and rhythms throughout the Americas and the islands.

The earliest form of African American music is the spirituals. African slaves sent secret messages through the words of their songs. Often, their belief in God and the hardships of slavery were expressed while working in the fields. The rhythm and style slowly changed, and many other forms of music emerged such as rock and roll, gospel, jazz, and even rap. Jazz began with the use of a few instruments. Slowly, words, rhythms and a few more instruments were added. Even though there is usually a basic melody, the listener cannot predict the tune's outcome or course that the musical arrangement will follow. The former made it appealing, the latter turned it intriguing and a success. Rap music may have become popular in the modern world, but in African tribes, "men of word" or rappers told stories. Movements used with Rap came from dances by warriors like those of the Zulus preparing for war.

The drum, one of the oldest instruments in the world, originated in Africa. Africans used the talking drum to communicate or to pass messages between villages. Rattles, initially made out of gourds with seeds or beads inside, are another very old instrument used all over the world by musicians, dancers, and even babies. As for dances, the Bamba is a traditional drum-dance that originated among slaves in Puerto Rico during the colonial period; the Plena is another one. Dance-Tap dancing began when tribes used their feet and heels to pound the earth to the beat of the music. It has been said that they used this foot stomping with dances of the sailors, on ships, and later in the New World. The Capoiera is a dance that emulates Karate movements with sharp kicking motions. It is now commonly performed in Brazil. Other dances are Teelband in Trinidad, Reggae in Jamaica, Rumba in Cuba, and Merengue in Dominican Republic. All of them reflect the innate rhythms from Africa.

It is important to note that many of the holidays and celebrations that African Americans recognize are related to freedom from slavery. These often include special dates, activities, music, or foods. In their continent of origin, the vast majority of Africans engaged in religious practices. Traditionally, ancestor worship was practiced. There was a belief that after death, the spirit of the ancestor would come back in the form of nature or a piece of art. That spirit would then have significant influence on the family's daily life. This artwork was often passed down to the next generation; consequently, many customs and ceremonies focused on the family and deaths of a family member. For instance, when emancipation came to slaves in the Bahama Islands, Bahamians danced to the legend of John Canoe, a West African Chief. Elaborate headpieces and costumes were made and bands paraded through the streets. The Junkanoo is still celebrated today and has been brought to Miami, Florida, as part of the annual Gombay Festival. Kwanzaa is a non-

religious holiday celebrated by millions of African Americans from December 26th through January 1st. It recognizes the seven principles of family unity. Colors of the African flag are remembered, and families dress in traditional African attire.

Also, due to the Diaspora, the western palate came to sample sugar and rice, traditional African foods, introduced and popularized during the slave trade. Herbs used to season foods and sometimes to stop infection helped to condiment our otherwise bland food. Other dishes from Africa like black-eyed peas, coconuts, and millet became known. Somehow, this new cultural blend helped enhance the non-African world.

Diasporan Africans speak several languages including Creole, English, French, Spanish and Portuguese. It is not uncommon for these individuals to classify their ethnicity based on language. United States has more Diasporan Africans than any other nation in the world. As such, people of African descent in this country are more ethnically diverse than any other population in the country, but in particular, Florida is the most ethnically diverse state in terms of its population of people of African descent. What began as a "scattering" of a people who were driven away by force with total disregard to their human dignity, social, political, way of life or values has served not only to shock the modern world, but has greatly enriched it.

AFRICAN AMERICANS
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HIGHLIGHTS OF AFRICAN AMERICANS IN BROWARD COUNTY

Early History

The migration of Africans to other parts of the world, particularly to North and South America prior to the voyages of Christopher Columbus and the advent of chattel slavery is legendary. Van Sertima, in his classic work, They Came Before Columbus, documents the presence of Africans in the Americas as traders and seamen more than 2,000 years before the arrival of Columbus. According to Van Sertima, there are Atlantic drifts off the coasts of North and West Africa that act as conveyor belts. These equatorial currents have extremities that deposit into the Gulf of Mexico. Van Sertima postulates that many Africans inadvertently traveled these currents and landed at terminal points on the other side of the ocean in North and South America.

The first slaves in the Americas were not African, and the first Africans in the Americas were not slaves. Black sailors, soldiers, servants, and settlers arrived in the Americas in the 15th century, along with the earliest Europeans. These first black colonists were from Spain rather than Africa, and were known as ladinos. The Spaniards had tremendous respect for Africans because of the impact of the African Moors from North Africa on the social and cultural development of Spain during the 700 year period that they occupied Spain before being expelled. The slave codes of the Spanish were much more humane than the slave codes of the English. Unlike the English, the words "slave" and "African" were not synonymous. In Moorish Spain during the African domination, slaves were Turkish, Jewish, Greek, and Anglo-Saxon, not just African.

People of African descent accompanied all of the first Spanish expeditions, playing important military and diplomatic roles. The first written documentation of Africans in Florida dates back to 1513 when three Africans journeyed to Florida with Ponce de Leon. Estévanico, a Moor, scout, soldier, and slave traveled with Pánfilo de Narváez in 1528. He was one of four survivors out of an original group of 400. He spent eight years traveling overland from Florida to Mexico City, where he served as a guide to missionaries in the southwestern U.S.

Africans were among the Spanish explorers that settled the colony of St. Augustine in 1565. They came from the Caribbean, South America, and Africa. They represented about 10 percent of the population of St. Augustine, the largest African population in Florida at the time. In 1693, King Charles II of Spain issued a royal proclamation giving freedom to escaped slaves who converted to Catholicism and would fight for the Spanish crown. Word spread quickly reaching the slaves throughout the Carolinas. These slaves courageously battled slavecatchers, hunger, and dangerous swamps to reach freedom in St. Augustine, creating the first underground railroad, a century before the more famous northbound underground railroad began. Many of the freedmen became members of the Spanish militia. In 1738, they formed a free black company and resettled with their families to live at Santa Maria de la Gracia Real de Fort Mose, St. Augustine, Florida.

In 1739, the largest slave revolt in the history of North American colonies was crushed by a white militia group when scores of armed black slaves started marching toward Florida to their freedom. Fearful that the Spaniards in Florida would attack the British colonists in Georgia or incite another mass slave rebellion in the Carolinas, the English decided to attack the Spanish colony of St. Augustine first. Fort Mose was captured by the British, but later recaptured by a force of Spanish blacks, whites and Indians. For 12 years the black residents of Fort Mose lived amongst the Spaniards, Indians and other Africans of St. Augustine until Mose was abandoned as an African community in 1763, when Florida became an English colony.

In 1810, a Spanish nobleman by the name of Juan Arrambide introduced black slave labor to the South Florida area. Following the first Seminole War of 1818, Spain ceded Florida to the United States in 1819, feeling that it could no longer protect its territory against the growing force of the United States or control the Indians. The first Seminole War was really an invasion into Spanish Florida by Gen. Andrew Jackson to punish Indians for their attacks along the Georgia border. White Americans from other states then began to pour into what was previously Spanish Florida and proceeded down the peninsula into southern Florida. They established settlements and recovered the African slaves that had previously escaped and had sought freedom in Spanish colonies and with the Seminoles.

After the 1836 massacre of white settlers on the New River in Broward, white settlers disappeared for more than half a century; however, black Seminoles and Africans occupied this area until white settlers began to move in greater numbers down the peninsula. Fearing for their safety and enslavement, they retreated to the Bahamas. About 150 of them settled on St. Andros Island.

Black Settlement in Broward County

Just as blacks had once sought refuge in St. Augustine from slavery in the territories to the north, by mid 19th century they were fleeing to parts of South Florida to escape slavery. At the turn of the 18th century they came from central and west Florida, from other southern states, i.e., Georgia, Mississippi, North and South Carolina, and from the Bahamas. Broward County was formed from portions of Dade and Palm Beach Counties in 1915. Prior to the boundaries of Broward County being drawn, black people had already begun to make it their home. Dania became the first incorporated community in the area where many of the early black families, especially from the Bahamas, settled.

The extension of the Florida East Coast (FEC) railroad into Broward County had a tremendous impact on the migration of blacks into southern Florida. Hundreds, if not thousands, of black people came to work as laborers on the railroad. The railroad sparked the development of other industries such as farming and construction as well as causing a population explosion. Blacks from the Bahamas found more opportunities in Broward while other black migrants were happy to escape the oppression of sharecropping. Sharecropping for many was just another form of slavery.

Isadore and Minnie Mizell, the parents of 14 children, one of whom was Dr. Von D. Mizell, came to Broward in 1907, settling in Dania. Dr. Mizell recalled the time when people could just farm land without paying rent because no one owned it. He basically supported his family by growing tomatoes and beans.

Mr. Henry Flagler built small towns for his railroad workers which later became farm towns where new white settlers grew the produce to ship for the solvency of Mr. Henry Flagler's railroad. As a result, small ethnic enclaves began to develop throughout the Broward area, such as Deerfield (1897), Modello, and Hallandale (1898). Twelve families originally occupied Hallandale: seven Swedish, three English, and two black.

Blacks began to develop institutions in their respective communities. In 1904, Piney Grove Missionary Baptist Church was the first black church to be created in what is now Fort Lauderdale and the second church in general. It was originally built in the old black section of Fort Lauderdale on N.W. Fourth Avenue and Second Street before it moved to its current location at N.W. Fourth Street and Eleventh Avenue. The black church was one of three major institutions in the black community. The other two were the family and the school. Prior to integration, the church played a major role in the lives of most black people. It represented a haven from the racial oppression of Jim Crow. Not only did it provide spiritual renewal and hope, it also

served as the first social service agency in the community, providing food, clothes, personal care for the ill, and child care. Black churches were often where education in the community first occurred. The church was usually the center and vanguard of civil and human rights activities and protest. The church was also the pivotal agency in the community for socializing and recreational activities.

Education

The first black school in Broward County was established in Deerfield Beach in 1903. A year later, blacks in Fort Lauderdale reportedly petitioned for a school, but their demand fell on deaf ears until 1906. In 1907, Tom Bryan, a white pioneer in Broward, donated a one-room structure located on the west side of N.E. Third Avenue to hold classes. Three years later the building was demolished to make way for the rebuilding of an ice plant. The community eventually opened up their homes to hold classes. Classes were also held in the Knights of Pythias Hall. In 1923, the School Board of Broward County agreed to build a school for African American students. Joseph A. Ely was the school's first principal and named it Dillard, some say after a white philanthropist that founded rural black schools throughout the south. Others claim the name Dillard belonged to Dr. James Hardy Dillard, a black educational leader who had visited the school and really inspired and impressed Dr. Ely.

Clarence Walker took over principalship of Dillard in 1937. His short five-year tenure before his death was one of the most significant on education for blacks in Broward County history. Under his leadership the school went from eighth to twelfth grade which made Broward one out of 28 Florida counties to provide permanent educational facilities and programs for black children. In 1939, he presided over the first high school graduation ceremony at Dillard. Mr. Walker established a nine-month school year for black children. The nine-month school operated secretly.

In order to accommodate and please the growers and farm owners, schools for black children were closed from Thanksgiving until Easter in order for them to harvest green beans and peppers which were the chief winter crops for Broward's farming communities of Deerfield Beach, Oakland Park, and Pompano Beach. Black parents, who were able, sent their children to black boarding schools and to stay with relatives and friends in other areas which offered regular nine-month schooling to children through grade twelve. The efforts of Mr. Walker, with the massive support of the black community, proved victorious. For the first time, beginning the 1942-1943 school year, black children were able to start school in September and proceed through June.

The black community had won the battle of eliminating the abbreviated school year for black children, but other challenges were not as easy to meet. The per capita spending for white children far exceeded the allocation for black children. Black people have vivid memories and tell elaborate stories about how they got the "hand-me-downs" from the white schools. The school and classroom furniture, gym equipment, textbooks, and library books were the discards from white schools. Unlike other school districts throughout Florida, blacks in Broward had a permanent building; however, they were shortchanged of other facilities that white schools had, such as a lunchroom, gym and science room with accompanying equipment. What black schools had throughout Broward County were dedicated, caring educators whose mission was to elevate the black race through education.

Mr. Walker was such an educator. The son of an ex-slave, he was influenced and inspired by Booker T. Washington. He once made the profound statement that Dillard was part of the community and the community was part of Dillard. Education, he preached, was not just to achieve an individual and personal mean, but was to be used to uplift the community. Mrs. Estelle Rouse Pinkette, a teacher at the Old Dillard School, is said to have had the most enduring impact on students to this day. She established a personal relationship with each of her students and knew all of their families. When Dillard was closed for the harvest season, she taught students at her home.

A new Dillard Elementary and Dillard High School were built on N.W. Eleventh Street between 1952 and 1954. A citizens committee petitioned the School Board to change the name of the school to Walker Elementary after the Negro Chamber of Commerce conducted a poll regarding what to name the school; Clarence C. Walker Elementary School received the most votes. It served as an elementary school for the next twenty years. Then it was used as an administrative building for the school board from 1974 until 1980. During that time, additional classrooms, buildings, and other facilities were added to Walker Elementary. The Broward County Black Historical Society began a decade-long struggle to restore the Old Dillard High School as a black museum and cultural center. Its efforts culminated in success in 1986 when the Florida Legislature appropriated $400,000 of matching funds toward this effort.

Prior to integration, most black people in the south had limited education. This was mostly due to the obstacles created by segregation and the residual effects of slavery. In Broward, many people, adults and children alike; worked as migrant laborers. They also worked as maids in the private homes of white people or in the tourist hotels/motels. Others worked in restaurants either cooking or performing menial tasks. Many of the men worked in construction.

Professional blacks could only seek employment in their own black institutions, mainly schools; therefore, professional opportunities were not readily available to blacks and those who could have become doctors, lawyers, scientists, engineers, and mathematicians, instead became teachers and nurses. This created a talent pool of superb and brilliant teachers at many black schools. A number of these individuals came to work at the new Dillard High School. They were mostly educated at historical black colleges. Those that aspired to further their education could not attend Florida state universities because of segregation, and black colleges did not offer advanced degrees. Therefore, the state of Florida paid their black graduates to attend universities in other states to obtain graduate degrees.

Booming 1920's - Self-Sufficiency and Jim Crow

Broward County's economy began to boom in the 1920's. Real estate investors began to deluge South Florida and tourists started flocking as hotels and other facilities for tourists emerged. This new economic growth opened up an array of new job opportunities for blacks in the tourist and construction industries. In contrast, this new economic development was also responsible for the expansion of Jim Crow in Broward County. Blacks lived as far east of U.S. 1 as the area surrounding St. Anthony's Church which is located at N.E. 8th Avenue and 3rd Street. Prior to Fort Lauderdale becoming an incorporated city, blacks were concentrated just north of Broward Boulevard, east to St. Anthony's and west to the FEC railroad tracks. This was called "colored town."

The Schermerhorn Plan was approved on June 22, 1926, by the voters of the city of Fort Lauderdale. This plan authorized the division of the city into quadrants. A grid numbering system for city streets was introduced. The black community was restricted to the northwest quadrant and a curfew was placed on blacks for being outside of their assigned community. A siren which rang from the police station gave blacks an half hour to return to their communities.

A survey taken in 1954 by the Associated Press, revealed that Fort Lauderdale was the only city in the state that did not have beach accommodations for blacks. Black people in Broward protested, which resulted in the Broward County Commission establishing a beach area for blacks in Dania. However, a ferry had to be taken to get there. The County Commissioners promised to build an access road to the beach in Dania which was designated as the beach for blacks. Before they made good on their promise, Eula Johnson and Dr. Von D. Mizell led protest marches on Fort Lauderdale beach which officially integrated the beaches throughout Broward County in 1961.

Prior to integration, the black community in Broward County was self-sufficient and self-reliant by necessity. The black community responded to

the demands and needs fostered by the dictates of the times and Jim Crow. This stimulated the resourcefulness, insightfulness, diligence and ingenuity of many blacks that ventured into business. Black businesses flourished along the corridors of Fifth Avenue and Sixth Street. Among the businesses that existed were a drug store, movie theater, furniture store, gas station, funeral home, hospital, clothing store, restaurants, bars, and an electrical company.

Sylvia Aldridge, who came to Broward around 1905, developed the first black employment agency in Broward, placing blacks in jobs as domestics. Realizing that many did not have transportation to get to their places of employment, she created Sylvia's Victory Cabs. Her entrepreneurial spirit led her to invest in rental property as well. T. S. Cobb obtained a patent for a mattress that he designed and opened up a mattress company in 1925. He also made draperies, bedspreads, slipcovers, headboards and box springs. Anna Stirrup Smith arrived in Broward County from Exuma, Bahamas in 1921. She commented that there were no black undertakers at that time. George Benton changed that when he arrived in Fort Lauderdale two years later with his family and opened up the first black funeral home. He also opened the first black drug store in Fort Lauderdale.

The black community developed and maintained its own institutions. Black residents of Broward, in responding to the need for medical facilities, established Provident Hospital in 1938. Prior to this date, black people had no access to medical facilities in Broward County. Dr. James Sistrunk, who migrated to Fort Lauderdale in 1922, was the only black doctor in town for 16 years. Later in 1938, he and Dr. Mizell established Provident Hospital which became the first medical facility for African Americans in Fort Lauderdale.

The black press played a vital role in Broward's African American community. The Westside Gazette founded by Levi Henry, in Fort Lauderdale, reflected the life of the black community. The newspaper provided information while voicing opposition to injustices waged against the black community. In the late 1980's, The Broward Times, published by Keith Claybourne, became yet another voice for the African American community in Broward. WRBD-AM founded by John Ruffin in the 1980's was the first African American radio station in the region.

In 1949 the Negro Chamber of Commerce was created. This organization supported the maintenance and development of businesses in the black community as well as sponsoring projects to uplift the community. They were responsible for getting the first voting machine in the black community, installing stop lights in strategic locations in the N.W. section of Fort Lauderdale, improving streetlights and sidewalks, getting the Fort Lauderdale

Police Department to hire black police officers and cleaning up the black cemetery.

1960's and 1970's - Period of Civil Rights and Civil Unrest

The 1960's and 1970's were a remarkable period throughout the United States. It was a time of change and turmoil. Consistent with the unrest in other parts of the country, black leaders in Broward such as Von D. Mizell and Eula Johnson spearheaded protests against the oppression of racism and discrimination. Representing the NAACP, they successfully integrated the beaches, movie theaters, restaurants and other public facilities in Broward County.

Following the emancipation of slavery in 1863, black people in this country enjoyed a decade of relative success, prosperity and assimilation into mainstream America. This era is commonly known as the Black Reconstruction period which occurred between 1867 and 1877.

Southern whites who were initially tolerant and accommodated themselves to this new freedom for black people eventually became disenchanted with and envious of the progress that black people were making. A movement ensued that gave rise to Jim Crow and the Klu Klux Klan. Jim Crow was an organized system of laws and decrees that were developed for the sole purpose of isolating, subordinating and degrading several racial and religious groups in the United States.

After nearly 200 years of slavery and a hundred or more years of racial oppression and Jim Crow, the tide began to change for blacks in Broward because of the civil unrest nationwide. *Brown v. Board of Education* started a whole rash of civil rights activities which opened up new doors and opportunities for blacks throughout this country in employment, politics, and housing.

Boisy Waiters was the first black in Broward County elected to the Dania City Commission in 1966 and served through 1972. He paved the way for other blacks to be elected to public office. Andrew DeGraffenreidt was the first black to be elected to the City of Fort Lauderdale Commission in 1973. Emanuel Knowles was the first black to be elected to the Deerfield Beach City Commission and Pat Larkins became the first black commissioner for the city of Pompano.

In 1974, Kathleen Cooper Wright was the first African American in the entire state of Florida to be elected to a local school board and the first to obtain a county-wide office. The main administrative building of the Broward County School Board bears her name. Following in her footsteps, Miriam Oliphant was appointed to the Broward County School Board in 1991 and later elected

in a county-wide race. Like her predecessor, Oliphant made such a strong contribution that she was selected Chairperson in 1994 and reelected to the Board by popular vote in 1997.

Bill Clark was the first African American state representative in Tallahassee from Broward County. Herbert Myers was the only one to serve on the Everglades Port Authority and Alcee Hastings is one of only two African Americans from Florida to be elected to Congress since Reconstruction.

Election to public office for blacks in Broward did not come easy. Many barriers had to be overcome. *Smith v. Allright* opened the door for blacks to vote in primaries by outlawing all-white primaries in 1944. It took an act of Congress, ratifying the Voting Rights Act of 1965 to circumvent barriers such as literacy tests.

In 1983, the Southern Christian Leadership Conference (SCLC) filed the first lawsuit in Broward County for single member districts. The lawsuit was against the city of Fort Lauderdale, charging discrimination against black voters for running at-large elections. Even though SCLC had been successful in a number of these type cases throughout Florida, the judge did not rule in their favor this time. Before an appeal could be filed, the city commissioners placed this issue on the ballot. In 1986, residents voted six to four in favor of district-wide elections. Carlton Moore won a seat on the City Commission.

1980's and 1990's - Current Trends

The greatest migration of Americans in this country was the internal migration of African Americans from the South to the industrial cities in the Northeast and West. "The Great Migration" began at the turn of the century and continued until the 1970's. Blacks left the South for two basic reasons: to escape racial oppression and for better employment and economic opportunities. Many blacks from Broward County, like other Southern blacks, migrated to other parts of the country in pursuit of better jobs, education, a better life, and freedom from Jim Crow.

The trend of blacks migrating from the South began to change in the 1970's. Many of the blacks who went north began to head back home when crimebecame intolerable in the big cities; unemployment began to rise; the well paying, unskilled jobs in the industrial United States began to disappear; and the winters became unbearable. As Jim Crow and overt racism diminished and job opportunities increased, the South became more appealing.

Population trends for the years between 1990 and 1996 have shown an increase in population in the South overall. Florida and Broward County have been recipients of that population surge. The increase in the black

population in Broward seems to have several derivatives: African Americans returning to their roots in the South, African Americans moving South in search of a better life, more business, job and social opportunities and the appeal of warm weather; blacks from neighboring countries in the Caribbean escaping economic and political oppression and in pursuit of greater educational opportunities and a better life; blacks from other states taking advantage of the close proximity to their native countries in the Caribbean; blacks from Africa, Europe, and Canada; African Americans and foreign black retirees.

Haitians represent the largest group of foreign blacks. They migrated to Broward directly from Haiti, Bahamas, the Northeast and to a lesser degree from Canada and France. Jamaicans represent the second largest group of foreign blacks. They came directly from Jamaica, the Northeast, England and Canada. Other foreign blacks came from smaller countries in the Caribbean and from the continent of Africa. Nigerians represent perhaps the largest of the African emigrants.

Many of the immigrants are college graduates and are middle-class, adding to the upward mobility status of blacks in Broward County. They are more likely to move into the suburbs, favoring communities that are more racially and ethnically diverse.

Just as the "Great Migration" caused a change in the psyche of black people and their effect on American society, so has this new immigration of blacks to Broward County. This new diversity has enriched Broward County tremendously. On the business side: tailor shops, shipping companies, ethnic restaurants, grocery stores, beauty parlors, night clubs, records shops, bakeries, money exchanges, auto mechanics, and insurance companies have been created. Ethnic churches abound throughout Broward with immigrants adding to the rolls of many African American churches.

New forms of recreation and sports have been introduced to Broward County such as cricket, soccer and netball. The music menu for many radio stations has changed to become more ethnically diverse. The appeal of reggae seems to cross racial and cultural lines. Cultural festivals are now common throughout Broward and the South Florida area.

The cultural influence of Voodoo, Rastafari, patois, folk medicine, and ethnic dancing have enriched and furthered the cause of diversity in Broward County. The diversity caused by this new migration can be witnessed in the number, type and content of radio and television programs and in the newspapers and magazines that exist in Broward County.

Because of the diversity of the community, there has been renewed interest in the study and exhibition of African history and culture, resulting in the

donning of African attire, a demand for African art, artifacts, books and literature; the development of an African history study group, the celebration of Kwanzaa, the birthdays of Marcus Garvey and Malcolm X, and the travel to Africa. The vibrant interaction between native and new Floridians has had a profound effect on governmental, educational, political, economical, and social institutions.

A knowledge of the past is critical to the progressive move forward. These highlights, when placed within the greater time line of American history, are provided as background and context for educating all Broward students. The study of Broward County's African American history is a framework for the celebration of the many cultures that will *journey through time* to the 21st Century, thus ensuring that Broward County continues to evolve into a better and more dynamic place.

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

HIGHLIGHTS OF AFRICAN AMERICANS IN BROWARD COUNTY

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CHRONOLOGY OF EVENTS IN AFRICAN AMERICAN HISTORY

YEAR	EVENT
1400	Displacement of Africa's natural and human wealth begins.
1444	The Portuguese raid the West African coast for human captives to sell to wealthy merchants and nobles.
1510	Spain enters African slave trade.
1511	Father Bartholomé De Las Casas, a Catholic priest, condemns use of Native American slaves, but suggests use of Africans instead.
1515	Transatlantic slave trade begins in earnest.
1528	Estévanico, a Moroccan, explores "Pascua Florida" and the American southwest with Spanish explorer Pánfilo Narváez.
1540	An estimated 10,000 captives a year are brought from Africa to Spanish colonies.
1550	Estévanico and others in his party die at the hands of the Zuñi, who viewed them as spies.
1560	England enters African slave trade.
1570	An estimated 20,000 African captives reside in Mexico.
1591	Arabs invade and conquer Timbuktu, in West Africa's Songhai Empire.
1606	King James I of England charters the Virginia Company of London to establish commercial ventures and colonies in North America.
1607	The first English settlers land in Jamestown, Virginia.
1619	**August 20.** Twenty Africans are transported to Jamestown, Virginia, aboard a Dutch ship. They are the first Blacks to be forcibly settled as involuntary laborers in the North American British Colonies.

YEAR	EVENT
1624	The first Black child, born to indentured servants in English America, is christened William Johnson in the Church of England at Jamestown.
1625	International slave trading increases.
1634	Slavery is introduced into Maryland and Delaware colonies.
1640	Maryland and Virginia enact slavery laws.
1641	Massachusetts is the first colony to legalize slavery by statute.
1645	The *Rainbow* makes the first slaving voyage from the North American colonies.
1650 - 1749	Passed by individual American colonies, a series of laws legalizing enslavement of Africans for life; declaring slaves to be property - not people - subject to sale at any time; and banning Black literacy and religious observances goes into effect.
1663	**September 13.** The first documented rebellion attempt by slaves in what will become the United States takes place in Gloucester County, Virginia.
1664	All English colonies legalize enslavement of Africans.
1667	The English Parliament passes slave code regulating slave behavior on British-owned plantations.
1670	The French king issues royal order allowing slavery in French colonies.
1680	Spanish chronicle *Cadornega* estimates that over a million captives have been taken from Africa to Spanish-American colonies to date.
1687	Runaway slaves begin arriving in North Florida from Georgia and the Carolinas.
1688	**February 18.** The Quakers of Germantown, Pennsylvania, pass the first formal anti-slavery resolution.
1712	Virginia prohibits freeing slaves, except for those slaves who inform on runaways and rebels.
1713	England secures monopoly on the transatlantic slave trade to North America.
1731	Benjamin Banneker, a Black inventor and scientist, is born in Maryland.

YEAR	EVENT
1739	**September 9.** The Stono Rebellion takes place in St. Paul's Parish, South Carolina. Enslaved Africans, led by Cato, escaped from their enslavers and headed for St. Augustine, Florida. The rebels kill more than 25 whites. Sixty-five slaves, including Cato, are captured and executed for their role in the uprising.
1775	**April 19.** Free Blacks fight with the Minutemen in the initial skirmishes of the Revolutionary War at Lexington and Concord, Massachusetts. Escaped slave, Crispus Attucks, is killed by British forces.
	November 7. Lord Dunsmore, Royal Governor of Virginia, promises freedom to patriots' slaves if they join the British forces. Slaves of Loyalists could not take this offer.
1777	**July 2.** Vermont is the first state to abolish slavery.
	December 31. George Washington reverses his previous policy and allows the recruitment of Black soldiers. Some 7,000 Africans will fight for the colonies in the Revolutionary War.
1787	**July 13.** The Continental Congress passes the Northwest Ordinance, forbidding slavery northwest of the Ohio River.
	September. The Great Compromise. To achieve a rough balance of population when determining the number of Congressional representatives, the Constitution mandates that five slaves be counted as three persons for the purposes of representation (i.e., each slave counted as three-fifths of a person).
1790	First federal law on voluntary immigration admits whites only.
1791	Haitian Revolution begins with a slave revolt in Northern Providence.
1791	Benjamin Banneker surveys the newly created District of Columbia. He also publishes the first in a series of almanacs.
1793	Invention of the cotton gin causes a massive need for more unpaid labor.
	February 12. Congress passes the first national fugitive slave law.
1794	Richard Allen and Absalom Jones establish Bethel Church in Philadelphia, Pennsylvania, leading to the creation of the first independent Black Christian denomination.
1800	A Black slave betrays Gabriel Prosser's plans for a slave revolt in Richmond, Virginia.
1803	Under the leadership of General Toussaint L'Ouverture, Haitian slaves overthrow the French army and establish the second free republic in the Western Hemisphere.

YEAR	EVENT
1804	**January 5.** The Ohio legislature passes "Black laws" restricting the legal rights of free Blacks.
1808	**January 1.** A federal law prohibiting the importation of African slaves goes into effect. It is largely ignored.
1812-1814	**War of 1812** African Americans make up one-fifth of the U.S. Navy.
1816	**April 9.** The African Methodist Episcopal (AME) Church is organized as the first independent Black denomination in the United States.
	Federal troops under Andrew Jackson destroy the fort inhabited by escaped slaves in Apalachicola, Florida. Two-hundred and seventy Blacks are killed.
1822	**May 30.** Denmark Vesey plans a revolt of 5,000 slaves in Charleston, South Carolina. A slave close to Vesey betrays the conspiracy.
1827	*Freedom's Journal,* the first Black U.S. newspaper, is first published.
1829	**September.** David Walker's militant antislavery pamphlet, "An Appeal to the Colored People of the World," circulates in the South.
	September 20 - 24. The First National Negro Convention meets in Philadelphia.
1831	**August 21-22.** Nat Turner leads slave rebellion in Southampton County, Virginia. More than 60 whites are killed.
1839	**July.** Joseph Cinque and 48 African captives take over the Spanish ship, *Amistad,* and land in Montauk, Long Island.
1843	Sojourner Truth begins her abolitionist lecture tour.
1850	Fugitive Slave Act passed by the U.S. Congress.
1852	Harriet Beecher Stowe's *Uncle Tom's Cabin* is first published.
1854	**January 1.** Ashmum Institute, the precursor of Lincoln University, is chartered at Oxford, Pennsylvania.
1857	**March 6.** The Dred Scott decision of the Supreme Court denies U.S. citizenship to all African Americans - free and enslaved - and prevents Congress from restricting slavery in any federal territory.

YEAR	EVENT
1859	**October.** Militant abolitionist John Brown and a party of collaborators (5 Black and 17 white) raid the federal arsenal at Harpers Ferry, Virginia.
1861	Civil War begins.
1862	**July 17.** Congress declares all slaves of Confederates free in the Second Confiscation Act.
	August 25. The War Department allows the enlistment of Blacks in the Union Army. More than 186,000 Blacks served in the army during the Civil War; 38,000 died in service.
1863	**January 1.** Abraham Lincoln issues The Emancipation Proclamation freeing slaves in states rebelling against the Union - but not in the loyal border states of Delaware, Kentucky, Maryland, and Missouri - as of January 1, 1863.
1864	Black POWs are massacred by Confederate troops at Fort Pillow, Tennessee.
1865	The Confederacy surrenders at Appomattox, Virginia.
1866	**December 18.** The 13th Amendment, which outlaws slavery in the U.S., is ratified.
	President Andrew Johnson retracts General William T. Sherman's unilateral promise of "40 acres and a mule" for emancipated slaves.
1867	Southern states enact "Black codes," barring Blacks from schools and other public accommodations.
1868	**July 6.** South Carolina's state legislature becomes the first and only legislature to have Black representatives in the majority.
	July 28. The 14th Amendment is ratified, validating citizenship rights for all persons born or naturalized in the United States.
1869	The first national Black labor union, the Colored National Labor Convention, meets in Washington, D.C.
1870	**March 30.** The ratification of the 15th Amendment secures voting rights for all male U.S. citizens.
1875	**March 1.** Congress passes civil rights bill banning discrimination in places of public accommodation. The Supreme Court will overturn the bill in 1883.

YEAR	EVENT
1895	Booker T. Washington delivers his "Atlanta Compromise" speech advocating reconciliation between the races.
1896	**May 18.** The Supreme Court's decision in *Plessy v. Ferguson* affirms the concept of "separate but equal" public facilities for Blacks and whites.
1903	Maggie Lena Walker establishes the Black-owned and operated Saint Luke Penny Savings Bank in Richmond, Virginia, becoming the first American woman to create a bank.
1905	**July 11 - 13.** The Niagara Movement, forerunner of the National Association for the Advancement of Colored People (NAACP) is established.
1911	**April.** The National Urban League is founded.
1915	**September 9.** Carter G. Woodson establishes the Association for the Study of Negro Life and History and becomes the founding editor of its *Journal of Negro History.*
1917 - 1918	**World War I** During the United States involvement 400,000 African Americans serve in the military; about one-half in combat positions.
1920	The Harlem Renaissance, a golden age of Black literature and art in the U.S., begins.
1925	**May 8.** A. Philip Randolph organizes the Brotherhood of Sleeping Car Porters.
1931	Milestone case starts as the Scottsboro Boys are arrested and accused of rape in Point Rock, Alabama.
1935	U.S. Supreme Court overturns verdict of two of the Scottsboro Boys.
1936	**August 9.** Jesse Owens wins four gold medals at the Olympic Games held in Berlin, Germany, negating Adolf Hitler's claims of white racial superiority. Mary McLeod Bethune is named director of Negro Affairs of the National Youth Administration, becoming the first Black woman to receive a major Federal appointment.
1937	**March 26.** William Hastie becomes the first Black federal judge. **June 22.** Joe Louis wins the heavyweight boxing crown by defeating James J. Braddock.
1940	**October 16.** Benjamin O. Davis, Sr., is named ther first Black general in the U.S. Army.
1941 - 1945	**World War II** One million African Americans serve in the military.

YEAR	EVENT
1944	**April 24.** The United Negro College Fund is founded.
1947	A. Philip Randolph calls for an end to segregation in the military.
	April 15. Jackie Robinson is signed to the Brooklyn Dodgers, becoming the first Black player in major league baseball.
1948	**January 26.** President Harry Truman ends segregation with Executive Order 9981.
1950	**September 22.** Ralph J. Bunche wins the Nobel Peace Prize for his work as a mediator in Palestine.
	Harry T. Moors, president of the Florida Chapter of the NAACP, is killed by a bomb blast at his home.
1952	After keeping statistics for 71 years, Tuskegee Institute reported the first year with no lynchings.
	December 9. NAACP attorney, Thurgood Marshall, argues against school segregation before the U.S. Supreme Court.
1954	**May 17.** In *Brown v. Board of Education of Topeka, Kansas,* the Supreme Court rules unanimously that racial segregation in public schools is unconstitutional, overruling *Plessy v. Ferguson.*
1955	**December 1.** Rosa Parks is arrested for refusing to change seats on a Montgomery, Alabama, bus.
	December 5. The Reverend Dr. Martin Luther King, Jr., leads Blacks in a boycott of the Montgomery bus system, which continues until shortly after December 13, 1956, when the U.S. Supreme Court declares that segregation in public accommodations is unconstitutional.
1957	**February 14.** The Southern Christian Leadership Conference (SCLC) is formed with the Reverend Dr. Martin Luther King, Jr., as president.
	August 29. Congress passes the Voting Rights Bill of 1957, the first major civil rights legislation in more than 75 years.
	September 25. Nine African American students, under guard by federal troops, integrate Little Rock (Arkansas) Central High School.
	Althea Gibson is named "Woman Athlete of the Year" after winning the U.S. Clay Court Championships, the All-England Ladies' Single Championship at Wimbledon, and the U.S. Open at Forest Hills, New York.

YEAR	EVENT
1960	**February 1.** Sit-ins at lunch counters in Greensboro, North Carolina, initiate a wave of similar protests throughout the South.
	April 15 - 17. The Student Non-Violent Coordinating Committee (SNCC) is founded in Raleigh, North Carolina.
1963	**August 28.** Organized by Bayard Rustin and A. Philip Randolph, the March on Washington is the largest civil rights demonstration to date. The Reverend Dr. Martin Luther King, Jr., delivers his speech entitled "I Have a Dream. "
	September 15. Bomb kills four school girls, at 16th Street Baptist Church in Birmingham, Alabama.
1964	**January 23.** The 24th Amendment forbids the use of poll taxes to prevent voting.
	July 2. U.S. Congress passes Civil Rights Act.
	July 18 - August 30. Beginning in Harlem, serious racial disturbances occur in more than six major cities, including the August 26th disturbance in St. Augustine, Florida.
1965	**January 2.** The SCLC launches a voter registration drive in Selma, Alabama, leading to a nationwide protest movement.
	February 21. Malcolm X is assassinated 11 months after his split from Elijah Muhammad's Nation of Islam.
	August 6. President Lyndon B. Johnson signs Voting Rights Bill.
	August 11 - 21. Riots in the Watts section of Los Angeles, California, result in 34 deaths, more than 3,500 arrests, and property damage of about $225 million.
1966	**January 25.** Constance B. Motley becoms the first African American woman to be appointed to a federal judgeship.
	July 1 - 9. The Congress of Racial Equality (CORE) endorses the concept of "Black Power." SNCC also adopts it. SCLC does not, and the NAACP emphatically does not.
	October. The Black Panther Party is founded by Huey P. Newton and Bobby Seale in Oakland, California.

YEAR	EVENT
1967	**May 1 - October 1.** In the worst summer for racial disturbances in U.S. history, more than 40 riots and 100 other disturbances occur.
	November. Carl Stokes becomes the first Black mayor of a major U.S. city, Cleveland, Ohio.
	Thurgood Marshall becomes an associate justice of the U.S. Supreme Court.
	FBI Chief, J. Edgar Hoover, authorizes the infiltration of Black nationalist organizations.
1968	**April 4.** The Reverend Dr. Martin Luther King, Jr., is assassinated in Memphis, Tennessee. In the days that follow, riots break out around the nation.
	Black Panthers Fred Hampton and Mark Clark are killed by Chicago police.
1969	**October 29.** The Supreme Court rules that school districts must end racial segregation at once and must operate only integrated school systems.
1970	**August 7.** Implicated in a shoot-out during an attempted escape in a San Rafael, California, courthouse, Angela Davis goes into hiding to avoid arrest. Davis is acquitted of all charges on June 4, 1972.
1972	Shirley Chisholm, U.S. Representative from New York, is the first African American woman to run for president.
1973	**May 29.** Thomas Bradley is elected the first Black mayor of Los Angeles.
	June 16. First Black-owned TV station, WGPR-TV in Detroit, is granted a permit to operate.
	October 16. Maynard H. Jackson is elected the first Black mayor of Atlanta.
	November 6. Coleman A. Young is elected the first Black mayor of Detriot.
1974	**April 8.** Black baseball star, Henry Aaron, hits his 715th home run, breaking Babe Ruth's long-standing record for career homers.
1977	**January 27 - February 3.** For eight consecutive nights, ABC broadcasts an epic mini-series based on Alex Haley's book, *Roots*. The final episode receives the highest prime-time rating to date.
1978	U.S. Supreme Court issues the Bakke Decision which deals with racial quotas in education and the workplace.
1980	**May 18.** Racial disturbances, beginning on May 17, result in 15 deaths in Miami, Florida.

YEAR	EVENT
1981	**July 17.** Fulton County (Atlanta) Grand Jury indicts Wayne B. Williams, a twenty-three-year-old photographer, for the murder of two of the twenty-eight Black youths killed in a series of slayings and disappearances in Atlanta. (Convicted in February 1982).
	November 3. Thurman L. Milnet is elected mayor of Hartford, Connecticut.
	December 20. *Dream Girls,* a spectacular Black musical, premieres on Broadway and opens at the Imperial Theater.
1982	**May 23.** Lee P. Brown is named the first Black police commissioner of Houston, Texas.
1983	Alice Walker receives Pulitzer Prize for *The Color Purple* (fiction).
	April 12. Harold Washington is elected the first Black mayor of Chicago.
	June 22. The state legislature of Louisiana repeals the last racial classification law in the U.S.
	August 30. Lt. Col. Guion S. Bluford, Jr., is the first Black U.S. astronaut to enter space.
	November 2. President Ronald Reagan signs the law designating the 3rd Monday in January as Martin Luther King, Jr., Day.
1985	The 1746 poem, "Bar's Fight," by Lucy Terry is published.
1986	Katherine Dunham receives the Scripps Festival Award.
	January 16. A bronze bust of the Reverend Dr. Martin Luther King, Jr., is the first of any Black American to be placed in the Capitol. The first national Martin Luther King, Jr., holiday is celebrated on January 10.
	January 28. Ronald McNair dies in the space shuttle *Challenger* disaster.
	October 21. George E. Alcorn (Reston, VA) and Andre S. Burgess (Forestville, MD) are granted a patent for a method of fabricating an imaging x-ray spectrometer.
1987	Carrie Perry becomes the first Black woman mayor to be elected to a major U.S. city. She is elected mayor of Hartford, the capital of Connecticut.
1988	Debi Thomas receives the Bronze Medal in figure skating during the Winter Olympics in Calgary.
	June 19. Dr. James Cameron, survivor of the Marion, Indiana, lynchings, opens the America's Black Holocaust Museum, Inc., in Milwaukee, Wisconsin.

YEAR	EVENT

July 20. The Reverend Jesse L. Jackson receives 1,218 delegate votes at the Democratic National Convention. The number needed for the nomination, which goes to Michael Dukakis, was 2,082.

1989 L. Douglas Wilder is elected first Black governor of Virginia. He is inaugurated January, 14, 1990.

August 10. General Colin L. Powell is named chair of the U.S. Joint Chiefs of Staff.

November 7. David Dinkins is elected the first Black mayor of New York, and L. Douglas Wilder, the first black governor of Virginia. Wilder's inauguration occurs on January 14, 1990.

1991 **January 15.** Roland Burris becomes the first Black state attorney general of Illinois.

April. The Reverend Emmanuel Cleaver, II is elected as the mayor of Kansas City, Missouri.

July. Bernard A. Harris, a physician, becomes an astronaut, veteran of two space flights.

October 30. Black Entertainment Television (BET) Holdings, Inc., becomes the first African American company listed on the New York Stock Exchange.

August 3. Jackie Joyner-Kersee is the first woman to consecutively win the Olympic Heptathlon.

September. Dr. Mae Jemison becomes the first African American woman to travel into space for National Aeronautics and Space Administration (NASA).

1992 **November 3.** Carol Moseley Braun of Illinois is the first Black woman elected to the U.S. Senate.

1993 **January 20.** Maya Angelou delivers her poem, "On the Pulse of Morning," at President William J. Clinton's Inauguration.

September 7. Dr. M. Joycelyn Elders becomes the first Black and the first woman surgeon general.

October 7. Toni Morrison becomes the first Black woman to win the Nobel Prize in Literature.

YEAR	EVENT
1995	Dr. Bernard A. Harris Jr. is the first African American astronaut to walk in space.
1996	**January 1.** John H. Ricard, becomes Chairman of the Board of the Catholic Relief Services, thus becoming the first Black to lead this aid agency.
	February 15. Kweisi Mfume becomes President and Chief Executive Officer of the NAACP.
	October 16. Gathering in Washington, D.C., African American men participate in the Million Man March, spearheaded by Minister Louis Farrakhan.
1997	**October 25.** The Million Woman March is held in Philadelphia, Pennsylvania.
1998	**August 27.** Civil Rights marchers gather in Washington, D.C., on the eve of the 25th anniversary of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech.
	September 21. Track legend, Florence Griffith Joyner, dies.
	November 18. Esther Rolle, who starred as Florida Evans on the television sitcom, "Good Times," dies in Los Angeles at the age of 78. A native of Pompano Beach, Florida, a street in that city is named in her honor. Rolle is buried in Pompano Beach, Florida.
1999	**March 17.** Maurice Ashley becomes the latest of the world's 470 grandmasters and the first Black person to reach the game's highest rank as a result of his play in a tournament sponsored by the Manhattan Chess Club.
	November 9. Florida Governor, Jeb Bush, announces his One Florida Initiative, a plan to increase opportunity and diversity in state contracting and university admissions.
2000	Following national trend, Florida Governor, Jeb Bush, recommends that Florida Affirmative Action policies be rescinded.
2000	**July.** Tiger Woods breaks record books with his British Open win. This gives him a Grand Slam victory!
	July 8. Venus Williams becomes the first African American to win the Wimbledon Women's Singles since Althea Gibson in 1958. Two days later, she and her sister, Serena, won the Wimbledon Women's Doubles Title. They live in Palm Beach Gardens, Florida.

YEAR	EVENT

August 1. Northwest Fifth Street, from Seventh Avenue to I-95 in Fort Lauderdale, Florida, is renamed Marjory Davis Street in honor of Marjory Davis, a retired educator and community activist, who led the crusade for improvement of the Fort Lauderdale Dorsey Riverbend Community.

August 9. *Sun-Sentinel Company* and *The Broward Times, Inc.* announce that they would share news and advertising content on a limited basis to better serve Broward County's African American community.

August 28. Alabama, Rosa Parks' home state, honors her 45 years after her quiet courage gave birth to the Civil Rights Movement, by inducting her into the Alabama Academy of Honor.

2001 **January 26.** General Colin L. Powell is sworn in as Secretary of State, through appointment by newly inaugurated President George W. Bush.

2002 **February 19.** Vonette Flowers, the first African American to win a gold medal in a Winter Olympics. She wins in the Women's Bobsleigh Event.

March 24. Denzel Washington received the Oscar Award Best Actor for his role in the drama, *Training Day*. This was the second Oscar of his career and his first as a lead actor. He became the second African American to win the best actor prize, nearly four decades after Sidney Poitier became the first to do so for *Lillies of the Fields* in 1964.

April. Andrew DeGraffenreidt, the first African American commissioner in the city of Fort Lauderdale, 1973 to 1979, won top honors for his contributions to the city. Named "Honored Founder," he was a Broward County educator for more than 30 years. His name and picture will hang on a plaque over the elevator in city hall.

April. Jasmin Shirley was appointed Vice President, Health System Development Marketing Support for the North Broward Hospital District, the sixth largest public system in the United States of America. With more than 18 years experience in health care administration and business development, she will oversee the District's marketing initiatives and community partnerships.

April. Tiger Woods makes golfing history by winning the Third Masters Tournament in Augusta, Georgia. He had previously won the 1999 and 2001 tournaments.

YEAR	EVENT

2002 **May.** Yvonne Rutherford, M.D. and Mary G. Washington receive the "Spirit of Healing" Award from the Memorial and Joe DiMaggio Children's Hospital Foundation for their impact on the health and well being of South Florida communities.

June 26. Jason "Jay" Williams, a point guard from Duke University and National Collegiate Player of the Year, is the number two pick in the NBA Draft and the first American pick, after Yao Ming of China. The Chicago Bulls draft Williams.

October 16-22. The Freedom Schooner *Amistad*, a replica of *La Amistad*, a nineteenth century coastal cargo schooner returns to Fort Lauderdale. The ship is open for public tours at Las Olas Riverfront and thousands of students and community members from Broward County tour the ship.

October 26. The Grand Opening and Dedication of the African-American Research Library and Cultural Center (2650 Sistrunk Boulevard, Fort Lauderdale, Florida 33311, 954-625-2800) is held. The facility houses resources and materials related to African, African American and Caribbean history, culture, and experiences.

2003 **February 6.** Robert Johnson, founder of the Black Entertainment Television (BET) company, announces that he is donating $3 million to the National Underground Railroad Freedom Center in Cincinnati, Ohio. The museum, set to open in June 2004, will use the story of the Underground Railroad to promote racial understanding.

February 10. *Unchained Memories: Readings from the Slave Narrative,* a 74-minute documentary debuts on HBO. It presents dramatic texts from the extensive Slave Narrative Collection developed by the Work Projects Administration via its Federal Writers' Project in the 1930s.

February 11. Major Broadcasting Cable Network, an Atlanta-based company, announces its sister network "MBC News: The Urban Voice" aimed at African American viewers.

February 26. Broward Community College dedicates the Leon Watts Student Success Center on the Central Campus in Davie. The first African American employee at BCC in the 1960s, Mr. Watts was a teacher, counselor, recruiter, and trustee at BCC, serving students, student athletes, and faculty for over 30 years.

March. Dr. Mae Jemison, the first African American woman to go into space and Robin Roberts, news anchor on ABC's *Good Morning America* are honored by the National Women's History Project for Women's History Month 2003, "Women Pioneering the Future."

YEAR	EVENT

2003 **May.** Howard University announces that it plans to create the nation's largest repository of DNA from people of African descent. Researchers at the university hope to use the information they gather to identify the genes which play a role in the development of diseases, such as diabetes and glaucoma, that have significantly higher rates among African Americans.

July 5. Serena Williams retains her Wimbledon title with a victory against sister Venus.

July 16. Kweisi Mfume, President and CEO, National Association for the Advancement of Colored People (NAACP) hosts the heads of states of Caribbean nations and U.S. territories during the 94th annual convention in Miami. The participating countries were: Barbados, Belize, Haiti, Jamaica, St. Lucia, Trinidad and Tobago.

August. Former Detroit Mayor Dennis Archer becomes the first Black president in the 125-year history of the American Bar Association.

October. The Calgary Flames make National Hockey League history when it names Jarome Iginla its team captain. He is the first Black captain in the National Hockey League.

December. *Ebony* publisher John H. Johnson, a pioneering communicator who changed the color and content of American media, was celebrated at Howard University, which names its journalism school the John H. Johnson School of Communications.

2004 **January 15.** Lovie Smith, St. Louis Rams' defensive coordinator, is named Chicago Bears' head coach.

January 21. The Congress of Racial Equality marks its 20th Annual Martin Luther King Awards Dinner by honoring two African Americans: Brigadier General Vincent Brooks and California Supreme Court Justice and Federal Appeals Court nominee Janice Rogers Brown.

March. The National Women's History Project honors two African American women for National Women's History Month: Edna Campbell, professional athlete and spokesperson for Breast Cancer Awareness; and Marian Wright Edelman, lawyer, civil rights activist, and founder of the Children's Defense Fund.

June 6. Phylicia Rashad, perhaps best known for her role as Clair Huxtable on "The Cosby Show," wins the Tony Award for Best Actress for her role as Lena Younger in *A Raisin in the Sun*. This marks the first time an African American woman has won a Tony Award.

YEAR	EVENT

June 10. Legendary musician, Ray Charles, passes away in his home in Beverly Hills. Blind since age seven, Charles' music was a mixture of blues, R&B, gospel, soul, swing, and other genres. His career saw him bring home twelve Grammy Awards, for hits such as "Hit the Road Jack," "I Can't Stop Loving You," and "Busted."

2004 **November.** Illinois State Senator Barack Obama is elected to the United States Senate, becoming only the fifth African American to serve in the U.S. Senate.

2005 **January.** Dr. Condoleezza Rice becomes President George W. Bush's second Secretary of State. She became National Security Advisor to the Bush Administration in 2001. She holds a Ph.D. from the Graduate School of International Studies at the University of Denver. Author of various books on foreign policy, Rice is a Fellow of the American Academy of Arts and Sciences, and holds honorary doctorates from Morehouse College, the University of Alabama, and the University of Notre Dame.

January 27. Famed contralto Marian Anderson is honored by the U.S. Postal Service with a stamp in a ceremony at Washington's Daughters of the American Revolution Constitution Hall, the same building she was once denied the right to sing because of the color of her skin.

February 27. Jamie Foxx wins an Academy Award for his role as singer Ray Charles in the movie *Ray*.

March. The National Women's History Project honors two African American women for National Women's History Month: Coretta Scott King, Civil Rights Activist and widow of the Dr. Martin Luther King, Jr., and Robin Roberts, athlete and television sports journalist.

October 25. Rosa Parks, known as the "Mother of the Civil Rights Movement," dies. In 1955, she changed the course of American history by refusing to give up her seat on a bus for a white man.

November 18 and 19. Notable children's author, Ashley Bryan, presents poetry and oral tradition to children and community members attending the Ashley Bryan Art Series Conference at the African American Research Library and Cultural Center in Fort Lauderdale.

2006 **January 30.** Coretta Scott King, civil rights pioneer and widow of Dr. Martin Luther King, Jr., dies.

February 18. Shani Davis becomes the first African American male to earn an individual gold medal in Winter Olympic history, winning the 1000 meter speed skating race.

April 23. *New York Times Book Review* names *The Covenant with Black America*, an essay collection by African Americans that examines issues such as health care and education, the #1 nonfiction paperback book in America.

CORRELATION OF SUPPLEMENTARY MATERIALS SOCIAL STUDIES GRADES K - 12

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
SOCIAL STUDIES - GRADES K - 12

1700-1935

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
1700-1820 African Diaspora Resistance to Enslavement Blacks in the American Revolution Science & Education Arts	Voices of Triumph **Perseverance:** pp. 14-28; pp. 2-47 **Leadership:** pp. 12-23 **Creative Fire:** pp. 12-21 **Perseverance:** pp. 27-38; pp. 54-55 **Perseverance:** pp. 129-131; pp. 146-147 **Leadership:** p. 90 **Leadership:** p. 27 **Creative Fire**: pp. 128-129; p. 183; p. 196	**Lost Civilizations: Africa: A History Denied**	**Leaving the Homeland** • Student Newspaper • Overhead: 1790 African population in 5 key cities • Project Card 1 A Great Land • Project Card 2 Call to Arms • Project Card 3 Benjamin Banneker
1821-1865 Escaping to Freedom Anti-Slavery Campaign Civil War Science & Education Arts	**Perseverance:** pp. 56-59; pp. 68-71 **Perseverance:** pp. 60-67; pp. 74-75 **Leadership:** pp. 127-128; pp. 205-208 **Perseverance:** pp. 132-133; pp. 148-149 **Leadership:** pp. 27-28; pp. 168-171; pp. 184-185 **Creative Fire:** pp. 130-131; pp. 142-144; pp. 183-184; pp. 197-203	**An Evening with Sojourner Truth**	**Roads to Freedom** • Student Newspaper • Overhead: Map of routes for The Underground Railroad • Project Card 4 The Underground Railroad • Project Card 5 Creativity • Project Card 6 At Rest and At Play

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
SOCIAL STUDIES - GRADES K - 12

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
1866-1899 Westward Movement Buffalo Soldiers Black Cowboys New Towns and Entrepreneurs Science & Education Arts	**Voices of Triumph** **Perseverance:** pp. 84-107 **Perseverance:** pp. 108-111; pp. 126-127; pp. 150-153 **Perseverance:** pp. 96-97; pp. 112-115; pp. 122-123 **Perseverance:** pp. 93-95; pp. 118-121 **Leadership:** pp. 76-80 **Leadership:** pp. 28-33; pp. 44-46; pp. 170-173; p. 185; p. 144 **Creative Fire:** pp. 88-89; pp. 131-132; pp. 185-189; pp. 203-205		**Heading West** • Student Newspaper • Overhead: Time line of events • Project Card 7 Homesteading • Project Card 8 Working • Project Card 9 Soldiering
1901-1918 The Great Migration New Opportunities – Old Problems World War I Science & Education Arts	**Leadership:** pp. 211-212 **Leadership:** pp. 80-82; pp. 96-97 **Perseverance**: pp. 136-138; pp. 156-157; pp. 164-166 **Leadership:** pp. 33-37; pp. 46-47; pp. 132-135; pp. 174-175; pp. 182-183 **Creative Fire:** pp. 23-26; pp. 42-43; pp. 72-73; pp. 90-97; pp. 145-150; pp. 189-190		**North to Opportunity** • Student Newspaper • Overhead: Time line of events • Project Card 10 Art Tells A Story • Project Card 11 Equal Rights • Project Card 12 Movie Magic

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
SOCIAL STUDIES - GRADES K - 12

1919-2000

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE WITH A DREAM*
1919-1929 Harlem Renaissance Issues of Equality Workplace Protests & Entrepreneurs Science & Education Arts (Outside of Harlem)	**Voices of Triumph** **Leadership:** pp. 130-133 **Creative Fire:** pp. 96-97; pp. 134-136; pp. 189-191; pp. 212-225 **Leadership:** pp. 212-213 **Perseverance:** pp. 202-205 **Leadership:** pp. 82-85; pp. 96-97 **Leadership:** pp. 33-37; pp. 62-64; pp. 174-175; pp. 182-187 **Creative Fire:** pp. 23-29; pp. 42-45; pp. 72-76; pp. 90-95; pp. 145-154; pp. 181-182	**People with a Dream** (included in Theme Explorer by same name)	**A Time of Promise** • Student Newspaper • Overhead: Explore a Langston Hughes poem • Project Card 1 A Great Land • Project Card 2 A Call To Arms • Project Card 3 Benjamin Banneker
1930-1953 The Great Depression World War II Changes on the Homefront Science & Education Arts	**Creative Fire**: pp. 136-137 **Perseverance:** p. 128; pp. 139-141; pp. 158-163; pp. 165-166 **Leadership:** pp. 85-86; pp. 98-99; pp.-223 **Leadership:** pp. 25-26; pp. 37-40; pp. 175-177; pp. 89; 191 **Leadership:** pp. 156-159 **Creative Fire:** pp. 29-33; pp. 46-47; pp. 50-53; p. 59; pp. 76-80; pp. 98-107; pp. 128-129; pp. 136-137; pp. 156-161; pp. 191-193; pp. 208-211; pp. 226-227	**Blacks in the Military** (Turner Learning)	**Trouble at Home and Abroad** • Student Newspaper • Overhead: Time line of events • Project Card 4 The Underground Railroad • Project Card 5 Creativity • Project Card 6 At Rest and At Play

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
SOCIAL STUDIES - GRADES K - 12

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE WITH A DREAM*
1954-1969 Protesting Inequality Labor Movements Power of the Church Equality in Education Marching for the Dream Science Arts	**Voices of Triumph** **Perseverance:** pp. 181-190; pp. 192-201; pp. 212-213; pp. 216-219; pp. 224-237; **Leadership:** pp. 83-85; pp. 86-87; pp. 203-204; p. 214; pp. 224-225 **Leadership:** pp. 121-163; pp. 134-137; pp. 160-161 **Perseverance:** pp. 191-192; pp. 208-211 **Leadership:** pp. 177-178 **Perseverance:** pp. 214-215; pp. 220-223 **Leadership:** pp. 40-41; pp. 52-53 **Creative Fire:** pp. 34-36; p. 48; pp. 81-85; pp. 107-116; pp. 138-139; pp. 161-165; pp. 194-195; pp. 206-207; pp. 228-231	**Hank Aaron: Chasing the Dream** (Turner Learning) **Heat Wave** (Turner Learning) **Hoop Dreams** (Turner Learning) **Leading the Way** (Court TV)	**Struggle for Equality** • Student Newspaper • Overhead: Political action guide • Project Card 7 Homesteading • Project Card 8 Working • Project Card 9 Soldiering
1970-2000 Education Enterprise Government Science Arts Civil Rights Issues	**Leadership:** pp. 165-205 **Leadership:** pp. 75-89; pp. 100-119 **Leadership:** pp. 215-217; pp. 226-235 **Leadership:** pp. 41-53; pp. 54-61; pp. 64-73 **Creative Fire:** pp. 36-41; pp. 49; pp. 54-69; pp. 85-87; pp. 117-125; pp. 139-141; pp. 166-179; pp. 232-237 **Perseverance:** pp. 181-236	**Biography: Colin Powell** (Turner Learning) **Third World on the Mississippi** (Turner Learning)	**Into the Future** • Student Newspaper • Overhead: Plan a time capsule of today's world • Project Card 10 Art Tells A Story • Project Card 11 Equal Rights • Project Card 12 Movie Magic

CORRELATION OF SUPPLEMENTARY MATERIALS LANGUAGE ARTS - WORLD LITERATURE GRADES 9 - 10

GRADES 9 & 10

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
LANGUAGE ARTS - WORLD LITERATURE (FOCUS)

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
FOLKTALES/ORAL TRADITION	Myths of the World: Legends of Africa (the entire book) Voices of Triumph Creative Fire: p. 137; pp. 176-179	**Audiotape:** **"Kwanzaa Folktales"**	• Project Card 6 At Rest and At Play • Roads to Freedom Student Newspaper
POETRY	Creative Fire: Early Writers - pp. 129-133; Others p. 132; p. 135; p. 137; pp. 142-143; pp. 162-169		• Project Cards 1-10 may be used to trigger poetry writing
NOVELS	Creative Fire: pp. 127-143; pp. 156-161		
JOURNALISM	Creative Fire: p. 139; pp. 144-151		• Project Card 9 Soldiering **Teacher's Guide p. 16**

GRADES 9 & 10

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS & THEME EXPLORER
LANGUAGE ARTS - WORLD LITERATURE (FOCUS)

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE/ PEOPLE WITH A DREAM*
PLAYS/DRAMA	**Voices of Triumph** Creative Fire: pp. 23-39; pp. 135-138; pp. 162-163; pp. 170-175	**An Evening with Sojourner Truth**	**Roads to Freedom** • Student Newspaper • Project Card 4 The Underground Railroad
SHORT STORIES & BIOGRAPHIES	Creative Fire: (Oral story telling) pp. 176-179 p. 132; p. 136; p. 141; pp. 162-163	**Biography: Colin Powell**	
RESEARCH	Creative Fire: Selected topics, teacher's choices		• Project Card 2 Calls to Arms • Project Card 5 Creativity • Project Card 7 Homesteading • Project Card 8 Working • Project Card 11 Equal Rights • Project Card 12 Movie Magic
ESSAYS/WRITING	**Teacher's Guide to Voices of Triumph**		• Project Cards 1 - 12 Prompt Creative Writing

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS & THEME EXPLORER INFUSION REFERENCE & RESOURCE

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE/ PEOPLE WITH A DREAM*
WEST AFRICA	Voices of Triumph: Perseverance: pp. 14-15		**Leaving the Homeland** • Student Newspaper • Project Card 1 A Great Land
UNIT ON EGYPT	Perseverance: pp. 14-25		
WESTWARD MOVEMENT	Perseverance: pp. 84-99; pp. 101-107		**Heading West** • Student Newspaper
THE GREAT MIGRATION: MOVEMENT AND REGIONS	Leadership: pp. 211-212		**North to Opportunity** • Student Newspaper

CORRELATION OF SUPPLEMENTARY MATERIALS LANGUAGE ARTS GRADES 11 - 12

GRADE 11
CORRELATION OF VOICES OF TRIUMPH BOOKS, VIDEOS & THEME EXPLORER
INFUSION REFERENCE & RESOURCE

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE WITH A DREAM*
PLAYS	**Voices of Triumph** Creative Fire: p. 138 pp. 170-173		**Into the Future** • Overhead • Student Newspapers • Write an original paper
ESSAYS ON EDUCATION/ GOVERNMENT	Leadership: pp. 165-167; pp. 179-181 pp. 190-201; pp. 215-217; pp. 226-235 Library of America • W.E.B. DuBois: Writings	**Biography:** **Colin Powell** (Turner Learning)	
STORIES	Library of America • Zora Neale Hurston: Novels and Stories • Richard Wright: Early Works • Richard Wright: Later Works		

GRADE 11
LANGUAGE ARTS
CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS & THEME EXPLORER
AMERICAN LITERATURE (FOCUS)

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
FOLKTALES/ORAL TRADITION	Voices of Triumph Creative Fire: p. 179 Myths of the World: Legends of Africa (the entire book)	Audiotape: "Kwanzaa Folktales"	**Roads to Freedom** • Student Newspaper • Project Card 6 At Rest and At Play
POETRY	Creative Fire: Early Writers: pp. 129-133 Others: p. 132; p. 135; p. 137; pp. 142-143 pp. 162-169		• Project Cards 1-10 Motivational/Springboard for Poetry Writing
NOVELS	Creative Fire: pp. 127-143; pp. 156-161		
JOURNALISM	Creative Fire: p. 139; pp. 144-151		• Project Card 9 Soldiering **Teacher's Guide:** p. 16

Note: These materials provide great links with American History

GRADE 12
LANGUAGE ARTS
CORRELATION OF VOICES OF TRIUMPH BOOKS, VIDEOS & THEME EXPLORER
BRITISH LITERATURE (FOCUS)

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
FOLKTALES/ORAL TRADITION	**Voices of Triumph** Creative Fire: p. 137; pp. 176-179 Myths of the World: Legends of Africa pp. 31-63	Audiotape: "Kwanzaa Folktales"	**Roads to Freedom** • Student Newspaper • Project Card 6 At Rest and At Play
NOVELS	Creative Fire: pp. 127-143; pp. 156-159		• Project Cards 1-10 as Springboard for Poetry Writing
POETRY	Creative Fire: pp. 128-137; pp. 142-143; pp. 162-169		• Project Cards 1 - 10 as Springboard for Poetry Writing
JOURNALISM	Creative Fire: p. 139; pp. 144-151		• Project Card 9 Soldiering **Teacher's Guide**

GRADE 12
LANGUAGE ARTS
CORRELATION OF VOICES OF TRIUMPH BOOKS, VIDEOS & THEME EXPLORER
BRITISH LITERATURE (FOCUS)

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
PLAYS	Voices of Triumph Creative Fire: p. 135; p. 138; pp. 161-163; pp. 170-173 pp. 170-176	An Evening with Sojourner Truth	Teacher's Guide Voices of Triumph - Tabloids • "Leaving the Homeland" • "Roads to Freedom" • "North to Opportunity" • "Heading West"
SHORT STORIES & BIOGRAPHIES	Creative Fire: pp. 176-179; p. 132; p. 136; p. 141 pp. 162-163	Biography: Colin Powell (Turner Learning)	
ESSAYS/WRITING			• Project Cards 1-12

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS & THEME EXPLORER

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
PLAYS/DRAMA	Voices of Triumph Creative Fire: pp. 23-39; pp. 135-138; pp. 162-163 pp. 170-175	An Evening with Sojourner Truth	
FILMMAKING	Creative Fire: pp. 40-69		
NOVELS & BIOGRAPHIES	Creative Fire: (Oral Story Telling) pp. 176-179 p. 132; p. 136; p. 141; pp. 162-163	Biography: Colin Powell (Turner Learning)	
ESSAYS/WRITING	Teacher's Guides to Voices of Triumph		• Project Cards 1-12

GRADE 12
LANGUAGE ARTS
CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS & THEME EXPLORER
INFUSION REFERENCE & RESOURCE

TOPIC	BOOK SERIES	VIDEOS	*PEOPLE ON THE MOVE*
FOLKTALES/ORAL TRADITIONS	Voices of Triumph Creative Fire: pp. 176-179		
POETRY/NOVEL	Creative Fire: pp. 136-136 pp. 142-143 pp. 156-159 pp. 164-169 Myths of the World: Legends of Africa pp. 11-19; pp. 31-64 Library of America Zora Neale Hurston: Novels and Stories Richard Wright: Early Works Richard Wright: Later Works W. E. B. DuBois Frederick Douglass	An Evening with Sojourner Truth	
JOURNALISM	Creative Fire: pp. 144-155		
RESEARCH	Voices of Triumph		Use of the entire Kit is applicable for research.

CORRELATION OF SUPPLEMENTARY MATERIALS SCIENCE GRADES K - 5

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
	Voices of Triumph		
Biology/ Health	**Leadership:** pp. 62-65		
Diseases:	pp. 64-65		
Sickle Cell Anemia-	pp. 63-64		
Dr. Roland Scott	pp. 64-65		
Dr. Griffin Rodgers			
Human Body	**Leadership:** pp. 24-73		
Medicine	**Leadership:** pp. 24-26		
Percy Julian	pp. 37-41		
Dr. Louis Wright	pp. 37-38		
Dr. Jane Wright	pp. 38-39		
Dr. Charles Drew	pp. 38-41		
Ernest Just	p. 37; p. 39		
Rebecca Cole	pp. 44-45		
Rebecca Lee	p. 44		
Susan McKinney Steward	pp. 45-46		
Halle Tanner Dillon Johnson	p. 46		
Justin Ford	p. 47		
Tuskegee Experiment	p. 35		
Vivien Thomas	pp. 52-53		
Public Health and Safety	**Leadership:** pp. 38-53		
Dr. Charles Drew			

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
	Voices of Triumph		
Botany/ Plants George Washington Carver Growing Crops	**Leadership,** pp. 35-36 **Perseverance,** pp. 48-51		
Environment/ Habitats **Biomes** Deserts/Pyramids Grasslands Rain Forest Rural Farming Dismal Swamp **Homes** Sod Houses Urban and Rural Building in Historical Africa Buildings by Barney Ford Jean DuSable Jim Beckwourth frame home log cabin western towns lumber mill	**Perseverance:** p. 14; pp. 22-23 **Leadership:** pp. 66-67 **Perseverance:** pp. 22-25 **Perseverance:** p. 30 **Perseverance:** p. 84 **Perseverance:** pp. 16-23 **Perseverance:** pp. 100-104 pp. 94-95 pp. 100-101 pp. 102-103 p. 104 p. 110 pp. 118-121 **Creative Fire:** p. 205		**Leaving the Homeland** • Student Newspaper, p. 2 **Leaving the Homeland** • Student Newspaper, p. 3 • Project Card 7 Sod House

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Inventors/ Emerging Technology	Voices of Triumph		• Project Card 5 Inventions
Percy Julian	Leadership: pp. 25-26		• Project Card 3 Benjamin Banneker
Cotton Gin	Perseverance: p. 31		
Traffic Signal and Gas Mask- Garrett Morgan	Leadership: pp. 33-34 Leadership: p. 34		
Light Bulb Filament- Lewis Latimer	Leadership: p. 33		
Lubrication- Elijah McCoy	Leadership: p. 30		
Medical Equipment- Vivien Thomas	Leadership: pp. 52-53		

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Motion Benjamin Banneker-Astronomer NASA-Space Shuttle, Spacewalk, Satellites Sea Travel	**Voices of Triumph** **Leadership;** pp. 27, 41 **Leadership;** pp. 54-61 **Leadership;** pp. 90-95		
NASA Astronauts "Guy" Bluford Ronald McNair Frederick Gregory Mae Jemison Bernard Harris Scientists Katherine Johnson Vance Marchbanks Robert Shurney Ozzie Williams Patricia Cowings George Carruthers Christine Darden	**Leadership;** pp. 54-58 p. 54 p. 55 pp. 56-57 pp. 57-58 p. 58 **Leadership;** pp. 59-61; p. 71 p. 59 p. 59 p. 60 p. 60 p. 61 p. 61 p. 71		

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Natural Resources Gold, Salt	Voices of Triumph Perseverance: pp. 20-21		**Leaving the Homeland** • Student Newspaper, p. 2
Space/Earth Science Gravity	Leadership: pp. 60-61		
Moon Phases- Benjamin Banneker	Leadership: p. 2		• Project Card 3 Benjamin Banneker
North Star/Astronomy- Benjamin Peery	Leadership: p. 41		
Satellite View of the Earth - Warren Washington	Leadership: p. 41; pp. 61-67		
Weather	Perseverance: pp. 22-23		**Heading West** • Student Newspaper, p. 2 Description of Weather on the Oregon Trail

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Sound Instruments, microphones, musicians, singers Sorrow Songs	Voices of Triumph Creative Fire: p. 16 ; pp. 71-125 Leadership: pp. 139-141		• Project Card 1 African Musical Instruments **Roads to Freedom** • Student Newspaper, p. 4

CORRELATION FOR SCIENCE GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
	Voices of Triumph		
Technology and Scientific Inquiry	**Leadership:** pp. 24-73		
Percy Julian	pp. 37-41		
Norbert Rillieux	pp. 27-28		
Dr. Daniel Hale Williams	pp. 28-29		
Elijah McCoy	p. 30		
Lewis Latimer	p. 33		
Jan Matzeliger	pp. 32-33		
Garrett Morgan	p. 34		
George Washington Carver	pp. 36-38		
Dr. Louis Wright	pp. 36-38		
Dr. Jane Wright	pp. 38-39		
Ernest Just	pp. 37-39		
Dr. Charles Drew	pp. 38-40		
Herman R. Branson	p. 40		
Benjamin Peery	p. 41		
Shirley Ann Jackson	pp. 41-43		
David Blackwell	pp. 40-42		
Vivien Thomas	pp. 52-53		
Dr. Raphael Lee	p. 70		
Christine Darden	p. 71		
Michael Spencer	pp. 71- 72		
Gary Harris	pp. 71-72		
Meredith Gourdine	pp. 72-73		
Dr. Anthony Johnson	p. 73		
Warren Washington	pp. 66-67		

CORRELATION OF SUPPLEMENTARY MATERIALS MATHEMATICS GRADES K - 5

CORRELATION FOR MATHEMATICS GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Calculations			• Project Card 3 Benjamin Banneker
Geometry Shapes in Buildings Triangles-Triangular Trade	**Voices of Triumph** **Creative Fire:** pp. 20-21		**Leaving the Homeland** • Student Newspaper, p. 2

CORRELATION FOR MATHEMATICS GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Graphs Circle/Pie Bar			**Leaving the Homeland** • Transparency: Percentage of Black People in Cities, 1790 **Leaving the Homeland** • Transparency: Percentage of Black People in Cities, 1790
Patterns Cloths and Hats	**Voices of Triumph** **Creative Fire:** pp. 124 -125; pp. 176-179; pp. 195-197 Voices of Triumph cover and flyleaf		
Percent			**Leaving the Homeland** • Transparency: Percentage of Black People in Cities, 1790

CORRELATION FOR MATHEMATICS GRADES K - 5

TOPIC	BOOK SERIES	VIDEOS	PEOPLE ON THE MOVE
Scales - Maps	Voices of Triumph Leadership: pp. 66-67; Perseverance: pp. 42-43		• Project Card 7 Homesteading; Plan a Trip West **Leaving the Homeland** • Student Newspaper, p. 2 **North to Opportunity** • Student Newspaper, p. 4 **Roads to Freedom** • Transparency: Freedom's Trail
Time Lines			Transparencies: North to Opportunity Heading West • **Teacher's Guide,** pp. 2-3; pp. 6-7; pp. 10-11; pp. 14-15
Mathematicians Imhotep David Blackwell Christine Darden Katherine Johnson	Leadership: pp. 22-23; pp. 40-42; p. 59, p. 71 p. 12; p. 23 pp. 40-42 p. 71 p. 59		

CORRELATION OF SUPPLEMENTARY MATERIALS ARTS GRADES K - 12

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
HISTORY OF VISUAL ARTS

TOPIC	BOOK SERIES	VIDEOS	THEME EXPLORERS
	Voices of Triumph		
African Origins	Creative Fire:		
Ancient Fires	pp. 12-13		
Masks	pp. 14-15		
	Myths of the World: Legends of Africa:		
	pp. 15, 28, 30, 39, 46, 61, 77		
African Art	Creative Fire:		
	pp. 20-21		
Early Crafts	Creative Fire: pp. 196-199		
Basketry, Pottery, Carving	Perseverance: p. 53		
Limner	Creative Fire: pp. 182-183;		
Joshua Johnston	p. 183		
Portraitists	Creative Fire: p. 183		*People with a Dream*
Julien Hudson	p. 183		• A Time of Promise: Student Newspaper, front page, p. 2
Patrick Reason	p. 183		
Photographers	Creative Fire: pp. 184-185		
Jules Lion	p. 184		
Glenalvin Goodridge	p. 184; pp. 202-205		
Marion Battey	p. 185		
Addison N. Scurlock	p. 185		
James Presley Ball	Perseverance:		
	pp. 116-117		
James VanDerZee	Creative Fire:		
	pp. 212-217		

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
HISTORY OF VISUAL ARTS

TOPIC	BOOK SERIES	VIDEOS	THEME EXPLORERS
Landscape Painting Robert Scott Duncanson Edward M. Bannister **Sculptors** Edmonia Lewis Augusta Savage **Painters** Henry Ossawa Tanner	**Voices of Triumph** Creative Fire: pp. 185-187 pp. 185; pp. 200-201 pp. 185-187 Creative Fire: pp. 187-188 p. 187 pp. 181-182 Creative Fire: pp. 188-189 p. 188		
Harlem Renaissance Aaron Douglas Lois Mailou Jones Jacob Lawrence Sargent Claude Johnson Elizabeth Catlett	Creative Fire: pp. 189-191 pp. 189-190; p. 230; p. 190 pp. 190-191; pp. 218-226; p.232; pp. 190-191 p. 191; pp. 226-229; p. 232		***People on the Move*** • Project Card 10: Art Tells A Story ***People with a Dream*** • A Time of Promise Student Newspaper, p. 3 • Trouble at Home and Abroad Student Newspaper, p. 4 • Project Card 10 Two Renaissances

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
HISTORY OF VISUAL ARTS

TOPIC	BOOK SERIES	VIDEOS	THEME EXPLORERS
	Voices of Triumph		
Intuitive Style	Creative Fire: pp. 192-194		
William H. Johnson	pp. 192-193		
Moneta Sleet, Jr.	p. 193		
Roy DeCarava	p. 193		
African Influence	Creative Fire: pp. 194-195		
Romare Bearden	p. 170; pp. 180-181; p. 194; p. 218; p. 230; p. 232		
Faith Ringgold	p. 195		
Folk Art	Creative Fire: p. 206		
Clementine Hunter	pp. 206-207		
Bill Traylor	pp. 208-209		
Horace Pippin	pp. 210-211		
Assemblages	Creative Fire:		
Betye & Alison Saar	pp. 234-235		
Mildred Howard	p. 236		
David Hammons	p. 237		
Today's Visual Artists	Creative Fire: pp. 230-231		
Robert Blackburn, Printmaker	p. 231		
Floyd Norman, Animator	p. 57		
Ruth Carter, Costume Designer	p. 59		
Wynn Thomas, Production Designer	p. 61		

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
HISTORY OF VISUAL ARTS

TOPIC	BOOK SERIES	VIDEOS	THEME EXPLORERS
	Voices of Triumph		
Haute Couture	**Leadership:**		
Anne Lowe	pp. 112-113		
Willi Smith	p. 113		
Patrick Kelly	pp. 114-115		
Byron Lars	p. 115		
Studio Museum in Harlem	**Creative Fire:** p. 69; pp. 232-233		*People with a Dream* • Into the Future: Student Newspaper, p. 4

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
DRAMA AND DANCE

TOPIC	BOOK SERIES	VIDEOS	THEME EXPLORERS
Ancient Fires Performance **History of Film-Making** David Wark Griffith Noble Johnson Oscar Micheaux Stepin Fetchit Hattie McDaniel Paul Robeson William Alexander Dorothy Dandridge Lena Horne Sidney Poitier Harry Belafonte Diahann Carroll Melvin Van Peebles Cicely Tyson Richard Pryor Eddie Murphy Denzel Washington Whoopi Goldberg Spike Lee	**Voices of Triumph** Creative Fire: pp. 12-15 p. 15 Creative Fire: pp. 24-25 pp. 41-45 pp. 23-27; p. 30; p. 32; p. 41; p. 62 p. 27 pp. 29-30 pp. 30-31; p. 41; p. 91; p. 227 pp. 46-49 pp. 32-35; pp. 50-53 pp. 32-33 p. 34; p. 35; p. 37; p. 53 pp. 34-36; p. 52 p. 35 pp. 54-55 p. 36 pp. 37-38 pp. 37-39 p. 22; pp. 39-40 pp. 38-40 pp. 40-41; pp. 59-61	**Smithsonian Videos** • African American Cinema I • African American Cinema II	*People on the Move* • North to Opportunity: Student Newspaper, p. 3 • Project Card 12, Movie Magic Blacks in the Film Industry

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
DRAMA AND DANCE

TOPIC	BOOK SERIES	VIDEOS	THEME EXPLORERS
	Voices of Triumph		
Behind the Scenes	**Creative Fire:**		
Hugh Robertson, Film Editor	p. 56		
Floyd Norman, Animator	p. 57		
Russell Williams, Sound Mixer	p. 58		
Ruth Carter, Costume Designer	p. 59		
Ernest Dickerson, Cinematographer	p. 60		
Wynn Thomas, Production Designer	p. 61		
Independent Filmmakers	**Creative Fire:**		
William Greaves	p. 62		
Kathleen Collins	p. 63		
St. Clair Bourne	p. 64		
Michelle Parkerson	p. 65		
Haile Gerima	p. 66		
Ayoka Chenzira	p. 67		
Charles Burnett	p. 68		
Julie Dash	p. 69		
Dance			
Performance	**Creative Fire:** p. 15		
African Harvest Dancers	**Perseverance:** p. 24		
The Cakewalk	**Creative Fire:** pp. 72-73		
The Ring Shout	p. 72		

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
ROOTS OF AMERICAN MUSIC

TOPIC	BOOK SERIES	VIDEOS/ CD	THEME EXPLORERS
African Origins African Instruments	Voices of Triumph Creative Fire: pp. 16-17		
Slave Music Spirituals	Creative Fire: pp. 71-72 Leadership: pp. 138-141		*People on the Move* • Roads to Freedom Student Newspaper, p. 4 • Roads to Freedom Student Newspaper Music Freedom, p. 4
Ragtime Scott Joplin	Creative Fire: p. 73		
Minstrels Billy Kersands Williams & Walker	Creative Fire: pp. 88-89 p. 89 p. 89		
Blues Mamie Smith Victoria Spivey Alberta Hunter Ma Rainey Bessie Smith Ida Cox Ethel Waters Clara Smith Sippie Wallace	Creative Fire: pp. 90-95 p. 90 p. 91 p. 91 p. 92 p. 93; p. 100 p. 93 p. 94 p. 95 p. 95	**Time-Life Music: Living the Blues** • Blues Legends • Blues Masters • Blues Greats • Blues Classics: 1955-1956 • Blues Classics: 1960-1964 **Warner Video Instructionals** • Blues Vocals: Step One	*People with a Dream* • A Time of Promise Student Newspaper, p. 3
Gospel Thomas Dorsey Mahalia Jackson Sweet Honey	Leadership: pp. 156-159 pp. 156-159 p. 156; p. 159 Creative Fire: p. 125		

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
ROOTS OF AMERICAN MUSIC

TOPIC	BOOK SERIES	VIDEOS/ CD	THEME EXPLORERS
Jazz Charles "Buddy" Bolden "Jelly Roll" Morton Blind Melon Jefferson Thomas "Fats" Waller Louis Armstrong Duke Ellington "Count" Basie Art Tatum Billie Holiday Charlie Parker "Dizzy" Gillespie Miles Davis	**Voices of Triumph** **Creative Fire:** p. 74 p. 74 p. 74 p. 96 p. 75; p. 98 p. 76 p. 77 p. 77 p. 77-78 p. 78-80 p. 79 p. 80		***People with a Dream*** • A Time of Promise, Student Newspaper, p. 3 • Project Card 3 Jazz and its Musicians
Scat Singing Ella Fitzgerald Lambert, Hendricks & Ross Betty Carter Al Jarreau Bobby McFerrin	**Creative Fire:** p. 99 p. 99 p. 99 p. 99 p. 99		
Rhythm and Blues Little Richard "Fats" Domino Chuck Berry The Chords James Brown	**Creative Fire:** pp. 81-82 p. 81, 109 p. 81 p. 81 p. 81; p. 108 pp. 83-84	**Time-Life Music** • **The Rock 'n' Roll Era:** 1957, 1958, 1961, 1962, 1963	

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
ROOTS OF AMERICAN MUSIC

TOPIC	BOOK SERIES	VIDEOS/ CD	THEME EXPLORERS
Soul Sam Cooke Otis Redding James Brown Aretha Franklin	Voices of Triumph Creative Fire: p. 82 p. 82 p. 83 p. 118	Time-Life Music: Solid Gold Soul • Solid Gold Soul 1966-1970	
Balladeers Billy Eckstine Nat "King" Cole Dinah Washington Sarah Vaughan Johnny Mathis	Creative Fire: p. 104 p. 105 p. 106 p. 106 p. 107		
Free-Jazz Ornette Coleman John Coltrane Jimi Hendrix	Creative Fire: p. 84; p. 112 p. 82 p. 85		
Pop Music Marvin Gaye Donna Summer Michael Jackson Prince	Creative Fire: p. 86 p. 86 p. 86 p. 86; p. 117		
Rap Music Kool DJ Herc Afrika Bambaataa Sugar Hill Gang	Creative Fire: pg. 87 pg. 87 pg. 87		

CORRELATION OF *VOICES OF TRIUMPH* BOOKS, VIDEOS, & THEME EXPLORER
THE BUSINESS OF MUSIC

TOPIC	BOOK SERIES	VIDEOS/ CD	THEME EXPLORERS
	Voices of Triumph		
Song Writers	**Creative Fire:**		
Otis Blackwell	p. 114		
Smokey Robinson	p. 114		
Holland-Dozier-Holland	p. 115		
Ashford & Simpson	p. 116		
Isaac Hayes	p. 117		
Stevie Wonder	p. 117		
Music Producers	**Creative Fire:**		
Russell Williams	p. 58		
Prince	p. 86; p. 117		
Quincy Jones	p. 120		
Harris & Lewis	p. 121		
Maurice Starr	p. 121		
Narada Michael Walden	p. 122		
Teddy Riley	p. 122		
Kenneth "Babyface" Edmonds	p. 123		
	p. 123		
Russell Simmons	p. 87; p. 123		
Business Magic Behind the Music	**Leadership:** pp. 100-107		
Berry Gordy Jr. - Motown	pp. 101-107		

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

The following outline provides focus points for infusion of African and African American history into the social studies curriculum in Broward County in grades Pre-Kindergarten through 12. Each "Lesson Focus" is based on a Sunshine State Standard and an accompanying Benchmark, and represents Core Competencies as described in Goal 3. These lessons do not represent a single component of instruction, but rather represent important understandings, content, and skill that may translate into several days of work in the classroom. See the following sections, "Sample Lesson Plans for Infusion" and "Strategies and Assessments for Infusion," for more definition and an enlargement of these topics.

Although based on the social studies curriculum, understanding, content, and skills from the other disciplines are inherent in the development of these topics. They are used where appropriate in the Procedures/Activities and Assessments for each "Lesson Focus" and the "Strategies and Assessments" section. The "Sample Lesson Plans" provide further illustration of how the other disciplines can contribute to the development of students' understanding and knowledge of African and African American history.

GRADES Pre-K - 2

Pre-KINDERGARTEN

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4	A1	A.1.1.3	Pre-K.1 Families Near and Far
3.1, 3.2, 3.4, 3.10	A3	A.3.1.2	Pre-K.2 African Drums
3.1, 3.2, 3.4, 3.8–3.10	A3	A.3.1.3	Pre-K.3 Kwanzaa Feast*
3.1, 3.2, 3.4, 3.7, 3.10	A1 A5	A.1.1.2 A.5.1.3	Pre-K.4 Honoring Dr. Martin Luther King, Jr.

*Sample lesson plan

KINDERGARTEN

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1–3.5, 3.10	A2	A.2.1.3	K.1 to Early African Peoples and Cultures: From Pyramids Storytellers
3.1, 3.2, 3.4, 3.10	A3 A2	A.3.1.2 A.2.1.3	K.2 African Music: Making an African Drum
3.1, 3.2, 3.4, 3.8–3.10	A3 A5	A.3.1.3 A.5.1.3	K.3 Celebrating Kwanzaa*
3.1, 3.2, 3.4, 3.10	A5 C1	A.5.1.1 C.1.1.2	K.4 Black History Month and Carter G. Woodson (Mary McLeod Bethune, The Johnsons)
3.1–3.4, 3.10	B1 B2	B.1.1.2 B.2.1.1	K.5 African Geography

*Sample lesson plan

GRADE 1

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4, 3.10	A1	A.1.1.2	1.1 The Story of Songhai in West Africa
3.1, 3.2, 3.4, 3.5, 3.10	A2	A.2.1.3	1.2 Cities of Africa's East Coast
3.1, 3.2, 3.4, 3.5, 3.8, 3.10	A3	A.3.1.1	1.3 George Washington Carver: An African American Scientist
3.1, 3.2, 3.4, 3.10	A3	A.3.1.2	1.4 The Art of African Masks
3.1, 3.2, 3.4, 3.8–3.10	A3 C1	A.3.1.3 C.1.1.2	1.5 Kwanzaa Feast: Making Mkekas*
3.1, 3.2, 3.4, 3.5, 3.8–3.10	A4	A.4.1.4	1.6 Africans Forced Into Slavery
3.1, 3.2, 3.4, 3.8–3.10	A4 C2	A.4.1.1 C.2.1.1	1.7 A Life Devoted to Freedom: Harriet Tubman
3.1, 3.2, 3.4, 3.8–3.10	A4 C2	A.4.1.1 C.2.1.1	1.8 "Follow the Drinking Gourd"
3.1, 3.2, 3.4, 3.7–3.10	A5 C2	A.5.1.1 A.5.1.3 C.2.1.1	1.9 Rosa Parks and Dr. Martin Luther King, Jr.
3.1, 3.2, 3.4–3.6, 3.8, 3.9	A5	A.5.1.4	1.10 Farming on the Plains

*Sample lesson plan

GRADE 2

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4, 3.10	A1	A.1.1.3	2.1 Holidays as Tradition: Kwanzaa
3.1–3.4, 3.10	A1	A.1.1.4	2.2 A Time Line of African American Inventions
3.1-3.4, 3.8, 3.10	B1 B2	B.1.1.1 B.1.1.2 B.1.1.4 B.2.1.1	2.3 Physical Features of the African Continent
3.1, 3.2, 3.4, 3.6, 3.8, 3.10	A2 B2	A.2.1.2 B.2.1.5	2.4 African Transportation Yesterday and Today
3.1, 3.2, 3.4, 3.5, 3.10	A2 A3	A.2.1.3 A.3.1.2	2.5 Early African Art, Math, and Science Skills (Using Patterns to Make a Kufi)*
3.1, 3.2, 3.4, 3.8–3.10	A3	A.3.1.3	2.6 Using Folk Tales to Learn About Other Times—and Today
3.1, 3.2, 3.4, 3.10	A4	A.4.1.1	2.7 How Africans Became Slaves
3.1, 3.2, 3.4, 3.5, 3.8–3.10	A4	A.4.1.1 A.4.1.4	2.8 Triangular Trade and the *Amistad*
3.1, 3.2, 3.4, 3.10	C1 C2	C.1.1.2 C.2.1.3	2.9 Some African American Patriots of the Twentieth Century
3.1, 3.2, 3.4, 3.10	B2	B.2.1.4	2.10 Natural Resources on the African Continent

*Sample lesson plan

GRADES 3 - 5

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

Some Broward elementary schools may be teaching American history in a two-year sequence along with Florida studies. Other schools may be teaching American history only in 5th grade. Critical Content and Performance Standards for American history standards before 1880 may be mastered in either 4th or 5th grade. The following "Lesson Focus" section is presented accordingly.

GRADE 3

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4–3.10	A2 B2	A.2.2.1 B.2.2.3	3.1 African Inventions: Egyptians and the Nile River
3.1, 3.2, 3.4, 3.6	A2	A.2.2.2	3.2 Travel Across the Sahara
3.1, 3.2, 3.4, 3.6, 3.10	A2	A.2.2.3	3.3 Family Life in Early African Cultures
3.1, 3.2, 3.4, 3.6	A2	A.2.2.3	3.4 African Roots of Kwanzaa
3.1, 3.2, 3.4, 3.5, 3.8–3.10	A2	A.2.2.4 A.2.2.6	3.5 How Early African Kingdoms and Empires Came to Be
3.1, 3.2, 3.4–3.6, 3.8–3.10	A2	A.2.2.5	3.6 African Folk Tales
3.1, 3.2, 3.4–3.6, 3.8–3.10	A2	A.2.2.5	3.7 The Art of Weaving: Kente Cloth
3.1–3.4, 3.10	A2 A1	A.2.2.6 A.1.2.3	3.8 Europeans Colonize Africa*
3.1, 3.2, 3.4, 3.10	B1	B.1.2.3	3.9 African Biomes
3.1, 3.2, 3.4, 3.10	B1	B.1.2.1 B.1.2.3	3.10 Describing the African Continent

*Sample lesson plan

GRADE 4*

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4–3.6, 3.8–3.10	A3, A4	A.3.2.4 A.4.2.1	4.1 Africans in St. Augustine
3.1, 3.2, 3.4, 3.10	A6	A.6.2.6	4.2 La Florida as a Refuge: The Stono Uprising
3.1, 3.2, 3.4, 3.10	A6	A.6.2.3	4.3 African American Involvement: The Sale of Florida to the United States and the Seminole Wars
3.1, 3.2, 3.4, 3.10	A6, C1	A.6.2.7 A.6.2.3 A.6.2.5 C.1.2.3	4.4 African Americans in Florida's Reconstruction Government
3.1, 3.2, 3.4, 3.7, 3.10	A6, A1	A.6.2.3 A.6.2.7 A.1.2.3	4.5 The Founding of Florida A&M
3.1, 3.2, 3.4, 3.10	A6	A.6.2.3 A.6.2.5 A.6.2.7	4.6 Famous African American Floridians

*See Sample Lesson Plan 4, "Fact Bank: African Americans and Florida History" for a culminating activity for the study of African Americans and Florida history.

GRADE 4 or 5 U.S. History prior to 1880 may be taught in either Grade 4 or 5.

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4–3.6, 3.8–3.10	A4	A.4.2.1 A.4.2.2	4/5.1 African Slave Labor in the Southern Colonies and Later States
3.1, 3.2, 3.4, 3.6, 3.10	A4	A.4.2.3	4/5.2 Crispus Attucks and the Boston Massacre
3.1, 3.2, 3.4, 3.6	A4	A.4.2.4	4/5.3 African Americans and the Revolutionary War
3.1, 3.2, 3.4–3.6, 3.8, 3.9	A4	A.4.2.5	4/5.4 York: Mapping the West with Lewis and Clark
3.1, 3.2 3.4–3.6, 3.8	A4	A.4.2.6	4/5.5 Black Abolitionists
3.1, 3.2, 3.4–3.6, 3.8	A4	A.4.2.6	4/5.6 African Americans in the Civil War

GRADE 5

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4, 3.10	A3	A.3.2.1	5.1 Garrett Morgan: An African American Inventor
3.1, 3.2, 3.4, 3.6–3.10	A3	A.3.2.2	5.2 African American Moviemakers
3.1, 3.2, 3.4, 3.10	A5	A.5.2.1	5.3 Freed African Americans and Education*
3.1, 3.2, 3.4, 3.10	A5	A.5.2.1	5.4 Freed African Americans in the South
3.1, 3.2, 3.4, 3.6–3.10	A5 D1	A.5.2.2 D.1.2.4	5.5 African American Entrepreneurs in the Late 1800s
3.1, 3.2, 3.4, 3.6–3.10	A5 B1	A.5.2.2 B.1.2.5	5.6 From Farmers to City Dwellers: The Great Migration North
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	A5	A.5.2.4	5.7 African Americans as Artists
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	A5	A.5.2.4	5.8 The 1920s: The Jazz Age
3.1, 3.2, 3.4, 3.7, 3.10	A5	A.5.2.5	5.9 African Americans, the Depression, and the New Deal
3.1, 3.2, 3.4, 3.10	A5 C2	A.5.2.7 C.2.2.4	5.10 The National Civil Rights Memorial

*Sample lesson plan

GRADES 6 - 8

GRADE 6 WORLD HISTORY

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4	A1	A.1.3.1	6.1 Origins of Humankind
3.1, 3.2, 3.4, 3.10	A2	A.2.3.2	6.2 Ancient African Kingdoms, States, and Empires: Songhai
3.1, 3.2, 3.4, 3.8, 3.10	A2	A.2.3.2	6.3 Technology and African Innovation
3.1, 3.2, 3.4–3.6, 3.8–3.10	A2	A.2.3.4	6.4 Looking at the African Environment
3.1, 3.2, 3.4–3.6, 3.8–3.10	A2	A.2.3.4	6.5 West Africa: Past and Present*
3.1, 3.2, 3.4, 3.10	A2	A.2.3.5	6.6 Some Early African Leaders
3.1–3.4, 3.7, 3.10	A3	A.3.3.1	6.7 African Influences in the Americas
3.1, 3.2, 3.4, 3.7–3.10	A2	A.3.3.2	6.8 Colonial Empires in Africa
3.1, 3.2, 3.4, 3.6	A2	A.3.3.4	6.9 Winning African Freedom

*Sample lesson plan

GRADE 7 WORLD GEOGRAPHY

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4, 3.8	B1	B.1.3.2	7.1 Organizing Information About Africa's Geography*
3.1, 3.4	B1	B1.3.3	7.2 Database of Africa's Nations
3.1, 3.2, 3.4, 3.10	B1	B.1.3.6	7.3 African Balance of Trade
3.1, 3.2, 3.4	B1	B.1.3.7	7.4 Transportation Links Across Africa
3.1, 3.2, 3.4, 3.6, 3.10	B2	B.2.3.1	7.5 Bantu Migrations
3.1, 3.2, 3.4, 3.8, 3.10	B2	B.2.3.4	7.6 Rural vs. City Life
3.1, 3.2, 3.4, 3.10	B1 B2	B.1.3.4 B.2.3.6	7.7 Feeding Africa's Peoples
3.1, 3.2, 3.4	B2	B.2.3.8	7.8 Mapping Africa's Resources

*Sample lesson plan

GRADE 8 UNITED STATES HISTORY

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4–3.10	A4	A.4.3.1	8.1 Free, Black, and a City Dweller (1700s to Early 1800s)
3.1, 3.2, 3.4	A4	A.4.3.2	8.2 Enslaved Africans and the Southern Economy
3.1, 3.2, 3.4, 3.6	A6 C2	A.6.3.4 C.2.3.1	8.3 Freedom's Trail: The Stono Uprising
3.1, 3.2, 3.4, 3.7–3.10	C2 A5	C.2.3.1 A.5.3.2	8.4 The Constitution and Reconstruction
3.1, 3.2, 3.4	A5 C1	A.5.3.1 C.1.3.1 C.1.3.2	8.5 Moving West
3.1, 3.2, 3.4, 3.7–3.9	A5	A.5.3.2 A.5.3.3	8.6 The Great Migration North
3.1, 3.2, 3.4, 3.7–3.9	A5	A.5.3.2 A.5.3.3	8.7 African American Culture in the Early Twentieth Century
3.1, 3.2, 3.4, 3.7–3.9	A5 C2	A.5.3.2 C.2.3.2	8.8 Civil Rights Movement
3.1, 3.2, 3.4, 3.7–3.9	A5 C2	A.5.3.2 C.2.3.1	8.9 Some African American Patriots*
3.1, 3.2, 3.4, 3.7–3.9	A5 C2	A.5.3.2 C.2.3.1	8.10 African Americans on the Home Front

*Sample lesson plan

GRADES 9 - 12

GRADE 9 WORLD GEOGRAPHY

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4, 3.6	B1	B.1.4.3	9.1 Organizing Geographic Information About Africa to Analyze Data
3.1, 3.2, 3.4, 3.6, 3.7, 3.10	B1	B.1.4.5	9.2 Influence of Colonialism on African Civil Wars
3.1-3.4, 3.6, 3.10	B1	B.1.4.5	9.3 Comparing Points of View: Farm vs. Tropical Rain Forest
3.1, 3.2, 3.4, 3.8-3.10	B2	B.2.4.1	9.4 Desertification*
3.1-3.4, 3.10	B2	B.2.4.2	9.5 What If . . . There Had Been No Africans in the Southern Colonies?
3.1, 3.2, 3.4-3.9	B2	B.2.4.4	9.6 Difficult Land Use Decisions for Africans
3.1, 3.2, 3.4, 3.6, 3.10	B2	B.2.4.6	9.7 Colonial Scramble for Africa
3.1, 3.2, 3.4, 3.5, 3.7, 3.8	B2	B.2.4.7	9.8 Planning for Africa's Future

*Sample lesson plan

GRADE 10 WORLD HISTORY

GOAL 3/CORE COMPETENCIES	STANDARD	BENCHMARK	LESSON FOCUS
3.1, 3.2, 3.4–3.10	A2	A.2.4.1 A.2.4.2	10.1 The Importance of Agriculture
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	A2	A.2.4.5 A.2.4.8	10.2 Kingdom of Kush: Contemporary of the Roman Empire
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	A2	A.2.4.7	10.3 Songhai, Ghana and Mali: Feudal States
3.1, 3.2, 3.4, 3.10	A3	A.3.4.3	10.4 The Age of Discovery: It Depends on Your Point of View
3.1, 3.2, 3.4, 3.6, 3.10	A3 A1	A.3.4.4 A.1.4.2	10.5 The Path to Apartheid*
3.1, 3.2, 3.4, 3.5, 3.8–3.10	A3	A.3.4.3 A.3.4.8	10.6 European Balance of Power and the Scramble for Africa
3.1, 3.2, 3.4, 3.6, 3.10	A3 A1	A.3.4.9 A.1.4.2	10.7 World War II and African Independence
3.1, 3.2, 3.4, 3.10	A3	A.3.4.10	10.8 Africa and the Global Community

*Sample lesson plan

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

The following section develops in more detail the Curriculum Outline. It suggests areas within the traditional content of the social studies curriculum where African and African American history can be infused. It is not meant to be exhaustive, but rather illustrative of what can be accomplished in the curriculum. For example, at any time in any grade level in which teacher and students are discussing a time, a place, or a people and a comparison, contrast, or analogy is required, African and African American examples should be considered for their appropriateness. Only a teacher and student body well grounded in the facts of African and African American history, geography, and culture, of course, can provide such critical analysis. But the more everyone learns, the more likely such critical thinking will occur.

This section on strategies and their accompanying assessment procedures provides a jumping off point for the work of infusion. The strategies and evaluation activities are not meant to constitute lessons, but to provide the basis for the development of lessons or for including such activities into traditional lessons.

The activities and assessments are based on the Sunshine State Standards, Benchmarks, Goal 3/Core Competencies, and the Broward District Schools' Critical Content, Performance Standards and Essential Teacher Knowledge.

GRADES Pre-K - 2

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

It is important in every grade level but especially in Pre-Kindergarten through Grade 2 that the classroom environment is one that welcomes and embraces diversity, not only of African Americans, but of all ethnic groups. In planning bulletin board displays, in choosing picture books to illustrate concepts, and in celebrating holidays, a variety of groups should be represented.

Some things to consider in planning lessons:

- Depending on the topic, choose picture books that show a variety of ethnic groups in a single book; a trip to the city, for example.
- Depending on the topic to be illustrated, choose picture books that show only one ethnic group, but vary the groups. If you are choosing several stories about families, be sure that several groups are represented across the books.
- In choosing myths, legends, and folktales to illustrate concepts, choose from a variety of groups, not just from European literature.
- Have a variety of ethnic groups represented in the authors and illustrators as well as the story lines of books available to your students for recreational reading.
- In choosing pictures of people for the bulletin board, be sure that a number of ethnic groups are shown.
- In choosing pictures to show children and adults in responsible roles, be sure African Americans and women are represented as well as other ethnic groups.
- In choosing pictures of people working in different careers, be sure that African Americans, women, and other groups are shown in professional roles.
- In choosing holidays and famous people to highlight, be sure that holidays and people other than the traditional ones are chosen.
- Whenever examples are drawn from countries other than the United States, be sure to consider whether nations in regions other than Europe fit the curriculum need.

The end result should be a learning environment in which multicultural materials and attitudes are not taken for granted. Multiculturalism will have become so prevalent that infusion no longer has to be consciously planned and executed.

Pre-K.1 FAMILIES NEAR AND FAR

OBJECTIVE To show differences and similarities among family groups using African families as an example

INFUSION POINTS Social Studies, Language Arts, Art

GOAL 3 3.1, 3.2, 3.4	STANDARD A1	BENCHMARK A.1.1.3

Strategies

Describe an extended family in the African countryside compared to a nuclear family in an urban center.

Ask how these two examples are the same as or different from the families of the children in the class. Relate the discussion to the nature of family life and how families around the world provide the same basic needs to their members.

Assessment

Children will restate the kinds of families Africans may have and discuss whether their own families are the same or different in composition and in what they do for family members.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet

Pre-K.2 AFRICAN DRUMS

OBJECTIVE To expose children to traditional music of Africa

INFUSION POINTS Social Studies, Music, Art

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A3	BENCHMARK A.3.1.2

Strategies

Play a recording of traditional African music and have the children move to the beat. Explain that in African dance, groups of people dance together rather than in pairs. Ask them if it reminds them of any other music that they know.

Explain that the drum is a major instrument in African music, and that there are many different kinds of drums—big, medium sized, and small. They are called father drums, mother drums, and baby drums, depending on their voices or sounds.

Show pictures of African drums and have children draw pictures of what they think African drums look like.

Assessment

Children will actively and accurately participate in the musical experience.

Children will listen attentively to the explanation and describe the sound each type of drum makes.

Children will draw pictures that represent African drums of different sizes and with different designs.

Teacher Resources

Voices of Triumph: Creative Fire, p.12–21

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, and K–12 Electronic Guide for African Resources on the Internet.

Pre-K.3 KWANZAA FEAST

OBJECTIVE To expose children to an aspect of African American culture

INFUSION POINTS Social Studies, Art

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD A3	BENCHMARK A.3.1.3

Strategies

Introduce Kwanzaa as an African American celebration of the African homeland and the heritage of African Americans and have a "mini" feast.

Explain the seven principles of Kwanzaa at an age-appropriate level: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, faith.

Describe the importance of agriculture in African life by using fruits and vegetables as a symbol of Kwanzaa.

Assessment

Children will participate in the preparation and feast with enthusiasm and will explain the purpose of Kwanzaa.

Children will draw pictures that represent for them the meaning of two of the seven principles of Kwanzaa.

Teacher Resources

Audiotape: *Kwanzaa Folktales*

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

Pre-K.4 HONORING DR. MARTIN LUTHER KING, JR.

OBJECTIVE To create an awareness in children of Dr. King's life and work

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.10	STANDARD A1, A5	BENCHMARK A.1.1.2, A.5.1.3

Strategies

Read a book about Dr. Martin Luther King, Jr. and introduce the theme of heroism. Discuss how Dr. King was a hero and why he has a day named in his honor.

Have children retell the story in terms of the beginning, middle, and end of a story.

Point out that Dr. King's family (his wife, Coretta Scott King, and his son, Dexter) continues his civil rights work today.

Assessment

Children will retell accurately the story of Dr. King's life.

Teacher Resources

Voices of Triumph: Perseverance, pp.192–196, 214–215

K.1 EARLY AFRICAN PEOPLES AND CULTURES: FROM PYRAMIDS TO STORYTELLERS

OBJECTIVE To create an awareness of early African cultures

INFUSION POINTS Social Studies, Art, Music, Language Arts

GOAL 3 3.1–3.5, 3.10	STANDARD A2	BENCHMARK A.2.1.3

Strategies

Create bulletin board displays of African artworks such as the pyramids, drums, weavings, masks, carvings in wood and ivory, and metal figures.

Recount the building of the Step Pyramid by Imhotep.

Learn an African folktale such as one of the Anansi the Spider tales and tell it to the class. Use this as the basis for a discussion of the role of the griot or storyteller in African cultures.

Display pictures of modern Africans in traditional clothing and point out that it is much like the clothing that Africans wore many, many years ago. Draw comparisons with traditional clothing in other modern cultures.

Assessment

Children will dictate a class folktale using the same characters as in the story the teacher told.

Children will reenact the storytelling role of the griot.

Children will draw pictures based on the carvings, figurines, masks, and weavings displayed on the bulletin board.

Children will make a paper weaving similar to the cloth designs shown.

Teacher Resources

Voices of Triumph: Perseverance, pp. 12–21; *Creative Fire,* pp. 12–21, 176–179; *Leadership,* pp. 12–21

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, and K–12 Electronic Guide for African Resources on the Internet.

K.2 AFRICAN MUSIC: MAKING AN AFRICAN DRUM

OBJECTIVE To participate in a musical activity that reflects African culture

INFUSION POINTS Social Studies, Music, Art, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A3, A2	BENCHMARK A.3.1.2, A.2.1.3

Strategies

Play African music for the children.

Explain that African musical instruments include drums and stringed instruments similar to the banjo, which came from Africa to the Americas.

An African drum can be made from a tree trunk, gourd, or tin can. The hide of an animal is pulled across it and tied tightly with cord. Africans have used their music to help their work go faster.

Provide oatmeal containers or other cylindrical containers with lids so that each child has a drum. Have children decorate their drums by drawing and coloring pictures of African masks, designs such as pyramids, or animals from the African continent on paper and then gluing or taping the paper to his/her drums.

Assessment

Children will describe how they created their drums.

Children will tell what they would create a song about if they lived in Africa.

Teacher Resources

Voices of Triumph: Creative Fire, pp. 12–21

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, and K–12 Electronic Guide for African Resources on the Internet.

K.3 CELEBRATING KWANZAA

OBJECTIVE To create an awareness of the meaning of Kwanzaa

INFUSION POINTS Social Studies, Art

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD A3, A5	BENCHMARK A.3.1.3, A.5.1.3

Strategies

Reintroduce Kwanzaa and the seven principles it celebrates at an age-appropriate level for kindergarten: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, faith.

Remind the children that many Africans were farmers, and introduce the symbolism that corn holds in Kwanzaa. Have the children color a drawing of corn, or draw and color ears of corn, one for each child in their family.

Assessment

Children will draw pictures to show what each of the seven principles means to them.

Children will color drawings of corn, or draw and color ears of corn, one for each child in their family.

Teacher Resources

Audiotape: *Kwanzaa Folktales*

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

K.4 BLACK HISTORY MONTH AND CARTER G. WOODSON (MARY McLEOD BETHUNE, THE JOHNSONS)

OBJECTIVE To identify an African American who worked for the good of other African Americans

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A5, C1	BENCHMARK A.5.1.1, C.1.1.2

Strategies

Introduce Black History Month. Explain that a history professor named Carter G. Woodson began Negro History Week to celebrate the history of African Americans. From a week of celebration, it became a month.

Describe the work of Woodson at an age-appropriate level for kindergarten.

Compare his work as an historian or writer of history to that of African griots—storytellers.

Take the opportunity to reinforce what the children have learned about African and African American history and/or culture to this point.

Depending on your class, introduce other important African Americans such as Mary McLeod Bethune, who established Bethune-Cookman College in Daytona Beach, Florida; James Weldon Johnson and John Rosamond Johnson who wrote "Lift Every Voice and Sing."

Read the first lines of the Johnsons' "Lift Every Voice and Sing" and discuss:

Lift every voice and sing
Till earth and heaven ring,
Ring with the harmonies of Liberty.

Assessment

Children will tell what Black History Month means to them.

Children will recount one fact or story they know about Africa and African Americans.

Teacher Resources

Voices of Triumph: Leadership, pp. 174–175, 178, 186–187, 222–223; *Creative Fire*, pp. 88, 134, 176–179

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

K.5 AFRICAN GEOGRAPHY

OBJECTIVE To create an awareness of the continent of Africa and some of its physical features

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1–3.4, 3.10	STANDARD B1, B2	BENCHMARK B.1.1.2, B.2.1.1

Strategies

Use a globe to demonstrate where the United States is and where the continent of Africa is. Show children, by using the color-coded countries on the globe, that while the United States is one country, Africa has many countries and is called a continent.

Display a simple outline map of Africa with the Nile River, the Sahara, Lake Victoria, the tropical rain forest, and the savannah in color.

Discuss what deserts, savannahs, and tropical rain forests are; then discuss rivers and lakes. Compare these to where the children live.

Assessment

Children will restate the characteristics of a desert, a savannah, and a tropical rain forest.

Children will draw and color pictures of a scene in a desert, a rain forest, a savannah, a lake, and a river.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

1.1 THE STORY OF SONGHAI IN WEST AFRICA

OBJECTIVES To build background on the history and heritage of Africa
To understand that history is the story of people in another time and place

INFUSION POINTS Social Studies, Geography, Language Arts, Art

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A1	BENCHMARK A.1.1.2

Strategies

Introduce the concept of African empires.

Use a globe or a world map to identify the empire of Songhai in West Africa, in parts of what are today Guinea, Guinea-Bissau, Gambia, Senegal, Benin, Nigeria, Mali, and Mauritania.

Present the history of the empire of Songhai as a story with a beginning, a middle, and an end. Emphasize the human interactions such as what traders did and the importance of education in its major city of Timbuktu. Explain that the empire existed almost 600 years ago.

Note that the people were Muslims, followers of Islam.

Identify Sunni Ali and Askia Muhammad as great leaders of Songhai.

Assessment

By recounting the history of Songhai, children will demonstrate that they understand that history is the story of a people in another time and place.

Children will identify Sunni Ali and Askia Muhammad as great African leaders by drawing pictures of them in their roles as leaders.

Children will write a story about Timbuktu.

Children will identify Islam as a religion and Muslims as its followers.

Teacher Resources

Voices of Triumph: Perseverance, pp. 12–23

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

1.2 CITIES OF AFRICA'S EAST COAST

OBJECTIVE To build background on the history and heritage of Africa

INFUSION POINTS Social Studies, Geography, Mathematics

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.10	STANDARD A2	BENCHMARK A.2.1.3

Strategies

Use a globe or a world map to identify the area of the east African coast—today the modern nations of Somalia, Kenya, Tanzania, and Mozambique—that had great trading cities up to the 1600s.

Locate the Arabian Peninsula, and trace routes that Arabs could have used to reach the east coast of Africa.

Explain that the trading cities of the East Coast received goods like ivory and rhinoceros horn, iron, and coffee from inland and traded them with traders who came from the Arabian Peninsula. Arabs brought cloth, glass, and pottery.

Identify the east coast cities as the home of Swahili. Swahili is the name of a group of people and a language.

Have the children count from 1 to 10 in Swahili (reading down the columns):

moja	tatu	tano	saba	tisa
mbili	nne	sita	nane	kumi

To pronounce the words, remember that consonants are pronounced similar to English and vowels similar to Spanish (*a* as *ah* in *father; e* as long *a* in *day; i* as long *e* in *free; o* as *oo* in *too*). The accent is usually on the next-to-last syllable.

Assessment

Children will explain that the east coast cities of Africa were famous as trading centers where people exchanged goods.

Children will count objects in the classroom—windows, pencils, erasers, chairs—in Swahili.

Children will identify Swahili as the name of a group of people and a language.

Teacher Resources

Videotape: *Africa: A History Denied,* Segment 3 "Swahili Traders to the World"

1.3 GEORGE WASHINGTON CARVER: AN AFRICAN AMERICAN SCIENTIST

OBJECTIVE To identify contributions of George Washington Carver to science

INFUSION POINTS Social Studies, Science, Language Arts, Mathematics

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.8, 3.10	STANDARD A3	BENCHMARK A.3.1.1

Strategies

Read a picture book about George Washington Carver to the class and discuss his work. Talk about how he helped all Americans with his research and inventions.

Carver discovered or developed 300 products from the peanut and 180 from sweet potatoes. Give each student the ingredients for a garden—a Styrofoam cup, dirt, and a peanut for each—and have them grow their own peanut plant. Graph the growth of each plant on poster board as a class mathematics and science activity.

Emphasize Carver's role in establishing Tuskegee Institute, a name children will meet many times throughout their history curriculum.

Assessment

Children will draw a picture representing one use of the peanut or sweet potato and write an accompanying one sentence caption for their picture.

The class as a whole will dictate a story about Carver's life and work.

Children will show interest in their peanut garden by watering their plants as needed.

Children will participate in the graphing activity for the plants and answer simple questions about the relationships shown on the graph.

Teacher Resources

Voices of Triumph: Leadership, pp. 34–37

Theme Explorer: People on the Move: Project card #5 "Creativity"

1.4 THE ART OF AFRICAN MASKS

OBJECTIVE To build background on the history and heritage of Africa

INFUSION POINTS Social Studies, Art

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A3	BENCHMARK A.3.1.2

Strategies

Collect pictures of African masks or bring in picture books that show traditional ceremonies in which people are wearing masks.

Explain that masks have a variety of purposes among different African people. Often they are used in religious ceremonies such as funerals, but they are also worn for public holidays such as Nigeria's Independence Day.

Explain that masks are often carved from wood, but they may also be made from animal skins and decorated with cotton or shells.

Have the children create their own masks from construction paper or heavy brown paper, using the pictures of authentic masks as guides. Raffia, shells, and pieces of yarn can add decoration.

Assessment

Children will restate the purpose of masks for African peoples.

Children will create their own masks based on authentic models.

Teacher Resources

Voices of Triumph: Creative Fire, pp. 12–21.

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, and K–12 Electronic Guide for African Resources on the Internet.

1.5 KWANZAA FEAST: MAKING MKEKAS

OBJECTIVE To understand the meaning of Kwanzaa for African Americans

INFUSION POINTS Social Studies, Art, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD A3, C1	BENCHMARK A.3.1.3, C.1.1.2

Strategies

Reintroduce Kwanzaa and the seven principles it celebrates at an age-appropriate level for first grade: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, faith.

Remind the children of the significance of the colors red (struggles of African Americans), green (hope for a prosperous future), and black (color of African Americans).

Describe the significance of the mkekas or place mats in the Kwanzaa (represent tradition and history) celebration.

Draw a comparison between Kwanzaa and other celebrations such as the Chinese New Year, that include food.

Provide: construction paper in red, green, black or tan, yellow, and light green; scissors, and tape for the children to make mkekas.

Assessment

Children will make their own mkekas.

Children will describe in two or three sentences Kwanzaa as a holiday to celebrate the ties that hold African American families and friends together and relate them to their African roots.

Teacher Resources

Audiotape: *Kwanzaa Folktales*

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, and K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

1.6 AFRICANS FORCED INTO SLAVERY

OBJECTIVE To identify the changes that happened to free Africans who were captured and sold as slaves in the Americas

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.8–3.10	STANDARD A4	BENCHMARK A.4.1.4

Strategies

Use a world map or globe to identify the distance between the African continent and the Americas. Trace the ocean routes that took ships from West Africa to the Caribbean, North and South America.

Locate the area in West Africa from which Africans were captured and sold: the modern nations of Senegal, Gambia, Guinea-Bissau, Guinea, Sierra Leone, Liberia, Ivory Coast, Equatorial Ghana, Togo, Mauritania, Benin, Burkina Faso, Nigeria, Cameroon, Gabon, and Angola.

Locate the areas where Africans were sold as slaves: what are now modern Cuba, Jamaica, the Bahamas, Haiti, Trinidad and Tobago, Brazil, Mexico, Puerto Rico, the United States.

Explain that while Native Americans already lived in the Americas and most Europeans came freely, Africans were forced to come. Describe in age-appropriate terms the conditions under which Africans were captured and sold in Africa and the ordeal of the Middle Passage. Discuss the kind of hard labor that the slaves were forced to do in the Americas, and point out that the need for workers is why slavery began.

Point out that the Africans who came were given new names and not allowed to practice their religions or speak their languages. Explore prior knowledge by asking children what they know about Africa and its peoples in order to establish what Africans lost when they were transported as slaves.

Assessment

Children will explore their feelings about what happened to Africans by writing about what they think it must have been like to be a slave.

Teacher Resources

Voices of Triumph: Perseverance, pp. 22–52

www.timelifeedu.com: Check the Web site for African American Mosaic, Documenting the American South: Narratives on Slavery, American Slave Narratives: An Online Anthology, The Museum of Slavery in the Atlantic, and Amistad America.

1.7 A LIFE DEVOTED TO FREEDOM: HARRIET TUBMAN

OBJECTIVES To recognize the contributions of Harriet Tubman
To recognize the importance of freedom to people

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD A4, C2	BENCHMARK A.4.1.1, C.2.1.1

Strategies

Develop the idea of Harriet Tubman's dedication to freedom and the dangers she faced in order to lead others to freedom.

Use a map to show children the distances she had to travel to go back into slave territory and then to lead slaves to freedom.

Create a time line with children by giving them important dates and events in Tubman's life and then having the children sequence them. Include important dates and events in the nation's history as well. Point out that Tubman lived to see African Americans freed.

To encourage children's understanding of history as a story of a people or of individuals, have pairs write a story about Tubman's life.

Assessment

Children will create a time line of the events in Harriet Tubman's life.

Children will recount a story about Harriet Tubman's life.

Teacher Resources

Voices of Triumph: Perseverance, pp. 70–71, 74; *Creative Fire,* pp. 218, 228; *Leadership,* p. 128

www.timelifeedu.com: Check the Web site for Taking the Train to Freedom: History and Geography of the Underground Railroad.

1.8 "FOLLOW THE DRINKING GOURD"

OBJECTIVES To recognize the work of Abolitionists and the Underground Railroad
To understand the importance of freedom

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD A4, C2	BENCHMARK A.4.1.1, C.2.1.1

Strategies

Read and discuss a book such as *The Drinking Gourd* by F.N. Monjo (Harper Trophy Book, New York, 1970) that describes a young boy's first encounter with the Underground Railroad.

Show the map of the Underground Railroad routes on p. 69 of *Voices of Triumph: Perseverance* to give the children an idea of how widespread the network was of people who wanted to end slavery and were willing to help slaves to freedom.

Play a recording of the song "Follow the Drinking Gourd." Explain that it was a work song and relate it to African traditional music that children learned about in kindergarten. Some African people made up songs to help their work go faster. This is an example of cultural diffusion or a characteristic of African culture that Africans brought to the Americas.

Assessment

Through discussion children will express the dangers of the Underground Railroad, the great desire for freedom on the part of slaves, and the belief by other Americans that slavery was wrong.

Children will become conductors on the Underground Railroad and will dictate a class letter to a friend describing the work of the Underground Railroad.

Children will create a "work" song to the tune of "The Farmer in the Dell" to sing while cleaning up the classroom after a task.

Teacher Resources

Voices of Triumph: Leadership, pp. 209, 218; *Creative Fire*, p. 203; *Perseverance*, pp. 60-64, 68–69, 71

www.timelifeedu.com: Check the Web site for Taking the Train to Freedom: History and Geography of the Underground Railroad.

1.9 ROSA PARKS AND DR. MARTIN LUTHER KING, JR.

OBJECTIVES To identify some African Americans who worked for the good of all Americans
To recognize how causes result in effects, or consequences

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3.10	STANDARD A5, C2	BENCHMARK A.5.1.1, A.5.1.3, C.2.1.1

Strategies

Reintroduce the work of Dr. Martin Luther King, Jr. at a more complex level than in pre-kindergarten. Discuss his early life, his calling to the ministry, and how he met Rosa Parks.

Introduce Rosa Parks and how her actions led to the Montgomery bus boycott.

Define the terms *boycott* and *nonviolence.*

Explore how ending racial discrimination helped not only African Americans but all Americans.

Discuss how, without breaking the law, the actions of the participants in the bus boycott changed how African Americans were treated.

Assessment

Children will identify the causes of the Montgomery bus boycott and its results.

Children will dictate a class letter to the bus company expressing why they think the company's treatment of African Americans is wrong.

Teacher Resources

Voices of Triumph: Perseverance, pp. 192–195, 197, 200, 214–215

www.timelifeedu.com: Check the Web site for Black History: Exploring African American Issues on the Web and National Civil Rights Museum.

1.10 FARMING ON THE PLAINS

OBJECTIVE To introduce the concept of free African American farmers and cowhands

INFUSION POINTS Social Studies, Geography, Art

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8, 3.9	STANDARD A5	BENCHMARK A.5.1.4

Strategies

Locate the Great Plains states on a map of the United States. Indicate their distance from the southern states where most slaves lived before the Civil War.

Describe modern farming on the Plains, with big farms run by companies rather than by farm families. Contrast this to African American farmers who lived and farmed on the Plains after they won their freedom.

Discuss the climate of the Plains with cold, cold snowy winters and hot summers often with little rain. Farm families lived miles from each other. Sometimes they did not see other people for weeks. They lived in sod houses and had vegetable gardens.

Explore with children why African Americans might have wanted to live on the Plains as farmers.

Depending on time and the children's interest, you might include material on the life of African Americans who moved farther west to become cowhands.

Assessment

In pairs, children will create a story about what life was like on a farm in the Plains.

Children will draw pictures of a Plains farm.

Teacher Resources

Voices of Triumph: Perseverance, pp. 84–125

2.1 HOLIDAYS AS TRADITION: KWANZAA

OBJECTIVE To recognize the place of tradition among African Americans

INFUSION POINTS Social Studies, Language Arts, Art

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A1	BENCHMARK A.1.1.3

Strategies

Discuss with the children holidays that they know such as the Fourth of July, Chinese New Year, Diwali, Chanukah, Cinco de Mayo, and what they celebrate.

Build on children's prior knowledge of Kwanzaa by reintroducing the seven principles at an age-appropriate level: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith.

Define the term *tradition.*

Relate how and why Dr. Maulana (Ron) Karenga developed the concept of Kwanzaa in 1966. Establishing a new holiday for African Americans was a way to develop a tradition that related to their African beginnings.

Assessment

Children will define tradition in relation to the development of holidays in general, and Kwanzaa in particular.

Children will choose a holiday that their families celebrate and write a story about it.

Children will choose some element of the celebration of Kwanzaa and draw a picture to illustrate it.

Teacher Resources

Audiotape: *Kwanzaa Folktales*

2.2 A TIME LINE OF AFRICAN AMERICAN INVENTIONS

OBJECTIVES To measure the years between events on a time line
To learn about some African American inventors and inventions

INFUSION POINTS Science, Social Studies, Art

GOAL 3 3.1–3.4, 3.10	STANDARD A1	BENCHMARK A.1.1.4

Strategies

Create a time line using dates and inventions such as:

1830s Norbert Rillieux discovers way to make table sugar (refined sugar).
1872 Elijah McCoy invents way to oil moving parts in a train engine.
1883 Jan Matzeliger discovers way to sew shoes together by machine.
1888 Granville T. Woods invents the overhead electric power lines to run streetcars, the first electric trolley cars.
1923 Garrett Morgan invents the traffic light.

Include on the time line other important dates such as the invention of the automobile and the completion of the U.S. transcontinental railroad.

Discuss how each invention may have changed the ways not only Americans, but people in other countries, lived and worked.

Ask questions about the relationship between year spans and events shown on the time line.

Assessment

Children will answer questions about the time spans shown on the time line.

Children will choose an invention and write a story about its importance or draw a picture illustrating its importance.

Children will draw pictures that could be used to illustrate items on the time line.

Teacher Resources

Voices of Triumph: Leadership
pp. 24–73

Theme Explorer: People on the Move:
Project card # 5 "Creativity"

2.3 PHYSICAL FEATURES OF THE AFRICAN CONTINENT

OBJECTIVES To understand the relationship between the elements on a map about Africa and the map legend
To identify physical features and regions of the African continent on a map
To determine that where people live on the African continent affects how they live

INFUSION POINTS Geography, Social Studies, Science, Art

GOAL 3	3.1–3.4, 3.8, 3.10	STANDARD	B1, B2	BENCHMARK	B.1.1.1, B.1.1.2, B.1.1.4, B.2.1.1

Strategies

Create and duplicate for the children an outline map of the African continent with the following shown but not labeled: the Sahara, Kalahari Desert; rain forest, savannah belts, farm and grazing areas; Nile River system, Zaire River, Niger River; Great Rift Valley, Lesser Rift Valley. Include 5 blank boxes for a map key.

Introduce the concept of the earth's physical features such as mountains and deserts.

Using an overhead, work with children to fill in their outline maps with the physical features and regions of the African continent.

Explain the relationship of the map legend to the information shown on a map and have the children suggest different ways to represent the information in the legend.

Discuss at an age-appropriate level what the climate is like in each of the regions of Africa and how it affects the kinds of work people do, the kinds of houses they live in, etc.

Assessment

Children will complete an outline map of the physical features and regions of the African continent.

Children will develop a map legend representing different physical features and regions on the African continent.

Children will restate the relationship between climate differences and how people live.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

2.4 AFRICAN TRANSPORTATION YESTERDAY AND TODAY

OBJECTIVE To analyze advantages and disadvantages of various modes of transportation in Africa across time

INFUSION POINTS Social Studies, Geography, Language Arts, Art

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.8, 3.10	STANDARD A2, B2	BENCHMARK A.2.1.2, B.2.1.5

Strategies

Create an outline map of the African continent:

- draw in the deserts, rain forests, savannahs, mountains, and rivers
- trace the routes of major highway and rail systems on the African continent
- mark the sites of major airports on the continent

Ask the children to list different kinds of transportation that Africans might use, based on the map of the African continent.

Discuss how Africans might have gotten from one place to another before the introduction of cars, buses, trains, and planes.

Discuss the effectiveness of the camel as a mode of transportation for long-distance travel across the Sahara in ancient times and even today.

Using a graphic organizer, list the modes of transportation in Africa and their advantages and disadvantages.

Assessment

Children will list advantages and disadvantages of different modes of transportation for people living on the African continent.

Children will write a story about what it was like to travel through one of the geographic regions of Africa, such as the desert before modern transportation, and how it is different today.

Teacher Resources

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online and K–12 Electronic Guide for African Resources on the Internet.

2.5 EARLY AFRICAN ART, MATHEMATICS, AND SCIENCE SKILLS (USING PATTERNS TO MAKE A KUFI)

OBJECTIVES To recognize the skills needed by ancient Africans in their art and building
To use patterns to make a kufi

INFUSION POINTS Art, Mathematics, Science

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.10	STANDARD A2, A3	BENCHMARK A.2.1.3, A.3.1.2

Strategies

Ask children to describe what they already know about ancient art on the African continent.

Use photographs to show children some of the artistic and engineering achievements of ancient Africans.

Discuss in age-appropriate terms how these early Africans needed to know mathematics and science principles to create these works of art.

Introduce the term *pattern* and how certain mathematics principles such as multiplication tables are based on patterns.

Distribute the necessary materials and have children create a border for their kufi, an African cap, by using pattern blocks.

Assessment

Children will show an appreciation of the mathematics and science achievements of ancient Africans by restating the skills needed to build and create certain monumental buildings and artworks.

Children will demonstrate their understanding of the concept of patterns by designing a pattern and identifying a different pattern.

Children will complete their kufis.

Teacher Resources

Voices of Triumph: Perseverance, pp. 12–21; *Leadership,* pp. 22–23; *Creative Fire,* pp. 12–21

Videotape: *Africa: History Denied,* all segments

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, K–12 Electronic Guide for African Resources on the Internet, and African Art: Aesthetics and Meaning.

See sample lesson plan.

2.6 USING FOLKTALES TO LEARN ABOUT OTHER TIMES—AND TODAY

OBJECTIVES To learn about African culture and tradition
To understand universal themes in literature through time and across place

INFUSION POINTS Language Arts, Social Studies

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD A3	BENCHMARK A.3.1.3

Strategies

Probe for children's prior knowledge of griots and their place in African society.

Discuss the word *fable* and what it means: a story illustrating a moral, often with animals as the characters whose actions mimic those of humans.

Read to the class African folktales or fables such as those about Anansi the Spider or Aesop's fables.

Discuss how the animals are like people and what their actions represent. Focus on the moral of each story and how it applies to people today, too.

Assessment

Children will participate actively in the story reading and discussion.

Children will retell the stories orally or through writing.

Children in small groups will choose a story and act it out.

Children will choose a story and draw storyboards to retell it.

Teacher Resources

Voices of Triumph: Creative Fire, pp. 18-19

2.7 HOW AFRICANS BECAME SLAVES

OBJECTIVE To understand that the first Africans to come to the English colonies in what is now the United States were not slaves

INFUSION POINTS Social Studies

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A4	BENCHMARK A.4.1.1

Strategies

Create a time line with dates and facts such as:

1607 English found Jamestown.
1619 First Africans arrive as indentured servants.
1638 First Africans arrive in Massachusetts colony.
1641 Massachusetts passes laws to make slavery legal.
1660s Virginia passes laws to make slavery legal.
1663 Maryland passes law to make all Africans in colony slaves for life.

Define the term *indentured servant.*

Explain that the first Africans who came to the English colonies were not slaves, but indentured servants. As time passed, the colonists passed laws to make Africans slaves for life.

Discuss in age-appropriate terms why the colonists chose to make Africans slaves.

Use a map of the United States to describe the three regions of colonies along the Eastern seaboard. Explore why the New England colonies had few Africans as slaves, but that some New Englanders made fortunes as slave traders.

Assessment

Children will restate why laws were passed to make Africans slaves in the colonies.

Children will write a letter to their colonial legislature explaining why the law to make Africans slaves should not be passed.

Teacher Resources

Voices of Triumph: Perseverance, pp. 28–32

2.8 TRIANGULAR TRADE AND THE *AMISTAD*

OBJECTIVES To understand that Africans fought against enslavement
To identify the pattern of the slave trade between Africa and the Americas

INFUSION POINTS Social Studies, Geography, Language Arts, Art

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.8–3.10	STANDARD A4	BENCHMARK A.4.1.1, A.4.1.4

Strategies

Probe for the children's prior knowledge about the Triangular Trade route that brought Africans to the Americas.

Create and duplicate for each child an outline map showing Europe, Africa, and North and South America. Using a globe or wall map, trace the trade routes between West Africa and the Americas, and the Americas and Europe. Have children draw the routes on their own maps.

Introduce the term *triangular trade.*

Label with the children what was traded on each leg of the routes. Using prior knowledge, discuss why workers were needed in the Americas and why Africans were chosen to be slaves. Discuss how New Englanders and Europeans benefited from the trade.

Introduce the story of the *Amistad* and what happened to the Africans who were recaptured. Discuss the desire for freedom on the part of these Africans.

Assessment

Children will complete a map of the triangular trade routes across the Atlantic.

Children will retell the story of the *Amistad* either orally or in writing.

Children will write a letter to the Supreme Court arguing in favor of freeing the Africans from the *Amistad.*

Teacher Resources

Voices of Triumph: Perseverance, pp. 26–47, 56–57

www.timelifeedu.com: Check the Web site for *Amistad* America.

2.9 SOME AFRICAN AMERICAN PATRIOTS OF THE TWENTIETH CENTURY

OBJECTIVE To identify the patriotic acts of several famous individual African Americans and groups of African Americans

INFUSION POINTS Social Studies, Language Arts, Art

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	C1, C2	BENCHMARK	C.1.1.2, C.2.1.3

Strategies

Ask children what they think it means to be a patriot. Probe for prior knowledge about Rosa Parks and Dr. Martin Luther King, Jr. and what the children think about their roles in changing the bus company's policy in Montgomery, Alabama.

Introduce the stories of other African American patriots: Gen. Benjamin O. Davis and the Tuskegee Airmen who are patriots in the conventional sense and others such as the "Little Rock Nine" and James Meredith who are heroes of the Civil Rights Movement.

Discuss such factors of citizenship as obeying the law and standing up for one's rights under the law. Indicate that one does not need to be famous to be a patriot.

Read and discuss a story that illustrates at an age-appropriate level an aspect of the Civil Rights Movement. Indicate how the Civil Rights Movement helped all people.

Assessment

Children will identify qualities that make a good citizen.

Children will retell the story of one African American patriot.

Teacher Resources

Voices of Triumph: Perseverance, pp. 158–237; *Leadership*, pp. 211–217; 228–231

www.timelifeedu.com: Check the Web site for African American Mosaic and National Civil Rights Museum.

2.10 NATURAL RESOURCES ON THE AFRICAN CONTINENT

OBJECTIVE To identify some of the resources available to African nations

INFUSION POINTS Geography, Social Studies

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD B2	BENCHMARK B.2.1.4

Strategies

Create and duplicate for the children an outline map of the African continent showing the following areas: the Sahara, Kalahari Desert; rain forest, savannah belts, farming and grazing areas; Nile River system, Zaire River, Niger River. Leave space for a map legend.

Define the term *natural resources*. Have children list six natural resources that might be found on the African continent. Be sure that they include land (farmland and/or grazing land) and water (for drinking, for irrigation, for power).

Using an overhead, fill in areas on the map where the resources can be found. If not all of them exist in Africa, use this as a point of discussion. Other resources in Africa such as oil, gold, and diamonds are potential sources of great wealth for the countries that have them.

Assessment

Children will complete an outline map and create the map legend for it.

Children will discuss the importance of water and fertile land as natural resources.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

GRADES 3 - 5

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

Some Broward elementary schools may be teaching American history in a two-year sequence along with Florida studies. Other schools may be teaching American history only in 5th grade. Critical Content and Performance Standards for American history standards before 1880 may be mastered in either 4th or 5th grade.

3.1 AFRICAN INVENTIONS: EGYPTIANS AND THE NILE RIVER

OBJECTIVE To describe how Egyptians learned to use the Nile River to their advantage

INFUSION POINTS Social Studies, Geography, Art, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.10	STANDARD A2, B2	BENCHMARK A.2.2.1, B.2.2.3

Strategies

Introduce the concept of using the workings of nature for the benefit of humans.

With the help of a map of Egypt, explain that the Nile River used to overflow annually. In overflowing, it deposited rich soil along the riverbanks for a distance inland for the length of the river.

Explain the difference between fresh water and salt water and why the fact that the Nile is fresh water for most of its length was important to farmers.

Use a diagram to show how a river can be dammed to direct the water flow into canals.

Introduce the concept of irrigation.

Explain that as the Egyptian population grew, the farmers needed to grow more food, but they were stopped by the desert. To solve this problem, the Egyptians learned to build canals, redirect the water into the desert, and irrigate the land.

Discuss other benefits of the Nile such as a waterway for commerce and communication.

Assessment

Children will work in pairs to create an oral report on the value of the Nile to Egyptians by explaining why Egyptians marked the seasons as Flood Time, Seed Time, and Harvest Time.

Children will work in pairs to create diagrams to show the cycle of flooding, planting, and harvesting in the area near the Nile, including the use of irrigation canals.

Teacher Resources

Theme Explorer: People on the Move: Project card #5 "Creativity"

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

3.2 TRAVEL ACROSS THE SAHARA

OBJECTIVE To understand how early Africans traveled across the Sahara

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.6	STANDARD	A2	BENCHMARK	A.2.2.2

Strategies

On a wall map or overhead transparency, indicate the area of the Sahara. Explain that about 10,000 years ago, the Sahara was not a desert but an area of greenery and rivers. There were trees, fish in the rivers, and giraffes, elephants, and rhinoceroses among other animals grazing in the savannah. Herders kept cattle, sheep, and goats. About 4,500 years ago the climate changed, and the rivers dried up, the forests died, and sand replaced the grass. Only a few areas of green—oases—remained where there was underground water.

Describe the characteristics of the camel that would have suited this animal for survival in this changed environment. Use a photograph or drawing of a camel to illustrate the discussion.

Have children describe ways that might be available to people today to travel across the Sahara. Have them list the advantages and disadvantages of each method.

Probe for prior knowledge of the trading empire of Songhai and its source of wealth in the trans-Saharan trade in salt and gold. Discuss how the camel would have made it possible to transport the trade goods across the desert.

Assessment

By restating the value of the camel to the Empire of Songhai, children will demonstrate their understanding of how early Africans used the resources available to them to their advantage.

Teacher Resources

Voices of Triumph: Perseverance, pp. 20–21

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

3.3 FAMILY LIFE IN EARLY AFRICAN CULTURES

OBJECTIVE To understand the family structure in early African cultures

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.10	STANDARD A2	BENCHMARK A.2.2.3

Strategies

Introduce the concepts of ethnic group, clan, and extended family.

Explain that many different peoples or ethnic groups through the ages have based their relationships on the idea of clans—Native Americans, Scots, Chinese, Africans among them. Indicate the importance of ancestors to the members of a clan.

Explain the difference between an extended family and a nuclear family. Point out that many farming peoples live in extended families. Ask what benefit there might be to having many people living together in a village and farming the land together.

Indicate that many Africans—70 percent—are farmers who live in the countryside and either herd animals or work small plots of land. Have the children discuss what values might be important to Africans who live in villages in extended families.

Assessment

Children will demonstrate their understanding of the terms *ethnic group, clan,* and *extended family* by using them correctly in discussion.

Children will draw pictures or create a model of an African farming village.

Teacher Resources

Voices of Triumph: Perseverance, pp. 22–23

3.4 AFRICAN ROOTS OF KWANZAA

OBJECTIVE To recognize the African influences on an African American celebration

INFUSION POINTS Social Studies, Geography, Language Arts, Art

GOAL 3	3.1, 3.2, 3.4, 3.6	STANDARD	A2	BENCHMARK	A.2.2.3

Strategies

Probe for children's prior knowledge of the celebration of Kwanzaa.

Reintroduce the fact that Kwanzaa was founded in the 1960s by Dr. Maulana (Ron) Karenga. He drew on African influences to develop the concept of the holiday and its symbols.

Discuss the meaning of symbols and ask for examples of symbols of other holidays that the children may celebrate, such as Chanukah, Christmas, Cinco de Mayo, or the Fourth of July.

Introduce the seven symbols of Kwanzaa and their African beginnings:

mazao fruits and vegetables representing agricultural origins of Africans

mkeka place mat as symbol of the foundation of tradition and history

kinara candle holder, Zulu concept adapted from meaning the first-born or leaders to meaning all ancestors

vbunzi ears of corn from the cornstalk representing children, the hope of the future

zawadi gifts to members of the family, handmade or educational in nature to offset commercialization

kikombe cha umoja the communal unity cup representing the first principle of Kwanzaa; poured in the direction of the four winds to remember the ancestors and to promote oneness

mishumaa saba seven candles representing the seven principles of Kwanzaa, which are based on research into African cultural values

(continues)

Teacher Resources

Audiotape: *Kwanzaa Folktales*

3.4 AFRICAN ROOTS OF KWANZAA *(continued)*

Strategies *(continued)* To pronounce the words, remember that consonants are pronounced similar to English and vowels similar to Spanish (*a* as *ah* in *father; e* as long *a* in *day; i* as long *e* in *free; o* as *oo* in *too*). The accent is usually on the next-to-last syllable. Discuss the seven principles of Kwanzaa and the values they represent. Discuss how people could use these values in their daily lives and what they would mean to the way people acted. Show pictures of a Kwanzaa celebration or of the symbols. **Assessment** Children will restate in discussion the meaning of the symbols of Kwanzaa. Children will draw pictures representing the use of at least one Kwanzaa symbol in the celebration. Children will choose one of the seven principles of Kwanzaa and write a story about how someone used that principle in his/her daily life.	

3.5 HOW EARLY AFRICAN KINGDOMS AND EMPIRES CAME TO BE

OBJECTIVE To recognize how early kingdoms and empires in Africa were formed

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.8–3.10	STANDARD A2	BENCHMARK A.2.2.4, A.2.2.6

Strategies

On a wall map or overhead transparency, point out the general size of some of the kingdoms and empires in Africa, such as: the empires of Songhai, Mali, and Ghana and the Ashanti Union in West Africa; Zimbabwe in East Africa; the kingdoms of Luba and Lunda and Congo in what are today Angola, Zaire, and Zambia; Bunyoro, Bugada, Rwanda, and Burundi in the central interior.

Probe for prior knowledge about why and how groups of people combine into larger groups called kingdoms or empires or states. Ask for examples.

Depending on responses, lead children to understand that in Africa as elsewhere, the reasons usually were: conquest of/by enemies, desire for power over others and the wealth that this would bring; desire to spread ideas such as religion to others.

Use the story of Songhai as an example of these reasons. Compare this to other empires and kingdoms that children may have learned about.

Show pictures of the buildings that survive from earlier times in Africa such as the mud walled cities of West Africa. Indicate how the people who built them used the natural resources available to them as did the castle builders of Europe.

Assessment

Using Songhai as the illustration, children will list the reasons why Africans formed kingdoms and empires.

Children will complete a written comparison of how African kingdoms and other world empires were formed.

Teacher Resources

Voices of Triumph: Perseverance, pp. 14–25; *Leadership,* pp. 12–19

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

3.6 AFRICAN FOLKTALES

OBJECTIVE To understand how African folktales developed

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8–3.10	STANDARD A2	BENCHMARK A.2.2.5

Strategies

Probe for children's prior knowledge about folktales in general and African folktales in particular. Reintroduce the terms *fable* and *moral.*

Reintroduce the concept of the griot as keeper of history, teacher, and entertainer. Relate the modern storyteller to the role of griot.

Read an African folktale such as *Mufaro's Beautiful Daughters* by John Steptoe (Scholastic, New York, 1987). The retelling is based on a tale from a collection of African folktales and uses names from the Shona language, a Bantu people.

Ask children for the moral of the story and whether it reminds them of any stories they know. Point out that folktales from different parts of the world often have similar story lines and morals. Discuss why this might be so.

Have children work in pairs to write a folktale that uses people rather than animals to develop the moral.

Assessment

Children will relate African folktales to folktales they know from their own or other cultures.

Children will demonstrate the role of griots in African society by telling an African folktale to the class.

Children will work in pairs to write a folktale illustrating a moral.

Teacher Resources

Voices of Triumph: Creative Fire, pp. 18–19

Legends of Africa

3.7 THE ART OF WEAVING: KENTE CLOTH

OBJECTIVE To recognize the complexity of weaving as an art

INFUSION POINTS Social Studies, Art, Mathematics

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8–3.10	STANDARD A2	BENCHMARK A.2.2.5

Strategies

Ask children if they have ever woven anything.

Explain the process of weaving through a diagram or demonstration of interlocking strips of paper or cloth, or wool threads.

Show pictures of different ways to weave cloth from large industrial looms to ones tied to tree limbs. Focus on traditional African looms.

Introduce kente cloth, cloth made by Ashanti weavers in Ghana. Discuss the history of the Ashanti people.

Use the illustration of kente cloth and the accompanying explanation of that particular design on pp. ii–iv of *Voices of Triumph: Creative Fire* during the discussion. Point out that this is still a skill that is practiced today.

Distribute newsprint and crayons and have children choose geometric pattern blocks to design their own kente cloth pattern. They should decide on a theme for their cloth and then what their blocks represent before they begin to design. Point out that to be a pattern, the same design must repeat.

After they have completed their designs, have children share what their designs represent.

Assessment

Children will demonstrate an understanding of symbolism and patterns by developing a pattern using geometric blocks as symbols.

Teacher Resources

Voices of Triumph: Creative Fire, pp. ii–iv

www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, K–12 Electronic Guide for African Resources on the Internet, and African Art: Aesthetics and Meaning.

3.8 EUROPEANS COLONIZE AFRICA

OBJECTIVE To identify the reasons that European nations had to colonize Africa

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1–3.4, 3.10	STANDARD A2, A1	BENCHMARK A.2.2.6, A.1.2.3

Strategies

On a wall map of Africa or an overhead transparency, indicate areas of mineral resources such as gold, coal, and diamonds.

Explain that the late 1800s are known as the "Industrial Age" in Europe and the United States. To fuel new machines and new kinds of businesses, Europeans and Americans needed huge amounts of natural or mineral resources.

Create a time line by centuries beginning with the Portuguese voyages along the west coast of Africa in the 1400s and ending with the division of Africa by European powers in 1884–1885.

Show a map of Africa after the division and indicate which European nations took power over which areas. Point out that colonization did not mean sending large numbers of settlers to live in the areas as it did in North America.

Discuss with the children the valuable resources that Europeans were looking for in Africa—not the least of which were its people. Note the areas of West Africa known as the Slave Coast and the Gold Coast.

Based on discussion, have children create a list of the resources that Africa had and that others took. Have children consider the consequences of this situation, especially on the people who were not captured.

Assessment

Children will list the resources of Africa that Europeans wanted.

Children will write a story from the point of view of a child in colonial Africa describing his/her life.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

3.9 AFRICAN BIOMES

OBJECTIVE To identify the differences between two natural environments in Africa

INFUSION POINTS Social Studies, Geography, Science

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD B1	BENCHMARK B.1.2.3

Strategies

Introduce the term *biome* along with the three major biomes on the African continent: desert, savannah, and rain forest.

Have children identify different categories that make up a biome such as animals, insects, birds, plants.

Divide the class into small groups and assign an African biome to each group to do research on the elements that make up that biome. As a final report, each group may write a report, create a diorama, or draw a poster.

After the children have presented their reports, create a chart on the board about the biomes and have the children in a whole-group activity complete the categories on the chart.

Assessment

Children will create a chart listing the characteristics of desert, savannah, and rain forest biomes.

Children will complete research and present a report on the elements of one type of African biome.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

3.10 DESCRIBING THE AFRICAN CONTINENT

OBJECTIVE To recognize the interaction of Africans and their environment

INFUSION POINTS Geography, History, Language Arts, Art

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD B1	BENCHMARK B.1.2.1, B.1.2.3

Strategies

Introduce the concept that geography is not only the physical features of country, region, or continent, but also the interaction of the people with those features—cultural geography.

Point out that the children already know a great deal about the peoples, places, and things of the African continent. Ask several questions that depend on the children's prior knowledge to illustrate this fact.

Create and duplicate for the children a word game to complete in order to learn more about Africa's peoples and places. For example, write out a sentence such as "Africa is a large continent." Children working in small groups then have to find some fact about Africa for each letter of the sentence and write it in a sentence, underlining the appropriate letter: "West Africa has 16 countries." or "Songhai was a great empire in West Africa."

To illustrate the idea for the children, read *Ashanti to Zulu: African Traditions* by Margaret Musgrove (Dial Books for Young Readers, New York, 1976).

Have children share their fact statements. Use these as the basis for a discussion of how Africans have changed, adapted to, or used the physical features of Africa's geography. Have the chidren restate their "fact sentences" to show the interaction of Africans and their environment. (For example, Songhai was a great empire in West Africa that connected gold and salt traders.)

Assessment

Children will do research and complete a "fact sheet" about African geography.

Through discussion and the use of examples, children will demonstrate their understanding of the interaction between Africans and the physical features of the continent.

Teacher Resources

Voices of Triumph: Perseverance, pp. 12–23; *Leadership,* pp. 14–23; *Creative Fire,* pp. 12–21

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

4.1 AFRICANS IN ST. AUGUSTINE

OBJECTIVE To identify the African presence in the early history of Florida

INFUSION POINTS Social Studies, Geography

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8–3.10	STANDARD A3, A4	BENCHMARK A.3.2.4, A.4.2.1

Strategies

On a wall map of the United States or an overhead map transparency, indicate the area that was considered the Spanish colony of La Florida in the early 1500—from present-day Florida north to the Chesapeake Bay and west to northern Mexico.

Explain that in the early 1600s part of this area was claimed by the English who began to establish colonies in what is today Virginia. Later the English planted colonies in what are now the states of Georgia and the Carolinas. To protect their claims, the Spanish built a number of forts and settlements. One of them was St. Augustine.

Point out that St. Augustine is the oldest continuously inhabited European settlement in what is today the United States. First built in 1565, St. Augustine was attacked and destroyed and rebuilt over the years.

In 1672, the Spanish decided to build a new fort, Castillo de San Marcos, to defend the area around St. Augustine. The Spanish imported enslaved Africans from Cuba to work as stone-masons. It took over 15 years to build the fort.

Point out that in the beginning of the Atlantic slave trade, enslaved Africans were first taken to the islands in the Caribbean to work on sugar cane plantations and in sugar mills. Enslaved Africans were brought from the Caribbean to the mainland of North and South America. In Florida, most slaves were Africans who were imported from the Caribbean, although some Indians were also enslaved. The population of St. Augustine numbered:

- 500 including 27 African slaves in 1600
- 2,000 including 400 free and enslaved blacks in 1786

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4.1 AFRICANS IN ST. AUGUSTINE *(continued)*

Strategies *(continued)* By the 1700s, La Florida had become a refuge for escaping Blacks from the English colonies of Georgia and the Carolinas. Mose, a walled village north of St. Augustine, had been built by about 100 former slaves and their families who had escaped from Carolina. During a siege of St. Augustine by Georgians in 1740, the militia from Mose had fought with the Spanish to rout the English colonists. Have students use this information to create a graphic organizer to identify information about Africans in St. Augustine during Spanish colonization. **Assessment** Students will create a graphic organizer to identify the relationship between Africans and the development of St. Augustine during Spanish colonization.	

4.2 LA FLORIDA AS A REFUGE: THE STONO UPRISING

OBJECTIVE To identify Florida as a refuge for escaping enslaved African Americans from the English colonies

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A6	BENCHMARK A.6.2.6

Strategies

On a wall map of the United States or an overhead map transparency, indicate the distance between Charleston, South Carolina, and the present Florida state boundary. Explain that in the 1700s the boundary was not as precise, but students should recognize the distance that escaping African Americans would have had to travel from Charleston to reach freedom in Florida.

Explain that the Spanish territory of La Florida meant freedom for enslaved African Americans from the British colonies. The Spanish king, in an effort to annoy the British, offered freedom to all escaping slaves from the British colonies.

Recount the story of the Stono Uprising:

> One of the most famous uprisings that had a consequence for La Florida was the Stono Uprising that took place in 1739 on the Stono River, 20 miles west of Charleston. In 1739, a group of 100 African American slaves and their families built a fort called Mose near St. Augustine. (See 4.1.) The Spanish armed the former slaves. As enslaved African Americans around Charleston heard about this fort, more and more of them tried to escape to join the people at Mose. In September about 20 enslaved African Americans attacked an arsenal and killed two guards. They took guns and ammunition and set out for Mose. As they went, they attacked and burned plantations and killed between 20 and 30 whites. They were finally stopped by a colonial militia.

Discuss with students the contradiction in the Spanish policy of granting freedom to enslaved African Americans who escaped to Florida from the British colonies while continuing to enforce slavery in their own possessions.

Have students work in pairs to write letters to the Spanish ruler pointing out his inconsistent policy and explaining why he should change it.

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Teacher Resources

Theme Explorer: People on the Move: Leaving the Homeland tabloid; Teacher's Guide

4.2 LA FLORIDA AS A REFUGE: THE STONO UPRISING *(continued)*

Assessment Students will demonstrate their understanding of the inconsistency in Spanish policy by writing a two to three paragraph letter to the Spanish ruler explaining why Spain should free all its enslaved Africans.	

4.3 AFRICAN AMERICAN INVOLVEMENT: THE SALE OF FLORIDA TO THE UNITED STATES AND THE SEMINOLE WARS

OBJECTIVE To identify how the pressure of escaped African American slaves in Florida shaped U.S. national policy

INFUSION POINTS Social Studies, Geography

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A6	BENCHMARK A.6.2.3

Strategies

On a wall map of the United States or an overhead map transparency, indicate the general size of the Spanish territory of Florida in 1819. In 1795 Spain and the United States had agreed to the 31st parallel as Florida's northern border. To the west, Florida went as far as Louisiana.

Explain that in 1819, the United States bought Florida from Spain for $5 million. Spain decided that, rather than try to defend what was then West Florida and East Florida, it would sell them to the United States. (Spain was embroiled in a series of European wars and could not afford to fight on another front.)

Remind students of the Spanish policy of granting freedom to escaping African American slaves from the British colonies and later the new United States. Slave owners pressured the U.S. government to buy Florida to end this sanctuary for escaping slaves.

The trouble over Florida had escalated in 1816 when Andrew Jackson and military forces attacked a group of about 1,000 African Americans and Seminoles in an abandoned British fort near the Georgia border. Jackson's men bombarded the fort and an ammunition dump exploded killing many African American and Seminole men, women, and children.

Explain that the Seminoles were Native Americans who lived in the swamps and marshlands of Florida and had welcomed escaping African American slaves.

The fighting lasted on and off through three wars until 1843 when the U.S. military forced many Seminoles onto reservations in the Oklahoma Territory. Among them were Black Seminoles, people of mixed African and Native American descent.

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4.3 AFRICAN AMERICAN INVOLVEMENT: THE SALE OF FLORIDA TO THE UNITED STATES AND THE SEMINOLE WARS *(continued)*

Strategies *(continued)* Have each student write at least two newspaper headlines that describe the events of the purchase of Florida and the U.S. government's wars against the Black Seminoles and Seminoles. In sharing their headlines, have students discuss how they think the African Americans who fled to Florida felt when they heard that the United States was buying Florida. **Assessment** Students will write at least two newspaper headlines to describe the events of the purchase of Florida and the Seminole Wars. Students will discuss how African Americans must have felt when they heard that the United States was buying Florida from Spain.	

4.4 AFRICAN AMERICANS IN FLORIDA'S RECONSTRUCTION GOVERNMENT

OBJECTIVE To identify African American presence in Florida's government after the Civil War

INFUSION POINTS Social Studies, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	A6, C1	BENCHMARK	A.6.2.7, A.6.2.3, A.6.2.5, C.1.2.3

Strategies

Incorporate the following information about African Americans in Florida's Reconstruction government into appropriate lessons on Reconstruction:

- In 1867, there were 16,000 African Americans and 11,000 white males registered to vote in Florida.
- In the constitutional convention assembled to write a new constitution for the state, 18 African American men and 28 white men participated.
- In Florida's first General Assembly after the Civil War, 19 members were African American men and 57 were white men.
- African American Jonathan C. Gibbs was secretary of state from 1868 to 1872.
- Gibbs served as superintendent of public instruction from 1872 to 1874.
- African American J.T. Walls was the state's only member of the U.S. House of Representatives during Reconstruction. He served three terms.
- Robert Meacham served as an elector in the presidential race in 1868.
- According to noted African American historian John Hope Franklin, the African American members of the Florida legislature during Reconstruction "were primarily interested in relief, education, and suffrage."

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Teacher Resources

Voices of Triumph: Perseverance, pp. 76–83

4.4 AFRICAN AMERICANS IN FLORIDA'S RECONSTRUCTION GOVERNMENT *(continued)*

Strategies *(continued)* Have students do research to find out how many African Americans currently represent districts in the Florida state legislature or in the U.S. Congress from Florida and how many are in elective office in the executive or judicial branches of the Florida state government. Students should list the names of the officials, their titles, and what they do. Discuss with students the importance of the job of a public official. **Assessment** Students will do research to determine how many African Americans currently serve in elective office in the Florida state government or in the U.S. Congress from Florida.	

4.5 THE FOUNDING OF FLORIDA A&M

OBJECTIVES To determine when and how Florida Agricultural and Mechanical University was founded
To engender interest in teaching in students

INFUSION POINTS Social Studies, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.7, 3.10	STANDARD	A6, A1	BENCHMARK	A.6.2.3, A.6.2.7, A.1.2.3

Strategies

Explain to students that after the Civil War, one of the great needs of former slaves was education. Ask students why they think this was so.

Check for students' prior knowledge about Florida A&M. It may be familiar to them because they know someone who attends(ed) or because of its well-known marching band.

Explain that in 1862 the federal government had passed the Morrill Act, which provided federal funds to establish industrial and agricultural colleges. In 1890 the act was extended to include black schools.

Explain that Florida Agricultural and Mechanical University in Tallahassee is one of the universities for African Americans that was funded by the Morrill Act. It began as the State Normal College for Colored Students in 1885. Explain that "normal" means teacher training. Point out that Florida A&M has many majors in addition to education.

Have students work in pairs to create a list of college courses that they think a person should take to be trained to teach elementary school.

After the pairs have completed their lists, have students share the lists and give reasons for their choices. Share with them the courses that you actually took to be certified to teach.

Have students do research to find out more about Florida A&M and about other predominantly African American colleges that were started in Florida: Bethune-Cookman College, Daytona Beach; Edward Waters College, Jacksonville; Florida Memorial College, Miami.

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Teacher Resources

Voices of Triumph: Leadership, pp. 169–177

See also: Strategies and Assessments and Sample Lesson Plan for 5.3, "Freed African Americans and Education"

4.5 THE FOUNDING OF FLORIDA A&M *(continued)*

Assessment Students will identify courses that students complete in order to be certified to teach elementary school. Student will do research and write a two to three paragraph report on predominantly black colleges and universities in Florida.	

4.6 FAMOUS AFRICAN AMERICAN FLORIDIANS

OBJECTIVE To identify African Americans from Florida who have helped to shape the United States

INFUSION POINTS Social Studies, Language Arts, Art, Music

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	A6	BENCHMARK	A.6.2.3, A.6.2.5, A.6.2.7

Strategies

Recount the life and accomplishments of Mary McLeod Bethune, a famous African American who spent much of her life in Florida.

Mary McLeod Bethune was born in Mayesville, South Carolina, in 1875. She was one of 17 children, and her parents had been slaves. Mary McLeod went to Scotia Seminary in North Carolina, and then to Moody Bible Institute in Chicago. She taught school in Augusta, Georgia, and Sumter, South Carolina. There she married Albertus Bethune in 1897. The two moved to Palatka, Florida, and she taught at Palatka Mission School. In 1904 she opened her own school in Daytona Beach. In 1923 Bethune College merged with Cookman Institute to become Bethune-Cookman College. In 1936, Bethune founded and served as first president of the National Council of Negro Women. During the 1930s and early 1940s, Bethune served as an advisor to President Franklin Roosevelt. She pressured the President to provide relief efforts and work for African Americans hard hit by the Depression.

Note other important African Americans from Florida. For additional people to profile, see *Panorama of Florida* and *The Florida Negro.*

Jonathan Gibbs (see 4.4; secretary of state and first superintendent of public instruction)

Rev. E.B. Duncan (first superintendent of black schools in Florida)

James Weldon Johnson teacher, lawyer, civil rights activist, poet, author; co-wrote "Lift Every Voice and Sing")

John Rosamond Johnson (with his brother James wrote "Lift Every Voice and Sing"; wrote Broadway show music)

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Teacher Resources

Voices of Triumph: Perseverance, p. 186; *Creative Fire,* pp. 46, 88, 134, 181–183, 218, 230; *Leadership,* pp. 174–175, 210, 213, 222–223

4.6 FAMOUS AFRICAN AMERICAN FLORIDIANS *(continued)*

Strategies *(continued)*

Augusta Savage (sculptor who expressed her feelings about social injustice through her art; directed the Harlem Community Art Center during the 1930s)

Zora Neale Hurston (anthropologist, writer, member of the Harlem Renaissance)

Introduce the terms *segregation* and *discrimination*. Discuss with students the difficulties these African Americans must have overcome to excel in their fields.

Obtain a copy of the Johnsons' "Lift Every Voice and Sing" and have students read it and discuss its meaning to African Americans. Ask them why they think it is known as the national anthem of African Americans.

Assessment

Students will retell the story of Mary McLeod Bethune's life and work in the service of African Americans.

Students will read and discuss the meaning of "Lift Every Voice and Sing" to list reasons why it is known as the African Americans' national anthem.

Students will identify the obstacles of segregation and discrimination that African Americans had to overcome in order to succeed.

4/5.1 AFRICAN SLAVE LABOR IN THE SOUTHERN COLONIES AND LATER STATES

OBJECTIVE To understand the role geography played in the enslavement of Africans in the Southern colonies and later Southern states

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8–3.10	STANDARD A4	BENCHMARK A.4.2.1, A.4.2.2

Strategies

To test prior knowledge, discuss with students the settlement of the Southern colonies in what was to become the United States. List the colonies, who first settled the different colonies, when, and why. Use a graphic organizer. If students cannot fill in all the information through prior knowledge, assign the table to be completed through reading and research.

On a large wall map of the United States or an overhead map transparency, have students match the colonies with the modern states to recognize the amount of land that was involved in the region.

Define the term *plantation economy* for students.

Provide students with information on rice, tobacco, and cotton agriculture. Factors to include are: climate, soil types, and type and amount of labor required. Have students use the information to form hypotheses about why large numbers of enslaved Africans were brought to the Southern colonies and later kept as slaves when the colonies became states. Have students do research to test their hypotheses.

For extra credit, assign students a research project on how and why cotton came to dominate the Southern economy and what this meant to the importation of enslaved Africans. Students should include the debate over whether Catherine Greene or Eli Whitney "invented" the cotton gin. Students' final product could be an oral presentation, a written report, or a poster.

Assessment

Students will complete a graphic organizer describing the beginnings of the Southern colonies.

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Student Resources

Theme Explorer: People on the Move: Project card #6 "At Rest and At Play"

Teacher Resources

Voices of Triumph: Perseverance, pp. 26–53

Theme Explorer: People on the Move: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic, American Slave Narratives: An Online Anthology, and The Museum of Slavery in the Atlantic.

4/5.1 AFRICAN SLAVE LABOR IN THE SOUTHERN COLONIES AND LATER STATES *(continued)*

Assessment *(continued)* Students will test a hypothesis to prove or disprove the influence of the Southern environment on the importation of enslaved Africans to work on rice, tobacco, and cotton plantations. For extra credit, students will do research and prepare a project about the influence of the cotton gin on the Southern use of enslaved Africans after the colonies became states.	

4/5.2 CRISPUS ATTUCKS AND THE BOSTON MASSACRE

OBJECTIVE To recognize the work that African Americans did in the Revolutionary War

INFUSION POINTS Social Studies

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.10	STANDARD A4	BENCHMARK A.4.2.3

Strategies

Relate the story of Crispus Attucks, a runaway slave who was the first person to be killed in the Boston Massacre.

In teaching the American Revolution, introduce the work of various African Americans who fought on the side of the colonists. Point out that 5,000 African Americans fought in the American army and 2,000 in the navy. Among them were:

Oliver Cromwell rowed General Washington across the Delaware and fought in the battle of Trenton

Prince Whipple acted as aide to General Washington, fought in the battle of Trenton among others; freed by owner, Captain William Whipple, after the war

Rhode Island's mostly black 1st Regiment kept the British at bay during the Battle of Rhode Island to allow six brigades of Americans to withdraw safely

Peter Salem fought as a Minuteman at the battles of Concord and Bunker Hill

Salem Poor commended for his bravery at the Battle of Bunker Hill

James Armistead acted as a double agent and helped win the Battle of Yorktown

Have students in pairs choose one battle from the above list and research the event. In creating their final product—oral or written report, skit, poster—they need to think about the role of African Americans as an integral part of the action.

(continues)

Student Resources

Theme Explorer: People on the Move: Project card #2 "Call to Arms"

www.timelifeedu.com: Check the Web site for Stamp on Black History.

Teacher Resources

Voices of Triumph: Perseverance, pp. 30-31, 129-131, 146-149

Theme Explorer: People on the Move: Teacher's Guide

4/5.2 CRISPUS ATTUCKS AND THE BOSTON MASSACRE *(continued)*

Strategies *(continued)* For extra credit, have students use this information about African Americans to create word puzzles—word searches, acrostics, crosswords—and challenge one another to complete them. **Assessment** Students will create a product that demonstrates how African Americans were a part of the American Revolution.	

4/5.3 AFRICAN AMERICANS AND THE REVOLUTIONARY WAR

OBJECTIVE To recognize the contradictions between the War for Independence and the presence of slavery

INFUSION POINTS Social Studies, Civics, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.6	STANDARD	A4	BENCHMARK	A.4.2.4

Strategies

Building on Strategies for 4/5.2, continue the discussion of why those who were enslaved might want to fight for the American colonists against the British.

Relate the history of the African American presence in the armies of both sides:

1775 Desperate for soldiers, the British offer freedom to any slave who joins them.

1775 Although many African Americans are ready to join the Continental Army, the Continental Congress debates the issues: loyalty of armed African Americans, and slaveowners' loss of property and how to compensate them.

1776 Faced with British success in recruiting slaves, Washington asks Congress to allow enlistment of African Americans.

1776 The Declaration of Independence is signed.

1777 Congress agrees to the enlistment of free African Americans only.

1777–78 With an army of only 9,000, Washington welcomes free and enslaved African Americans.

Contrast the debate over recruiting enslaved African Americans with the words of the Declaration of Independence: **"All men are created equal."**

Define the word *racism*, and in age-appropriate terms relate this view to the underlying issue about recruiting enslaved African Americans: they were property.

(continues)

Student Resources

Theme Explorer: People on the Move: Project card #2 "Call to Arms"

Teacher Resources

Voices of Triumph: Perseverance, pp. 30-31, 129-131, 146-149

Theme Explorer: People on the Move: Teacher's Guide

4/5.3 AFRICAN AMERICANS AND THE REVOLUTIONARY WAR *(continued)*

Assessment Students will participate in a discussion about recruiting enslaved and free African Americans into the colonial forces. Students will list the contradiction between the issues related to the debate and the words of the Declaration of Independence. Students will work in pairs to write a letter to the Continental Congress stating the reasons why enslaved African Americans should not only be allowed to fight, but should receive their freedom.	

4/5.4 YORK: MAPPING THE WEST WITH LEWIS AND CLARK

OBJECTIVE To recognize that African Americans were participants in events throughout U.S. history

INFUSION POINTS Social Studies, Geography, Art

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8, 3.9	STANDARD A4	BENCHMARK A.4.2.5

Strategies

On a wall map of the United States or an overhead map transparency, point out the area of the Louisiana Purchase. Ask students to identify the states that were made from this territory. Point out the far western area that was also opened up as a result of this purchase.

List and discuss the significance of the Lewis and Clark expedition: surveyed and mapped the Louisiana Territory and the land beyond it; laid the foundation for further exploration and settlement of this formerly unknown land; in opening land for settlement also opened the land to slavery; ultimately brought the debate over slavery to the battlefield in the Civil War.

Have students in small groups create maps showing the Louisiana Purchase and far western lands, the route of the Lewis and Clark expedition, the states that were made from the Louisiana Purchase, and which ones were "free" states and which ones, "slave" states.

Locate a copy of the journals of Lewis and Clark (a number of different editions have been published) and read some entries that refer to the role of York.

You might wish to close the story of York by describing his life after the expedition. Clark set him free. Legend says York returned to live with Native Americans. However, most historians agree he married and went to Kentucky, where he ran a wagon service between Nashville, Tennessee, and Richmond, Virginia.

You might also point out the role of Sacajawea, the Native American woman who also played a role in the expedition.

Assessment

Students will analyze through discussion the importance of the Lewis and Clark expedition to the history of the development of the United States.

(continues)

Teacher Resources

Voices of Triumph: Perseverance, pp. 88–99

www.timelifeedu.com: Check the Web site for African American Mosaic.

4/5.4 YORK: MAPPING THE WEST WITH LEWIS AND CLARK *(continued)*

Assessment *(continued)* Students will identify the presence of an African American in the Lewis and Clark expedition. Students will create maps of the Louisiana Purchase and far western regions.	

4/5.5 BLACK ABOLITIONISTS

OBJECTIVE To recognize that African Americans took responsibility for their own and others' freedom

INFUSION POINTS Social Studies, Civics, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8	STANDARD A4	BENCHMARK A.4.2.6

Strategies

In discussing the social and political factors that led to the Civil War, introduce the role of African American abolitionists. Point out their influence on shaping public opinion during the years leading to the Civil War.

Select several to feature in the discussion such as:

Sojourner Truth	F.E.W. Harper (Frances Ellen Watkins)	James Forten
Frederick Douglass	Charles Lenox Redmond	Margaretta Forten
Henry Highland Garnett	Sara Parker Redmond	

Provide students with biographical sketches of black abolitionists, and have them create word puzzles such as acrostics and crosswords to help them learn and remember who the black abolitionists were and what they did.

Divide the class into small groups and assign a different activity to each group. Have some groups write a speech that one of the abolitionists might have given to a public gathering; have other groups write an editorial in support of the position of the abolitionists; have another group write a news article describing a speech given by Frederick Douglass.

After students have delivered their product, discuss with the whole group why African Americans, both free and former slaves, spoke out for abolition.

Assessment

Students will, through class discussion and group presentations, demonstrate their understanding about African Americans who were abolitionists.

Students will synthesize information about slavery and about the abolitionist movement to create a written product in support of abolition.

Student Resources

Theme Explorer: People on the Move: Roads to Freedom tabloid

www.timelifeedu.com: Check the Web site for Frederick Douglass National Historic Site, Frederick Douglass Museum and Cultural Center, and Stamp on Black History.

Teacher Resources

Voices of Triumph: Perseverance, pp. 60–67

Theme Explorer: People on the Move: Sojourner Truth videotape; Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic.

4/5.6 AFRICAN AMERICANS IN THE CIVIL WAR

OBJECTIVE To recognize that African Americans fought in the Civil War

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8	STANDARD A4	BENCHMARK A.4.2.6

Strategies

In teaching the Civil War, introduce the fact that African Americans fought in the war.

Point out that as in the Revolutionary War, politics played a role in the initial lack of support for recruiting African Americans. However, as the war progressed and losses mounted, the Union needed some action that would strengthen northern interest in continuing the war. The Emancipation Proclamation provided this action and enabled Lincoln to call for the recruiting of African Americans.

Have students do research to determine what roles African Americans, including contraband (slaves who crossed into Union territory), played in the war, who some of the heroes were, and how white soldiers and officers treated African Americans. Have students, working in small groups, use the information to create the front page of a newspaper chronicling African Americans' roles in the Civil War and including an editorial.

Discuss the discrimination that African Americans faced in the Union Army, including lack of black officers.

Point out that the Confederate army suffering from a lack of manpower, used African Americans not as soldiers, but as laborers, cooks, teamsters, ambulance drivers, and nurses.

For extra credit, have students prepare an oral presentation on the 54th Massachusetts Regiment.

Assessment

Students will do research and prepare a series of articles about the work of African Americans in the Civil War and the discrimination they faced.

Students will discuss why the Confederacy used African American labor to support its cause.

Teacher Resources

Voices of Triumph: Perseverance, pp. 129–135; 148–149

www.timelifeedu.com: Check the Web site for African American Mosaic.

5.1 GARRETT MORGAN: AN AFRICAN AMERICAN INVENTOR

OBJECTIVE To recognize the work of one African American inventor

INFUSION POINTS Science, Mathematics, Social Studies

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A3	BENCHMARK A.3.2.1

Strategies

Check prior knowledge by asking students if they remember who invented the traffic signal. Explain that Garrett Morgan also invented a breathing hood that was similar to a gas mask. The hood fitted over the head, and a long tube hung down to the ground and in smoke-filled areas collected the cleaner air near the ground.

Have students test the hypothesis on which Morgan based his invention: that hot air—smokey air in this case—rises.

Divide the class into cooperative learning groups of four or five students and provide each group with a meter stick or tape measure, a thermometer, and a temperature log to complete. Have the groups take temperature readings at several heights in the room, and then have the class average the readings at each level to see if they can prove Morgan's thesis. Allow several days for this experiment since the thermometers need enough time to register new temperatures accurately.

Have students create a class graph to chart the room temperatures.

Discuss how Morgan's invention was important to people like firefighters and miners.

Assessment

Students will test the hypothesis (smokey air rises) on which Garrett Morgan based his invention.

Students will graph the results of their experiment.

Students will write a paragraph about the importance and usefulness of Morgan's invention.

Student Resources

Theme Explorer: People on the Move: North to Opportunity tabloid; Project card #5 "Creativity"

Teacher Resources

Voices of Triumph: Leadership, pp. 24–37

Theme Explorer: People on the Move: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic.

5.2 AFRICAN AMERICAN MOVIEMAKERS

OBJECTIVE To determine the role of African Americans in the history of U.S. filmmaking

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6–3.10	STANDARD A3	BENCHMARK A.3.2.2

Strategies

Ask students to brainstorm a list of African American actors and directors.

Relate the history of African Americans in the movies. Through the use of small group work and a series of learning centers, one for each decade since the 1920s, have students complete a brief history of the movies. If possible, have some clips of videos in one or two of the learning centers for students to view and gather information about.

Create a time line for students to complete as a way to anchor the information for students. Types of sample entries are:

1920s Norman Film Manufacturing Company of Jacksonville, Florida, releases a number of films with all-black casts.

Oscar Micheaux produces a series of films that mix social messages and entertainment including one about an African American graduate of Harvard.

1930s Clarence Muse becomes one of the first black screenwriters in Hollywood.

1939 Hattie McDaniel wins an Academy Award for her performance in *Gone With the Wind.*

1940s Lena Horne stars in two all-black musicals: *Cabin in the Sky* and *Stormy Weather.*

For extra credit, have students do research and write reports on the various careers that are possible in filmmaking. Have them choose a single career such as actor, screenwriter, director, producer, costume designer, cinematographer, film editor, animator, or sound mixer. Students should determine what skills are needed for the career and how these are acquired.

(continues)

Student Resources

Theme Explorer: People on the Move: North to Opportunity tabloid; Project card #12 "Movie Magic"

Teacher Resources

Voices of Triumph: Creative Fire, pp. 22–69

Theme Explorer: People on the Move: Teacher's Guide

5.2 AFRICAN AMERICAN MOVIEMAKERS *(continued)*

Assessment Students will learn about the role of African Americans in U.S. filmmaking through gathering data in learning centers. For extra credit, students will do research and write a report on a career in filmmaking.	

5.3 FREED AFRICAN AMERICANS AND EDUCATION

OBJECTIVE To determine the importance that education held for former slaves in the South after the Civil War

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A5	BENCHMARK A.5.2.1

Strategies

Work with students to create a list of what free African Americans would need after the war and why. Examples: housing, clothing, food, ways to earn a living, and education.

Point out that the Freedmen's Bureau was created in 1865 to help former slaves with these problems. In addition, education was supported by the Morrill Act of 1862, both black and white Southerners who backed a system of public education, and private philanthropy. What are known as the Historically Black Colleges and Universities (HBCU) were founded as a result of this interest in education.

Divide the class into pairs and have pairs choose a college to research from a list of the Historically Black Colleges and Universities. The pairs are to write letters to the college to ask about its history, current enrollment, and its admission requirements. One pair might want to write to the United Negro College Fund (8260 Willow Oaks Corporate Drive, Fairfax, VA 22031) or check its Web site (http://www.uncf.org) to find out more about what it does. (An alternative is to check the Internet for a college's Web site.)

Student create a graphic organizer to convey their data.

Assessment

Students will write letters of inquiry or check Web sites to find out specific information about the Historically Black Colleges and Universities.

Students will organize their information in a clear, easy-to-read format for readers.

Teacher Resources

Voices of Triumph: Leadership, pp. 165–183

www.timelifeedu.com: Check the Web site for African American Mosaic.

See sample lesson plan.

5.4 FREED AFRICAN AMERICANS IN THE SOUTH

OBJECTIVE To determine the way that life for free African Americans was the same as and different from what it had been under slavery

INFUSION POINTS Social Studies, Civics, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	A5	BENCHMARK	A.5.2.1

Strategies

To continue the discussion of what life was like for freed African Americans, introduce the term *sharecropping*. Explain that although former slaves thought they would be getting "forty acres and a mule" in Reconstruction, this did not happen. Most former slaves worked on shares or as tenant farmers.

Use a graphic organizer to have students list the differences and similarities between the lives of African Americans in the South during the Civil War and after. Two categories to consider are: ways of making a living and protection of the law.

Introduce the terms *Jim Crow* and *"separate but equal."*

For extra credit, have students do research and write a report on Ida B. Wells (Wells-Barnett) and her role in fighting lynchings or *Plessy* vs. *Ferguson*.

Assessment

Students will compare and contrast the life of African Americans in the South during and after the Civil War through the use of a graphic organizer.

Teacher Resources

Voices of Triumph: Perseverance, pp. 79, 135, 138, 166, 183–184, 188–195; *Creative Fire*, p. 88

www.timelifeedu.com: Check the Web site for African American Mosaic.

5.5 AFRICAN AMERICAN ENTREPRENEURS IN THE LATE 1800s

OBJECTIVE To identify some African American businesspeople from the late 1800s

INFUSION POINTS Social Studies, Economics, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6–3.10	STANDARD A5, D1	BENCHMARK A.5.2.2, D.1.2.4

Strategies

Check for prior knowledge by asking if students can name any African American businesspeople from today or from history. Point out that Garrett Morgan manufactured and sold his gas mask as a business, although some people, when they discovered he was African American, canceled their orders.

Define the term *entrepreneur.*

Point out that from the early days of the colonies there were always some free blacks who worked for themselves. After the Civil War, the number of African American-owned businesses grew.

Ask students to brainstorm types of business that African Americans might have started. Suggest services for other African Americans (insurance, funeral parlors, banking, barbershops and hair-care), less skilled work (longshoremen, laborers), and personal services for whites (laundry workers, catering, cooking).

Provide students with identifications for the following entrepreneurs and businessess:

Madame C.J. Walker
Maggie Lena Walker
National Negro Business League
North Carolina Mutual and Provident Association
North Carolina Mutual Insurance Company

Discuss with students the context of the wider global area in which these businesses operated: economic, political, and social.

Have students work in pairs to create dialogues about their business issues between Madame Walker and Maggie Lena Walker, between the founder of the North Carolina Mutual and the founder of NCM, and between the executive director of the National Negro Business League and a prospective member.

continues)

Student Resources

Theme Explorer: People on the Move: North to Opportunity tabloid

Teacher Resources

Voices of Triumph: Leadership, pp. 74–119

Theme Explorer: People on the Move: Teacher's Guide

5.5 AFRICAN AMERICAN ENTREPRENEURS IN THE LATE 1800s *(continued)*

Assessment Students will write skits depicting African American businesspeople in the late 1800s. The skits will demontrate that students understand the problems which these people faced in establishing and running businesses.	

5.6 FROM FARMERS TO CITY DWELLERS: THE GREAT MIGRATION NORTH

OBJECTIVE To identify the great changes that rural African Americans faced in moving to northern cities

INFUSION POINTS Social Studies, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6–3.10	STANDARD A5, B1	BENCHMARK A.5.2.2, B.1.2.5

Strategies

On a wall map of the United States or on an overhead map transparency map, indicate the route of the Great Migration north, the movement of over a million African Americans from the South to the North between 1915 and 1930.

Review what life was like for African Americans in the South after the Civil War. Indicate that the early 1900s saw an infestation of boll weevils that ruined cotton crops and sent share-croppers into worse debt. Having little reason to stay, many African Americans went north.

Ask students to speculate about what African Americans found in northern cities in terms of work, friends, recreation, churches, housing, and schools. Correct any misconceptions.

Have students list the kinds of jobs that would have been available in cities at this period and what level of skill would have been needed to do these jobs. Ask how many of these jobs former farm workers would have been able to fill.

Point out the role of the National Urban League in helping the newcomers to the cities.

Have students working in small groups create murals about the Great Migration using paint or collage technique.

Assessment

Students will in a three to five paragraph essay describe what life was like for African Americans who moved to northern cities between 1915 and 1930.

Students will create murals to depict some aspect of the Great Migration north between 1915 and 1930.

Student Resources

Theme Explorer: People on the Move: North to Opportunity tabloid; Project card #10 "Art Tells a Story"

Teacher Resources

Voices of Triumph: Leadership, pp. 81–83, 211; *Creative Fire,* pp. 190–191, 218–226, 232

Theme Explorer: People on the Move: "North to Opportunity" overhead; Teacher's Guide

5.7 AFRICAN AMERICANS AS ARTISTS

OBJECTIVE To identify some African American artists of the late 1800s to mid-1900s

INFUSION POINTS Social Studies, Art, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.8, 3.10	STANDARD A5	BENCHMARK A.5.2.4

Strategies

Have students plan and execute an art fair that highlights the artistry of African Americans. The class will host this fair for other classes in the school.

Students should work in small groups to plan and deliver a group project that: (1) gives a brief biography of each artist including dates, (2) discusses the importance of the person's work, and (3) shows examples of the work. Each group will set up a learning center, which they will host during the fair, to showcase their artist and their own work.

Possible artists to assign for presentation are:

Jacob Lawrence	Horace Pippin	Aaron Douglas	James VanDerZee
Romare Bearden	Bill Traylor	Lois Mailou Jones	Gordon Parks
Augusta Savage	Elizabeth Prophet	Sargent Johnson	William H. Johnson
Henry O. Tanner	Edmonia Lewis	Mitchell Bannister	

Some students may wish to do research on African influences on African American art. Some topics might be wooden masks and figurines and Benin bronzes.

Assessment

Students will work together to plan, research, and create an African American art fair to indicate their understanding of one element of African American culture.

Student Resources

Theme Explorer: People With a Dream: A Time of Promise tabloid; Project card #1 "Two Renaissances"

www.timelifeedu.com: Check the Web site for Salute to Our Black Pioneers and Stamp on Black History.

Teacher Resources

Voices of Triumph: Creative Fire, pp. 180–237

Theme Explorer: People With a Dream: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic, African Art: Aesthetics and Meaning, Art and Life in Africa Online, and African Art Resources.

5.8 THE 1920s: THE JAZZ AGE

OBJECTIVE To identify the importance of jazz in American culture

INFUSION POINTS Social Studies, Music, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.8, 3.10	STANDARD A5	BENCHMARK A.5.2.4

Strategies

Check for prior knowledge about the Harlem Renaissance. Explain that it marked a flowering of African American culture.

Define *jazz*, and point out that it began as a uniquely African American musical style that has become part of American musical tradition. It began in New Orleans as a mixing of blues and ragtime and moved north with the Great Migration.

Explain how the 1920s came to be called the "Jazz Age" as a result of the widespread acceptance of African American jazz.

Play some examples of different jazz styles and provide information on the musicians and groups.

For students interested in music, you might combine this lesson with 5.7 and have one or two groups plan and implement a learning center that: (1) gives a brief biography of a musician or group (2) discusses the importance of the musician's or group's work, and (3) plays examples of the work.

Possible musicians and groups to assign for presentation are:

Duke Ellington	Louis Armstrong	Jelly Roll Morton
Count Basie	Fats Waller	King Oliver
Ella Fitzgerald		

Assessment

Students will present an oral report about the influence of jazz on American culture through identifying the 1920s as the "Jazz Age."

Students will plan and implement learning centers on jazz for an African American culture fair.

(continues)

Student Resources

Theme Explorer: People With a Dream: A Time of Promise tabloid; Project card #3 "Jazz and Its Musicians"

www.timelifeedu.com: Check the Web site for Salute to Our Black Pioneers and Stamp on Black History.

Teacher Resources

Voices of Triumph: Creative Fire, pp. 70–125

Theme Explorer: People With a Dream: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic.

5.9 AFRICAN AMERICANS, THE DEPRESSION, AND THE NEW DEAL

OBJECTIVE To determine how the Depression and the New Deal affected African Americans

INFUSION POINTS Social Studies, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.10	STANDARD A5	BENCHMARK A.5.2.5

Strategies

In teaching about the Depression and the New Deal, include their effect on African Americans and how African Americans worked to help themselves.

Include information about some charitable organizations who at first turned away African Americans seeking food and clothing. Discuss the ways in which state and local governments were sometimes discriminatory in applying relief payments to African Americans.

Describe the efforts of African American churches and the National Urban League to provide food, clothing, and emergency relief.

Point out how the programs of the New Deal provided not only relief but work. Describe the efforts of the following to aid African Americans:

- the Black Cabinet
- Mary McLeod Bethune
- National Youth Administration
- Public Works Administration
- Works Progress Administration
- Farm Security Administration
- National Labor Relations Act
- A. Philip Randolph
- Executive Order 8802 and the Fair Employment Practices Committee

Have students write a letter to President Franklin Roosevelt explaining why African Americans should be treated fairly in government relief and work programs.

Assessment

Students will discuss how the Depression and New Deal affected the lives of African Americans and that relief efforts included them.

Students will write a persuasive letter explaining why African Americans should be included in relief and work efforts.

Student Resources

Theme Explorer: People With a Dream: Trouble at Home and Abroad tabloid

Teacher Resources

Voices of Triumph: Leadership, pp. 83–86, 131–134, 212–214, 223; *Perseverance*, p. 190

Theme Explorer: People With a Dream: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic.

5.10 THE NATIONAL CIVIL RIGHTS MEMORIAL

OBJECTIVE To determine the importance of the Civil Rights Movement to the nation

INFUSION POINTS Social Studies, Civics, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	A5, C2	BENCHMARK	A.5.2.7, C.2.2.4

Strategies

Check students' prior knowledge about the Civil Rights Movement. It may be limited to Dr. Martin Luther King, Jr., Rosa Parks, and the Montgomery, Alabama, bus boycott.

Introduce and discuss the terms *segregation, desegregation,* and *discrimination.*

Review the decision in *Plessy* vs. *Ferguson* from earlier in the course.

Introduce other events and people in the movement such as lunch counter sit-ins, freedom rides, and Little Rock high school desegregation.

Introduce the National Civil Rights Memorial in Montgomery, Alabama, and explain that it was designed by an Asian-American, Maya Lin. Discuss why it is or is not appropriate to have a national memorial for those who worked in the Civil Rights Movement.

Have students write to other civil rights museums asking for information about their exhibits, or check the Internet for Web sites. Among the museums are:

National Civil Rights Museum, 450 Mulberry Street, Memphis, TN
Birmingham Civil Rights Institute, 520 16th Street North, Birmingham, AL
Martin Luther King, Jr. National Historic Site, 450 Auburn Avenue NE, Atlanta, GA
Ralph Mark Gilbert Civil Rights Museum, 460 Martin Luther King Jr. Blvd., Savannah, GA

Have students use the information to prepare an exhibit on the Civil Rights Movement in the United States.

Assessment

Students will discuss the importance of a national memorial for the Civil Rights Movement.

Students will write to civil rights museums to gather information and prepare a civil rights exhibit.

Student Resources

Theme Explorer: People With a Dream: Project cards #7 "It's in the News," #8 "States vs. the Nation," and #9 "Heroes of Civil Rights"

www.timelifeedu.com: Check the Web site for Salute to Our Black Pioneers and Stamp on Black History.

Teacher Resources

Theme Explorer: People With a Dream: Black History Minutes videotape; Teacher's Guide

Voices of Triumph: Perseverance, pp. 208–237

www.timelifeedu.com: Check the Web site for National Civil Rights Museum.

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

The following strategies and assessments for infusing African American history into the curriculum blend African and African American history and culture and critical thinking skills such as analysis, synthesis, evaluation, developing generalizations, and forming opinions. The suggestions provide students practice in conducting research and various forms of writing. Where appropriate equipment is available, students will find opportunities for using video cameras, VCRs, multimedia software for presentations, and database and graphics software.

Because of the sequential nature of the curriculum, it is always useful to probe for students' prior knowledge of an event or person. This knowledge can be used to build more complex understandings. It is important that the content and concepts suggested in these strategies and assessments be introduced at the level appropriate to the students' skills and abilities. The discussion and subsequent understanding of any concept can be positioned anywhere on a continuum from very complex to simple.

Young adult works by such authors as Virginia Hamilton, Mildred D. Taylor, Floyd McKissick and Patricia McKissick, James Lincoln Collier and Christopher Collier, Paula Fox, and Russell Freedman make useful additions to the curriculum as well as provide an opportunity for parallel teaching with the Communications/Language Arts Department.

GRADES 6 - 8

6.1 ORIGINS OF HUMANKIND

OBJECTIVE To understand how the story of history changes, based on newly discovered evidence

INFUSION POINTS World History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4	STANDARD A1	BENCHMARK A.1.3.1

Strategies

Introduce the concept of history as changing and evolving as discoveries are made and interpretations revised.

Explain that for many years archaeologists and anthropologists believed that the first humans were to be found in Europe. Discoveries in the eastern highlands of Africa, beginning in the 1970s by the Leakeys, showed this belief to be wrong.

Create a time line of the Leakeys' discoveries and match it with a map of the African continent to establish a context of time and place for these discoveries.

Have students research what each discovery added to our knowledge of the origins of humankind.

Assessment

By describing how the theory of the origins of humankind has changed over time, students will demonstrate an understanding that history may change as new evidence is uncovered and historians' interpretation of events and people change and develop.

Students working in pairs will create newspaper headlines to describe what each finding of the Leakeys added to our knowledge about early humans.

6.2 ANCIENT AFRICAN KINGDOMS, STATES, AND EMPIRES: SONGHAI

OBJECTIVE To identify cultural characteristics of the Songhai Empire

INFUSION POINTS World History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A2	BENCHMARK A.2.3.2

Strategies

Use a K-W-L chart (what you Know, what you Want to learn, and what you Learned) to probe for students' prior knowledge about early African kingdoms, states, and empires.

On a map of the African continent, indicate some of these early political units and their locations, such as Ghana, in what are now the West African nations of Mauritania and Mali; Monomotapa in modern Zimbabwe, Mozambique, Malawi, South Africa, and Botswana; the Swahili in the east coast trading cities such as Malindi, Zanzibar, Mogadishu, and Kilwa.

Focus on Songhai in what are now the modern nations of Mali, Niger, Nigeria, Mauritania, Guinea, Guinea-Bissau, and Gambia. Discuss with students the development of the Songhai Empire: its leaders, its economic base, its cultural components: religion, education, etc.

Show the videotape, *Africa: A History Denied.*

Define the term *racism* and discuss how racism played a part in the Europeans' view of African antiquity. Indicate the economic reasons that may have supported this view and relate it to rationalizing slavery.

Assessment

Students will do research to write a five paragraph history of the Songhai Empire.

Students working in pairs will construct word search puzzles to test each other's knowledge about Songhai and other African empires, states, and kingdoms.

(continues)

Student Resources

Theme Explorer: People on the Move: Project card #1 "A Great Land

Teacher Resources

Voices of Triumph: Perseverance, pp. 14–25

Videotape: *Africa: A History Denied*

Theme Explorer: People on the Move: Teacher's Guide

6.2 ANCIENT AFRICAN KINGDOMS, STATES, AND EMPIRES: SONGHAI *(continued)*

Assessment *(continued)* Students will restate in discussion how racism played a part in the European view of early African peoples. For extra credit students will choose an African kingdom, empire, or city state other than Songhai and write a two page report about it.	

6.3 TECHNOLOGY AND AFRICAN INNOVATION

OBJECTIVE To recognize the contributions of early Africans to technological innovation

INFUSION POINTS World History, Mathematics, Science, Art

GOAL 3 3.1, 3.2, 3.4, 3.8, 3.10	STANDARD A2	BENCHMARK A.2.3.2

Strategies

Introduce the concept of the pyramid as an innovation of the ancient Egyptians. Describe how the Egyptians needed to understand geometry in order to construct a pyramid.

Introduce the term *plumb line* as a measuring device the Egyptians developed to help them in building. Other innovations were the pillar and column as weight-bearing devices.

Introduce other innovations such as the lost wax process for metal casting developed by the artisans of Benin.

Have students do research to find other innovations of early Africans such as:

- papyrus or paper making
- shipbuilding
- hieroglyphics or writing
- mummification
- glass manufacture
- tools such as the saw
- use of iron for tools
- use of canals for irrigation

Assessment

Students will write a report about an African-based innovation and create a map to show the area where the innovation was developed.

Teacher Resources

Voices of Triumph: Leadership, pp. 22–23

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

6.4 LOOKING AT THE AFRICAN ENVIRONMENT

OBJECTIVE To identify the impact of geography on the development of early African civilizations

INFUSION POINTS World History, Geography, Art

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8–3.10	STANDARD A2	BENCHMARK A.2.3.4

Strategies

On a map of the African continent, locate the areas covered by the ancient Egyptian civilization, the empires of Songhai and Ghana, and the trading cities on the east cost of Mozambique and the island of Zanzibar.

Build on students' prior knowledge of African geography by asking about the topography, natural resources (including vegetation and water), and climate of these areas. Add information as required to fill out students' knowledge of the regions.

Focus on the importance of one or two geographic factors for each region: the importance of the flooding of the Nile River to Egyptian civilization, the position of Ghana and Songhai on the trade routes between gold and salt sources, and the position of the east coast trading cities on the sea lanes between African riches and Arab merchants.

Use a world map to illustrate the significance of the trade routes. Prepare outline maps for students to complete during the activity.

Have students research and illustrate a report on the impact of geography on the development of one African empire or city-state.

Assessment

Students will demonstrate their understanding of the impact of geography on the development of Egyptian civilization by drawing a diagram showing the annual flooding of the Nile.

Students will write an expository essay describing the importance of the Nile to the development of Egyptian civilization.

(continues)

Teacher Resources

Voices of Triumph: Perseverance, pp. 14–25

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

6.4 LOOKING AT THE AFRICAN ENVIRONMENT *(continued)*

Assessment *(continued)* Students research and prepare a map to illustrate how the wind patterns affected the development of the east African trading cities. Students working in pairs will write a dialogue between a merchant from Ghana or Songhai and an Arab salt trader doing business.	

6.5 WEST AFRICA: PAST AND PRESENT

OBJECTIVE To identify the area of Africa from which most Africans were taken as slaves

INFUSION POINTS World History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8–3.10	STANDARD A2	BENCHMARK A.2.3.4

Strategies

On a wall map or an overhead map transparency, indicate the area of Africa from which most Africans were taken as slaves and transported to the Americas: the modern nations of Senegal, Gambia, Guinea-Bissau, Guinea, Sierra Leone, Liberia, Ivory Coast, Equatorial Ghana, Mauritania, Togo, Benin, Burkina Faso, Nigeria, Cameroon, Gabon, and Angola.

Depending on the number of students in your class, assign individual students or pairs to research each modern nation in West Africa. Students should consider the following categories for their reports:

Geography	**History**	**Current Events**
Topography	Rulers	Political system
Climate	Political system	Ethnic group(s)
Vegetation	Basis of economy	
	Effects of the Atlantic slave trade	
	Colonial ruler(s)	

After students have delivered their reports, work with the whole class to develop a series of generalizations about West African history and contemporary events.

Assessment

Students will conduct in-depth research to learn about one nation of West Africa—its history and its contemporary events—and restate this information in a written report of three pages.

Students will develop a series of generalizations about the history of West African nations and their modern social, economic, and political situations.

Student Resources

Theme Explorer: People on the Move: Leaving the Homeland tabloid; Project card #1 "A Great Land"

www.timelifeedu.com: Check the Web site for Afro-America Kidzone and Connections: A Culturally Historical Perspective of West African to African American.

Teacher Resources

Voices of Triumph: Perseverance, pp. 14–25; *Leadership,* pp. 12–23

Theme Explorer: People on the Move: Teacher's Guide

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

6.6 SOME EARLY AFRICAN LEADERS

OBJECTIVE To identify the ideas and contributions of some early African leaders to their cultures

INFUSION POINTS World History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A2	BENCHMARK A.2.3.5

Strategies

Introduce the topic of leadership by asking students to describe what they think makes a great leader.

Work with the class to arrive at a common definition.

Probe for prior knowledge by asking students to name African leaders that they already know about and what each one did.

Provide students with a list of early African leaders to research and identify. Identifications should include: empire, kingdom, or state he/she lived in; the source of the leadership; whether his/her leadership was beneficial and in what sense for the people.

The list of early leaders might include:

Sunni Ali	Okomfo Anokye	King Menelik
Askia Muhammad	Osei Tutu	Ahmed Baba
Queen Nzingha	Queen Makeda	Imhotep

Students working in pairs write "Who Am I?" questions to exchange with other pairs and test each other's knowledge of African leaders.

Assessment

Student will define the characteristics of good leaders.

Students working in pairs will research and identify some early African leaders and their achievements.

Students working in pairs will develop "Who Am I?" questions to restate the information they have learned about some early African leaders.

Student Resources

Voices of Triumph: Perseverance, pp. 14–25; *Leadership*, pp. 12–23

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone and K–12 Electronic Guide for African Resources on the Internet.

6.7 AFRICAN INFLUENCES IN THE AMERICAS

OBJECTIVE To identify some culture traits that Africans brought to the Americas

INFUSION POINTS World History, Language Arts

GOAL 3	STANDARD	BENCHMARK
3.1–3.4, 3.7, 3.10	A3	A.3.3.1

Strategies

Introduce the term *cultural diffusion* and explain that trade and conquest are often the means of spreading culture traits from one group/area to another.

Ask students for examples that satisfy the definition of cultural diffusion. Discuss where each example originated and how it moved from there.

Point out that although Africans were forced to come to the Americas and forced to learn other languages and customs, they did not lose all their own culture traits. In time, some of these were transmitted to the dominant culture.

Point out that trade also carried some elements of African life such as food and artworks to other areas of the world before, during, and even after the African Diaspora.

Have students research African culture traits that have been introduced into other cultures. Some topics might include:

- Musical instruments such as the banjo
- Music such as the call-and-response pattern and work songs
- Folktales
- Language
- Foods

Some traits may have been introduced in earlier times, and some more recently, such as kente cloth.

(continues)

Teacher Resources

Voices of Triumph: Creative Fire, pp. 12–21

6.7 AFRICAN INFLUENCES IN THE AMERICAS *(continued)*

Assessment Students will be able to demonstrate an understanding of the term *cultural diffusion* by providing examples. Students will research and make a poster to illustrate one example of African cultural diffusion to another area of the world.	

6.8 COLONIAL EMPIRES IN AFRICA

OBJECTIVE To identify the reasons for European interest in Africa

INFUSION POINTS World History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3.10	STANDARD A2	BENCHMARK A.3.3.2

Strategies

Create an outline map of Africa on an overhead transparency showing the modern nations of Africa. Create additional overheads showing the European colonial possessions as of 1914 and a second one showing the colonial possessions in 1945.

Ask students what they know about European efforts to colonize other parts of the world: Latin America, the Middle East, and Asia. Relate this information to the development of colonial power in Africa.

Discuss what part racism played in European colonial designs.

Divide the class into small work groups. Assign each group a colonial power to research. Topics to cover might include: years of colonial rule; modern African nations once governed; how the European nation gained control of the African area; the benefit to the European nation of its African colonies; and the effects on Africans.

Having completed their research, each group prepares a class chart with the information listed and a time line of events, which becomes the basis for a giant class time line.

From their projects, the class creates a list of generalizations about why European nations wanted to establish empires in Africa.

For extra credit, students might research how Liberia and Ethiopia remained free during this time.

(continues)

6.8 COLONIAL EMPIRES IN AFRICA *(continued)*

Assessment Students will research and create charts and time lines explaining how and why European nations established colonial empires in Africa. Students will develop a list of generalizations about why European nations wanted to colonize Africa. Students will describe through discussion how racism supported the colonial designs of European powers.	

6.9 WINNING AFRICAN FREEDOM

OBJECTIVE To identify some African leaders who won freedom for their nations

INFUSION POINTS World History, Government, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6	STANDARD A2	BENCHMARK A.3.3.4

Strategies

Have students define the characteristics that might be needed for a person to be an effective leader in the fight for independence.

Discuss how the end of World War II spurred independence movements in Africa, although it took 30 to 40 years in some colonies for Africans to win their freedom.

Have students do research on some leaders who helped their nations win independence. Leaders might include:

Kwame Nkrumah Robert Mugabe Sekou Toure Desmond Tutu
Jomo Kenyatta Joseph Mobutu Nelson Mandela

The research might include information on: country, position/title, description or work, best known as/for.

After the information has been compiled, have students write newspaper headlines and articles about their leaders. They should follow the 5 Ws (who, what, when, where and why) and H (how) of journalism to write their articles.

Students will find that not all these leaders were good managers once their nations won independence. Discuss how the qualities that make a good "fighter" are not necessarily the ones that are needed to be an effective executive/manager.

Assessment

Students will complete research on modern African leaders and use the information to write news articles about them.

Students will demonstrate their understanding of the qualities that make leaders effective as executives/managers by providing examples of effective and noneffective African national leaders.

7.1 ORGANIZING INFORMATION ABOUT AFRICA'S GEOGRAPHY

OBJECTIVE To understand the relationship between and among aspects of Africa's geography

INFUSION POINTS World Geography, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.8	STANDARD	B1	BENCHMARK	B.1.3.2

Strategies

Ask students to describe in writing their mental maps of Africa. Use this as a baseline against which students will compare actual information about Africa.

Have students working in small groups research Africa's geography: topography, climate, vegetation, and natural resources. They should consider the differences that altitude and latitude make on climate and vegetation.

Students should transfer the information they compile onto graphic organizers in order to categorize, compare and contrast,analyze, and draw conclusions from their data.

Use this data for the basis of a whole group activity on categorizing information about geographic characteristics of the African continent. Using the actual data, challenge students' mental maps of the African continent.

Assessment

Students will research, compile information about African geography, categorize, and analyze their information through the construction of graphic organizers.

Students will correct any misconceptions they may have had about the geography of the African continent.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

7.2 DATABASE OF AFRICA'S NATIONS

OBJECTIVE To describe in detail the geographic features, history and government, peoples, and economy of at least one African nation

INFUSION POINTS World Geography, World History, Language Arts

GOAL 3 3.1, 3.4	STANDARD B1	BENCHMARK B.1.3.3

Strategies

Depending on the number of students in your class, you might divide the class into cooperative learning groups and assign the groups clusters of countries which share similar geographic features or histories.

Students compile data for their countries that might include:

Geography
Location on the continent
Boundaries
Total land area
Land use
Major cities

Government
Type of government
Independence date and from whom
Party system
Present head(s) of government

People
Population
Major ethnic groups
Major languages

Economy
Chief crops
Natural resources
Major industries
Work force by industry
Exports by type and in dollars
Imports by type and in dollars
Major trading partners

Much of this information can be found in almanacs.

Students present the information in written reports illustrated with graphics, including maps.

Using the information, ask the class to develop generalizations about the different regions of Africa and Africa as a whole.

(continues)

Student Resources
www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources
www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

7.2 DATABASE OF AFRICA'S NATIONS *(continued)*

Assessment Students will compile in-depth research about African countries and prepare illustrated reports about the countries. Based on the data they gather, students will develop generalizations about the different areas of Africa and about Africa as a whole.	

7.3 AFRICAN BALANCE OF TRADE

OBJECTIVES To identify major trading partners of African nations
To understand the long-term nature of Africa's trading relationships

INFUSION POINTS World Geography, World History, Mathematics

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD B1	BENCHMARK B.1.3.6

Strategies

Probe for prior knowledge about early African trading empires, Songhai, for example, and the east coast trading cities. Use this information to introduce a discussion of African nations' modern trading partners.

Have students define the terms *export, import, balance of trade, trade deficit,* and *global economy.*

Have students consult their databases of African nations to identify the major exports and imports for each African nation and the major trading partners. Depending on how detailed their information is, students should be able to provide information in dollars for exports and imports and then compute the trade balance for each nation.

Have students working in groups create a bar graph to show the trade balance by country for different regions in Africa.

Have students hypothesize how African nations might be able to reduce the trade deficits. Students will be able to test their theories as they learn more about African nations in 7.7 and 7.8.

Assessment

Students will evaluate the usefulness of previous work efforts in order to provide information for a current lesson.

Students will compute balance of trade for African nations.

Students will develop a hypotheses about ways African nations might be able to reduce trade deficits.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

7.4 TRANSPORTATION LINKS ACROSS AFRICA

OBJECTIVE To identify the ways African nations are linked

INFUSION POINTS World Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4	STANDARD B1	BENCHMARK B.1.3.7

Strategies

Create and duplicate for students an outline map of Africa with country borders only and a map key showing symbols for: Major Airport, Major Harbor, Major Highway, Major Railroad, and Major Inland Waterway.

Have students in pairs complete their maps through research.

Create a list of products grown, mined, or manufactured in African nations with their countries of origin. Give pairs of students one item to write directions from the country of origin to: (1) a neighboring African country, (2) an African country at the opposite end of the continent, (3) a country in Southwest Asia, and (4) the United States.

Pairs should evaluate each other's directions on how efficiently they use the available transportation system, considering not only the system but the items being shipped.

In terms of costs and benefits, discuss the problems African nations face in improving transportation.

Assessment

Students will complete a map of transportation routes on the African continent.

Students will write directions to move products across the continent and around the world.

Students will evaluate the costs and benefits of improving transportation links across Africa.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

7.5 BANTU MIGRATIONS

OBJECTIVE To identify some effects of the Bantu migrations through central and southern Africa

INFUSION POINTS World Geography, World History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.10	STANDARD B2	BENCHMARK B.2.3.1

Strategies

On a wall map of Africa or an overhead map transparency, trace the route of the Bantu migrations that began around the first century A.D. and lasted until around the 1700s. The Bantu traveled: from the wooded highlands of what is modern Nigeria; throughout the rain forest of the Congo Basin to both east and west coasts; and down to the tip of South Africa.

Explain that the migrations were not a series of swift, sweeping invasions but gradual movements of small numbers of people. As the population increased in an area, the groups would divide. Some would stay and others would leave.

Discuss with students how the peoples and environments which the different groups met led to changes and adaptations within the Bantu.

Compare and contrast these migrations with those of Amerindians from Asia through the Americas and the waves of so-called barbarians across Europe. Use a graphic organizer to list similarities and differences.

Topics for research include: groupings within the Bantu such as Xosa, Sotho, Shona, Kikuyu, Zulu; kingdoms such as Luba and Lunda, Malawi, the Congo, Zimbabwe, Monomotapa; relationship with the Portuguese, Dutch, English.

Assessment

Students will research and create a map tracing the Bantu migrations.

Students will compile a time line of Bantu migrations through the African continent, including the development of kingdoms and empires.

(continues)

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

Videotape: *Africa: A History Denied*

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

7.5 BANTU MIGRATIONS *(continued)*

Assessment *(continued)* Students will make comparisons and contrasts between the Bantu migrations and other world migrations. Students will restrict the topic to the Bantu migration and research and write a three to five paragraph report on that topic.	

7.6 RURAL VS. CITY LIFE

OBJECTIVE To recognize the differences between rural and urban life in African nations

INFUSION POINTS World Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.8, 3.10	STANDARD B2	BENCHMARK B.2.3.4

Strategies

Set up a chart to compare and contrast city and rural life among Africans. Categories might include:

Family	Ways of making a living
Education	Entertainment

Based on what they have compiled in their databases, students make predictions for each category; such as, extended or nuclear family; the same education or more formal education; farming, mining, office work, lab work, workhousing, police work, laboring; ceremonies, rituals movies, and dances.

Point out that there is great poverty in rural areas in many countries, and that most people who live in the cities are poor as well.

Students verify their predictions by checking research sources and reporting back. Students develop generalizations based on their predictions and research.

Assessment

Students will predict answers and then verify their validity through research.

Students will compare and contrast rural life with urban life in African nations and develop generalizations.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

7.7 FEEDING AFRICA'S PEOPLES

OBJECTIVES To locate and identify agricultural resources across Africa
To identify ways that African nations can increase their food production

INFUSION POINTS World Geography, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	B1, B2	BENCHMARK	B.1.3.4, B.2.3.6

Strategies

Introduce the concept of cash crops while pointing out that about 70 percent of the workers in sub-Saharan Africa are farmers. Because some of Africa's nations rely on only one or two cash crops for trade, a bad harvest or a decline in the world's demand for the crop can spell disaster for the nation's economy and its people.

Introduce the four types of agriculture that are practiced in African nations: shifting or slash-and-burn, sedentary, nomadic herding, and commercial.

Create an outline map of the African continent, drawing in national boundaries drawn in. Duplicate and distribute one copy to each student.

Have students in pairs label each country shown on the map. Then using their databases and additional research tools, students label the locations where the following items are grown and devise a map key for the items:

Bananas	Coffee	Palm oil	Sorghum
Cacao	Corn	Peanuts	Tobacco
Citrus fruits	Livestock	Rubber	Wheat

Students should look up the definition of any item they do not know before completing the activity.

Discuss with students how most Africans are subsistence farmers and do not cultivate enough food to create a surplus for sale. In times of drought, they have no reserves and no money to buy food.

(continues)

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

7.7 FEEDING AFRICA'S PEOPLES *(continued)*

Strategies *(continued)* List the problems that African nations face in putting more acres into agriculture and getting a better crop return on arable land. Have students analyze the issues and determine possible solutions. **Assessment** Through research, students will complete maps showing agricultural products grown on the African continent. Students will analyze the issues that underlie agricultural problems in African nations and recommend solutions.	

7.8 MAPPING AFRICA'S RESOURCES

OBJECTIVES To identify patterns of resource distribution across Africa
To recognize problems of resource utilization for African nations

INFUSION POINTS World Geography, World History, Language Arts

GOAL 3 3.1, 3.2, 3.4	STANDARD B2	BENCHMARK B.2.3.8

Strategies

Create an outline map of the African continent, drawing in national boundaries. Duplicate and distribute one copy to each student.

Have students in pairs label each country shown on the map. Then using their databases and additional research tools, students label locations of the following natural resources and devise a map key for the items:

Bauxite	Diamonds	Iron ore	Phosphate
Cobalt	Forests	Manganese	Tin
Copper	Gold	Oil	Uranium

Students should look up the definition of any resource they do not know before completing the activity.

Discuss with students how much of these resources are shipped as raw materials to countries outside the continent for processing into goods. Note that the only large manufacturing centers are in South Africa and the Ivory Coast.

List the problems that African nations face in becoming more industrialized. Have students analyze them and determine possible solutions.

Assessment

Through research, students will complete a map of the natural resources found on the African continent.

Students will analyze the problems that underlie the lack of industrialization on the African continent and recommend solutions.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

8.1 FREE, BLACK, AND A CITY DWELLER (1700s TO EARLY 1800s)

OBJECTIVE To recognize that not all blacks in the colonies or in the new nation were slaves

INFUSION POINTS U.S. History, Geography, Language Arts

GOAL 3	3.1, 3.2, 3.4–3.10	STANDARD	A4	BENCHMARK	A.4.3.1

Strategies

Probe for prior knowledge about the roles of blacks in the colonies and early Republic.

Introduce the concept of free blacks who had either bought their freedom, been granted their freedom, or were the children of free blacks themselves.

On a map of the colonies, have students identify the major cities of the colonial period and early Republic: Boston, New York, Philadelphia, Baltimore, Charleston, and Savannah.

Discuss why it would have been easier for free blacks to find work in cities. Have students list and then categorize the kinds of work that free blacks did. Emphasize the skilled nature of these jobs.

Discuss education and religion in the life of urban blacks.

Compare and contrast the lives of free blacks to that of whites, including their civil rights. Point out that white women had few civil rights at this time as well.

For extra credit, students could research and write a report on the founding of the African Methodist Episcopal Church in Philadelphia in the 1790s.

Assessment

Students will develop a list of the kinds of work that free blacks did in cities during the colonial and early Republic periods.

Students will write advertisements for jobs that free blacks might have responded to.

(continues)

Student Resources

Theme Explorer: People on the Move: Project card # 3 "Benjamin Banneker"

Voices of Triumph: Leadership, pp. 76–78, 121–130, 166–169; *Perseverance,* pp. 35–37

Teacher Resources

Theme Explorer: People on the Move: "Percentage of Black People in Cities, 1790" overhead; Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic.

Assessment *(continued)* Students will write a five to eight paragraph narrative essay describing life in a city during the early Republic and including information about both free blacks and whites. For extra credit, students will research and write a report on the founding of the nation's first black denomination, the African Methodist Episcopal Church.	

8.2 ENSLAVED AFRICANS AND THE SOUTHERN ECONOMY

OBJECTIVE To understand the role of slave labor in the southern economy

INFUSION POINTS U.S. History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4	STANDARD A4	BENCHMARK A.4.3.2

Strategies

Introduce the differences in the geographic characteristics of the New England, Middle, and Southern colonies: climate, vegetation, topography. Have students use special purpose maps to visualize the differences.

Introduce the differences in the ethnic groups who settled each area in terms of land of origin, religion, ways of earning a living, and so on.

Discuss how the physical features of the land combined with the cultural characteristics of the people to create different societies, economies, and, to an extent, different political systems in the three colonial regions.

Have students analyze and synthesize this information to determine why slavery flourished in the Southern colonies, was less important in the Middle colonies, and had little impact in the New England colonies.

Have students create charts to categorize this information, and then write a generalization about the reasons for the value of slavery to each region.

Assessment

Students will read special purpose maps and identify the physical factors which influenced the development of the three colonial regions.

Students will categorize the physical and cultural differences among the regions by creating a chart illustrating the differences.

Students will analyze and synthesize the information on their charts in order to write generalizations about the value of slavery to each region.

Student Resources

Theme Explorer: People on the Move: Leaving the Homeland tabloid; Project card # 5 "At Rest and At Play"

Voices of Triumph: Perseverance, pp. 26–53

Teacher Resources

Theme Explorer: People on the Move: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic, Documenting the American South: Narratives on Slavery, and American Slave Narratives: An Online Anthology.

8.3 FREEDOM'S TRAIL: THE STONO UPRISING

OBJECTIVES To recognize the desire for freedom among enslaved Africans
To develop a chronology of slave revolts
To identify the work of abolitionists—black and white

INFUSION POINTS U.S. History, Geography, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.6	STANDARD	A6, C2	BENCHMARK	A.6.3.4, C.2.3.1

Strategies

Probe for students' prior knowledge of the Underground Railroad and the Stono Uprising, whose participants found their way into Florida. Use this information to introduce the topic of slave revolts.

Have students do research to develop a chronology of slave revolts in the colonial period, the years of the early Republic, and the nineteenth century.

Use this chronology as the basis for a discussion of the desire of enslaved Africans for freedom. Introduce the topic of work slowdowns and other ways that slaves protested their bondage.

Develop the history of abolition and the role of blacks—both former slaves such as Sojourner Truth and free blacks such as David Ruggles.

Have students in small groups research and prepare a report on the Underground Railroad to determine its routes, its conductors, and the dangers both slaves and conductors faced if caught. Students should include a map of the system.

Assessment

Students will develop a time line of slave revolts in the colonies and the United States from the colonial period to the Civil War.

Students will prepare a three page report on the activities of the Underground Railroad.

Students will write a persuasive speech in the manner of abolitionists urging their audience to end slavery.

(continues)

Student Resources

Theme Explorer: People on the Move: Leaving the Homeland and *Roads to Freedom* tabloids; Project cards #4 "The Underground Railroad" and #5 "At Rest and At Play"

Voices of Triumph: Perseverance, pp. 54–75

www.timelifeedu.com: Check the Web site for Underground Railroad, Frederick Douglass Museum and Cultural Center, Frederick Douglass National Historic Site, and Stamp on Black History.

Teacher Resources

Theme Explorer: People on the Move: An Evening with Sojourner Truth videotape; "Freedom's Trail" overhead; Teacher's Guide

www.timelifeedu.com: Check the Web site for Taking the Train to Freedom: History and Geography of the Underground Railroad and John Brown Raid Photos/Illustrations.

8.3 FREEDOM'S TRAIL: THE STONO UPRISING *(continued)*

Assessment *(continued)* Students will write an essay of three to five paragraphs describing what freedom must have meant to slaves if they were willing to fight for it and/or flee along the Underground Railroad. For extra credit, students will do research on a black abolitionist and write a biographical sketch of the person.	

8.4 THE CONSTITUTION AND RECONSTRUCTION

OBJECTIVES To identify the rights that the 13th, 14th, and 15th Amendments gave African Americans
To recognize the issues of Reconstruction under which the 13th, 14th, and 15th Amendments of the Constitution were passed

INFUSION POINTS U.S. History, Civics, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3.10	STANDARD C2, A5	BENCHMARK C.2.3.1, A,5.3.2

Strategies

Probe for prior knowledge of the Reconstruction period and its effects on freed African Americans in the South.

Introduce a discussion of the rights and responsibilities of a U.S. citizen. Ask students why the U.S. Constitution was amended to ensure that these rights were accorded to newly freed slaves.

Have students create a graphic organizer to list the guarantees of the 13th, 14th, and 15th Amendments. Point out that the 15th Amendment did not give black women the right to vote; however, white women could not vote either at this time.

Have students do research to answer the question: Why were the 13th, 14th, and 15th Amendments not effective in protecting African Americans' civil rights in the South?

Students in pairs develop arguments against the passage of Black Codes and Jim Crow laws.

Assessment

Students will identify the rights of African Americans that were protected by the Reconstruction Amendments.

Students will determine the political and societal factors that undermined the Constitutional protections for African Americans in the South.

Students will write letters to the editor arguing against the passage of Black Codes and Jim Crow laws.

Student Resources

Theme Explorer: People on the Move: Roads to Freedom tabloid

Voices of Triumph: Perseverance, pp. 76–83; *Leadership,* pp. 208–209; 218–221

Teacher Resources

Videotape: *Shades of Tolerance,* Segment 2

Theme Explorer: People on the Move: Teacher's Guide

www.timelifeedu.com: Check the Web site for African American Mosaic.

See also: Sample Lesson Plan for 5.3, "Freed African Americans and Education"

8.5 MOVING WEST

OBJECTIVES To trace the movement west of some African Americans after the Civil War
To identify the reasons why people organize into communities and write constitutions

INFUSION POINTS U.S. History, Civics, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4	STANDARD A5, C1	BENCHMARK A.5.3.1, C.1.3.1, C.1.3.2

Strategies

Ask students why people set up rules or laws to govern how they live together in a community, state, or nation.

Introduce the concept of a city charter or constitution and the areas that it might include.

Probe for prior knowledge of African Americans in the West after the Civil War. Discuss who went West, what the people hoped to find, where they went, and how they fared. Distinguish among gold miners, cowhands, and Exodusters.

Have students working in small groups write a city charter for an African American settlement such as Boley, Oklahoma, founded in 1904. The charter should be brief, clearly written, specific, and complete.

Have each group plan and present a campaign commercial explaining to voters why their charter should be selected to govern their city.

Assessment

Students will list the reasons why some African Americans moved west after the Civil War.

Students will recognize the reasons why people organize into communities and establish governance by writing a charter/constitution for a settlement of African Americans settlement in Oklahoma after the Civil War.

Student Resources

Theme Explorer: People on the Move: Heading West tabloid; Project cards #7 "Homesteading," #8 "Working," and #9 "Soldiering

Voices of Triumph: Perseverance, pp. 84–125

Teacher Resources

Theme Explorer: People on the Move: "Heading West" overhead; Teacher's Guide

www.timelifeedu.com: Check the Web site for African Missouri and African American Mosaic.

8.6 THE GREAT MIGRATION NORTH

OBJECTIVES To identify the movement patterns of African Americans in the early 1900s
To determine the reasons why African Americans moved north

INFUSION POINTS U.S. History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3.9	STANDARD A5	BENCHMARK A.5.3.2, A.5.3.3

Strategies
Introduce the concept of internal migration vs. external immigration.

Discuss with students the factors that caused African Americans to move north in the early 1900s. Use the terms *push factors* and *pull factors* to distinguish between those factors that pulled African Americans north and those that pushed them to leave the South such as the sharecropping system.

Have students create maps to show general patterns of migration north depending on where in the South African Americans lived.

Assessment
Students will identify the reasons why African Americans left the South and moved to northern cities, indicating push and pull factors.

Students will write letters to friend and families in the South telling them what life is like in their new urban home.

Student Resources
Theme Explorer: People on the Move: North to Opportunity tabloid; Project cards #10 "Art Tells a Story" and #11 "Equal Rights"

Voices of Triumph: Leadership, pp. 80–85; 131–134

Teacher Resources
Theme Explorer: People on the Move: "North to Opportunity" overhead; Teacher's Guide

8.7 AFRICAN AMERICAN CULTURE IN THE EARLY TWENTIETH CENTURY

OBJECTIVES To identify Harlem as the center of African American culture in the 1920s
To identify additional centers of African American culture

INFUSION POINTS U.S. History, Art, Music, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3-9	STANDARD A5	BENCHMARK A.5.3.2, A.5.3.3

Strategies

Introduce the term *Harlem Renaissance* and link it to the migration north of African Americans.

Compare the Harlem Renaissance with the European Renaissance.

There are a variety of subjects for student research. The following are some suggestions that could culminate in an African American Cultural Fair of the 1920s.

Have students research and create an illustrated report on the accomplishments of the Harlem Renaissance in art, music, and literature. Students should choose one subtopic to concentrate on: such as, poetry, sculpture, or jazz. Any report on music could be accompanied by a CD of the music; any report on literature could be accompanied by a dramatic reading or skit.

Have students research and prepare an illustrated poster describing African American influence on the movie business.

Have students research and prepare a report on journalism of the period including *Crisis* and various newspapers such as the *Chicago Defender* and the *Amsterdam News*.

Discuss with the class the common forces that inspired these artists to work and any common characteristics the art forms may have had. Have students develop generalizations about African American arts in the 1920s.

Assessment

Students will research and create reports in a variety of formats to describe the arts that African Americans produced in the 1920s.

(continues)

Student Resources

Theme Explorer: People With a Dream: A Time of Promise tabloid; Project cards #1 "Journalism," #2 "Two Renaissances," and #3 "Jazz and Its Musicians"; *People on the Move: North to Opportunity* tabloid; Project card #12 "Movie Magic"

Voices of Triumph: Leadership, pp. 132–133; *Creative Fire*, pp. 96–97, 134–136, 189–191, 212–225;

www.timelifeedu.com: Check the Web site for Stamp on Black History and Salute to Our Black Pioneers.

Teacher Resources

Theme Explorer: People With a Dream: "Langston Hughes" overhead; *Black History Minutes* videotape; Teacher's Guide; *People on the Move:* Teacher's Guide

8.7 AFRICAN AMERICAN CULTURE IN THE EARLY TWENTIETH CENTURY *(continued)*

Assessment *(continued)* Students will identify the place of Harlem in the cultural flowering of African Americans in the 1920s. Students will develop generalizations about the characteristics of African American art in the 1920s.	

8.8 CIVIL RIGHTS MOVEMENT

OBJECTIVES To identify examples of individuals in the Civil Rights Movement who took risks while reacting in a reponsible way to injustice
To evaluate the importance of the Civil Rights Movement in U.S. history

INFUSION POINTS U.S. History, Civics, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3.9	STANDARD A5, C2	BENCHMARK A.5.3.2, C.2.3.2

Strategies

Have students, working in small groups, determine the five most important events in U.S. history since the Civil War. Reach a class consensus. Use this as a way to introduce the Civil Rights Movement.

Probe for students' prior knowledge of the Civil Rights Movement. Ask for the names of people who were instrumental in the fight for African American rights.

Point out that the movement had its roots in the slave revolts of the 1600s, 1700s, and 1800s and that people like Ida Tarbell and W.E.B. Du Bois were active fighters in the movement in the late 1800s and early 1900s.

List with students the rights that African Americans were fighting for.

Challenge students to evaluate the place of the Civil Rights Movement in U.S. history. Point out the various groups that benefited from the movement. Reach a class consensus on the place of the Civil Rights Movement in U.S. history.

Assessment

Students will identify what African Americans were fighting for in the Civil Rights Movement.

Students will evaluate how important they believe the Civil Rights Movement to be in U.S. history.

For extra credit, students will prepare biographical sketches of civil rights pioneers.

Student Resources

Theme Explorer: People on the Move: Project card #11 "Equal Rights"; *People With a Dream: The Struggle for Equality* tabloid; Project cards #7 "It's in the News," #8 "States vs. the Nation," and #9 "Heroes of Civil Rights"

Voices of Triumph: Perseverance, pp. 181–201, 212–223, 236–237, 208–211; *Leadership,* pp. 86–87, 134–137, 160-161, 203–204, 214, 224–225

www.timelifeedu.com: Check the Web site for Salute to Our Black Pioneers and Stamp on Black History.

Teacher Resources

Theme Explorer: People With a Dream: "Checklist for Political Action" overhead; *Black History Minutes* videotape; Teacher's Guide; *People on the Move:* Teacher's Guide

(continues)

	Teacher Resources *(continued)* Videotape: *Shades of Intolerance,* Segment 2 www.timelifeedu.com: Check the Web site for African American Mosaic and National Civil Rights Museum.

8.9 SOME AFRICAN AMERICAN PATRIOTS

OBJECTIVE To identify some African American patriots from U.S. wars

INFUSION POINTS U.S. History, Civics, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7–3.9	STANDARD A5, C2	BENCHMARK A.5.3.2, C.2.3.1

Strategies

Probe for prior knowledge of African Americans' role in wartime from the Revolutionary War to the present.

Create a chart for students to complete showing the roles that African Americans—male and female—played in each of the following wars: Revolutionary War, War of 1812, Civil War, Spanish American War, World I, World War II, Korea, Vietnam, Gulf War.

Identify men and women who became leaders in the armed forces.

Discuss the status of African American civil rights at home during most of these wars. Consider the racism of the armed forces and how and when it was officially ended.

Have students choose for extra credit a group of people or an individual to research. Then have students write news accounts about their topics. The account could take the form of a newspaper article or a three minute television news segment. People to consider might be: Colin Powell, Benjamin O. Davis, Sherian Cadoria, Tuskegee Airmen, Buffalo Soldiers, 369th Infantry Regiment.

Assessment

Students will demonstrate their understanding of how African Americans have fought and distinguished themselves in all wars by completing a chart showing African Americans' roles in the nation's wars.

For extra credit, students will do research and write an in-depth report on the role of one group of African Americans in wartime, or a biography of one individual who played a role in the military.

Student Resources

Theme Explorer: People on the Move: Leaving Home and *North to Opportunity* tabloids; Project cards #2 "Call to Arms" and #9 "Soldiering"; *People With a Dream: Trouble: At Home and Abroad* tabloid; Project card #4 "You're in the Army Now"

Voices of Triumph: Perseverance, pp. 108–111, 126–133, 136–166; *Leadership,* pp. 90, 94–95

Teacher Resources

Theme Explorer: People With a Dream: Black History Minutes videotape; Teacher's Guide; *People on the Move:* Teacher's Guide

Videotapes: *Blacks in the Military* and *Biography: Colin Powell*

www.timelifeedu.com: Check the Web site for African American Mosaic.

See sample lesson plan.

8.10 AFRICAN AMERICANS ON THE HOME FRONT

OBJECTIVE To identify the role of African Americans on the home front during World War II

INFUSION POINTS U.S. History, Civics, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.7–3.9	STANDARD	A5, C2	BENCHMARK	A.5.3.2, C.2.3.1

Strategies

Introduce the role of African Americans on the home front in World War II.

Consider well-known African Americans such as Mary McLeod Bethune and A. Philip Randolph and ordinary citizens like defense plant workers.

Discuss with students the status of African Americans as the war ended. Have them analyze why an African American might decide to become an expatriate.

Use this discussion to review the status of race relations in the nation in 1945. Include such items as the treatment of African American soldiers in Europe as heroes; the GI Bill of Rights that made a college education possible; the frustration of being educated, but unable to find a suitable job; the years of loyalty during the war without any lessening of racism.

Discuss with students how World War II on the battlefront and the home front set the stage for the Civil Rights Movement.

Students develop their ideas in a newspaper editorial arguing for an end to discrimination in housing, education, and employment.

Assessment

Students will identify the roles that African Americans played on the home front in World War II.

Students will analyze how World War II and its aftermath at home set the stage for the Civil Rights Movement.

Students will formulate an argument for the end of racial discrimination and write a persuasive essay in the form of an editorial.

Student Resources

Theme Explorer: People With a Dream: Trouble: At Home and Abroad tabloid; Project cards #5 "On the Home Front" and #6 "Coming Home"

Voices of Triumph: Leadership, pp. 85–86, 222–223

Teacher Resources

Theme Explorer: People With a Dream: Black History Minutes videotape; Teacher's Guide

Videotape: *Hank Aaron: Chasing the Dream*

www.timelifeedu.com: Check the Web site for African American Mosaic.

GRADES 9 - 12

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

There are many occasions in teaching history, geography, government, economics in grades 9 through 12 when information about Africans and African Americans can be infused into the curriculum. Some of the following sets of strategies and assessments provide opportunities for introducing entire lessons. Other sets of strategies and assessments provide information and examples that are African or African American in content and can be included in existing lessons to illustrate concepts such as the feudal system and entrepreneurial enterprise.

The curriculum also provides excellent opportunities for parallel teaching with the Communications/ English department. Novels about the African American experience by such writers as Alice Walker, Toni Morrison, and Ernest J. Gaines and poetry by Nikki Giovanni and Maya Angelou as well as primary source writings and oral histories are invaluable additions to the U. S. history curriculum. The reading of novels by Africans such as Doris Lessing and Chinua Achebe can provide several viewpoints to world history.

9.1 ORGANIZING GEOGRAPHIC INFORMATION ABOUT AFRICA TO ANALYZE DATA

OBJECTIVE To develop generalizations about the relationship between vegetation and other characteristics of the African continent

INFUSION POINTS Geography, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.6	STANDARD	B1	BENCHMARK	B.1.4.3

Strategies

Check for prior knowledge about the geography of the African continent. Ask about numbers of countries, physical features, regions, and so on.

Have students create tables by zones of vegetation to categorize information about the location of countries, land forms, population density, natural resources, climate, agricultural products, and so on. Divide the class into small work groups to research and complete the tables. Note that some countries will overlap zones.

Have groups share their information to create a class chart. Ask for other ways to categorize information about the countries of Africa. Have students identify the largest, tallest, most populous, etc.

Have students in their groups write a generalization about the countries that are grouped in their vegetation belt. Ask them to look for cause-and-effect relationships between the type of vegetation and at least one other characteristic of their region.

Assessment

Students will research and complete a chart about the geography of the African continent.

Students will write at least one generalization indicating the relationship between vegetation and some other characteristic of a region of the African continent.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

9.2 INFLUENCE OF COLONIALISM ON AFRICAN CIVIL WARS

OBJECTIVE To understand the colonial roots of modern ethnic problems on the African continent

INFUSION POINTS Geography, World History, Language Arts

GOAL 3 3.1, 3.2, 3.4. 3.6, 3.7, 3.10	STANDARD B1	BENCHMARK B.1.4.5

Strategies

Create two overhead map transparencies of the African continent. On one show the boundaries of the colonial empires in 1914. On the other show modern national boundaries.

Point out that the colonial empires did not take into consideration the different peoples who lived within the borders of any given colony. When the new national boundaries were drawn up after World War II, the same rival groups were joined within new nations.

Point out that an intense rivalry for power often erupted in civil war. List as examples the civil wars in Nigeria, Ethiopia, and more recently in Burundi and Rwanda.

Have students choose one of the countries listed; research it, and write an analysis of the causes of the civil war, current status of the war, and prospects for long-lasting peace.

Assessment

Students will recognize that ethnic differences can divide a nation and identify examples.

Students will examine an ethnic conflict in one African nation; they will identify and discuss its causes, current status, and prospects for long-lasting peace.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

9.3 COMPARING POINTS OF VIEW: FARM VS. TROPICAL RAIN FOREST

OBJECTIVE To understand how different geographic locations and conditions can affect perspective

INFUSION POINTS Geography, World History, Language Arts

GOAL 3	3.1–3.4, 3.6, 3.10	STANDARD	B1	BENCHMARK	B.1.4.5

Strategies

Have students imagine themselves on a small farm plot in Zambia. They will each write a paragraph about what they see, hear, and how they feel about the land.

Have students imagine themselves under a tree in a rain forest in Sierra Leone. They will each write a paragraph about what they see, hear, and how they feel about the rain forest.

Have a few volunteers share their paragraphs as the basis for a discussion about how different environments can affect what one thinks about the same natural resources. For example, the rain forest dweller may feel very strongly about saving certain kinds of trees which are home to certain birds or animals, while the farmer may want to cut down the forest to put more land into cultivation.

The need to grow more food is a central one in Africa and much of the developing world. Discuss with students what kinds of research might be needed in order to make an informed decision about how to conserve natural resources while growing or importing enough food.

Assessment

Students will compare and contrast through writing and discussion different perspectives on the same African natural resources.

Students will determine the kinds of research which might be needed to reach decisions about how best to conserve natural resources while feeding a nation's people.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

9.4 DESERTIFICATION

OBJECTIVE To understand how desertification is a result of the interplay between human and physical factors

INFUSION POINTS Geography, Science, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.8–3.10	STANDARD B2	BENCHMARK B.2.4.1

Strategies

Introduce the term *desertification.*

Check for prior knowledge about the Green Sahara. Point out that not only is the Sahara no longer green, but it is creeping south at the rate of 6–12 miles a year. Experts believe that in 50 years, 45 percent of the continent could be a desert.

List the following causes, effects, and solutions for desertification for students. Have them work in pairs to unjumble the information and write two or three paragraphs on the subject: Desertification on the African Continent. Remind them to use the steps of the writing process.

Desertification: Causes, Effects, and Solutions

- farm land needs water to grow trees and crops
- trees and grasses anchor soil
- drought kills trees and grasses
- build grain storage facilities to build up reserves
- topsoil blows away
- most African farmers are subsistence farmers
- soil stores moisture and builds up nutrients to help plants grow over time
- soil should be allowed to lie fallow, or unplanted, in some years
- plant trees on lands along the edge of the desert
- large herds eat more leaves from trees and grasses
- in droughts when little food grows, farmers try to plant as much land as possible
- nomadic herders keep large herds because in times of drought a large number of the animals will die from lack of water
- the more desert there is the less rain falls because of the increase in heat, which keeps rain clouds from forming

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Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

9.4 DESERTIFICATION *(continued)*

Strategies *(continued)* • relocate nomadic herders from the edge of the desert • nomadic herders resist relocation • overgrazing is a problem Students may find they wish to do additional research to more fully explain some of the science concepts. Have volunteers share their paragraphs so the class can create a single cause/effect/solutions chart. **Assessment** Students will write a brief paper using the writing process to summarize ways in which humankind has affected the African environment.	

9.5 WHAT IF . . .

THERE HAD BEEN NO AFRICANS IN THE SOUTHERN COLONIES?

OBJECTIVE To determine the importance to the Southern economy of slave labor

INFUSION POINTS Geography, U.S. History, Language Arts

GOAL 3 3.1-3.4, 3.10	STANDARD B2	BENCHMARK B.2.4.2

Strategies

Predicting alternative futures—the ability to look at an idea differently—can be a useful skill for students. Introduce the concept through the use of *what if . . .*

Set up the following scenario:
The U.S. South has ideal climate, soil, and water resources for farming. During the colonial period, Southern farmers found they could make a great deal of money if they could increase their holdings. To do this, they needed large amounts of cheap labor. They found their supply by importing Africans as slaves. Ask "what if" the soil, climate, and water resources in the Southern colonies had been similar to New England. How might the history of the United States been different?

Discuss with students the effects that the importation of Africans as slaves had on the physical environment of the South; on the economic, political, and social structures of the South; and on the political development of the nation as a whole.

On the other side, have students consider what West Africa might have been like had the slave trade not flourished. They will need to determine what the effects of the slave trade were and how they might have been countered. Point out that the slave trade had originally begun to supply labor to colonies in Central and South America.

Assessment

Students will make predictions about how U.S. history might have developed had the environmental factors of the South been different.

Student Resources

Voices of Triumph: Perseverance, pp. 26-53

Theme Explorer: People on the Move, People With a Dream

Legends of Africa

Lost Civilizlation: Africa's Glorious Legacy

Teacher Resources

Videotapes: *Africa: A History Denied, Shades of Intolerance,* and *Separate and Unequal*

Theme Explorer: People on the Move, People With a Dream: Teacher's Guides

9.6 DIFFICULT LAND USE DECISIONS FOR AFRICANS

OBJECTIVE To understand the tradeoffs involved in putting more land into agriculture on the African continent

INFUSION POINTS Geography, World History, Science, Language Arts

GOAL 3	3.1, 3.2, 3.4–3.9	STANDARD	B2	BENCHMARK	B.2.4.4

Strategies

Use this lesson to build on the concepts developed in 9.3 and 9.4 on the interplay of human/cultural and environmental factors.

Check for prior knowledge of the agricultural products grown in sub-Saharan nations and the kinds of food that are imported. If necessary, have volunteers consult an almanac for representative nations' lists of imported food.

Explain that feeding Africa's growing population is a major priority for its nations. Have students in small groups do research and prepare a report on one of the issues involved in food production and its proposed solution(s) for growing enough food. Students should choose one of the following topics:

- environmental factors such as climate and desertification
- subsistence farming vs. cash crops
- current land use
- rapid population growth
- traditional vs. modern ways
- protection of wildlife animals vs. putting arable land into production

After the reports are shared, have the class as a whole reach consensus on what it considers to be the best solution(s) for each issue.

Assessment

Students will research and prepare oral reports analyzing the issues facing African nations in their efforts to feed their populations.

Students will reach consensus on the best solution(s) to each issue related to African nations' efforts to feed their populations.

Student Resource

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

9.7 COLONIAL SCRAMBLE FOR AFRICA

OBJECTIVE To understand how events in Europe affected Africa

INFUSION POINTS Geography, World History, Economics, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.10	STANDARD B2	BENCHMARK B.2.4.6

Strategies

Create an overhead transparency of the natural resources of the African continent. Indicate also that a major resource in West Africa from the 1400s to the 1700s was its people.

Introduce the term *geopolitics,* the interrelationship of politics and geography.

Point out that as a result of the Industrial Revolution, Europeans looked to what they considered "uncivilized" lands for raw materials and for markets for finished goods. Have students brainstorm the natural resources and agricultural products that Europeans needed/wanted and that Africans had.

Point out that the first whites to travel through Africa were explorers such as Mungo Park, Richard Burton, Lady Florence Baker, and Sir Samuel Baker who brought back important information about the interior. Protestant and Catholic missionaries followed and set up churches and schools and sought to "civilize" the Africans.

Relate the history of "the scramble for Africa" in the 1870s and 1880s that resulted in the Berlin Conference and the division of the African continent by European nations based on European geopolitics. Discuss how racism played a part in the European nation's disregard for the rights of Africans.

Have students write editorials for a newspaper in Berlin in 1885 to persuade the representatives of the nations at the Berlin Conference not to divide Africa among them.

For extra credit, have students research and prepare maps to show how Europeans gave familiar names to locations in Africa.

Assessment

Students will identify and discuss the effects of European economics and politics on Africa in the late 1800s.

(continues)

Student Resources

Lost Civilization: Africa's Glorious Legacy

Teacher Resources

Videotape: *Africa: A History Denied*

9.7 COLONIAL SCRAMBLE FOR AFRICA *(continued)*

Assessment *(continued)* Students will write persuasive essays to demonstrate the moral issues involved in the division of Africa among European powers in 1885. For extra credit, students will create maps that show European influence on the African continent through identification of at least five place names of European origin.	

9.8 PLANNING FOR AFRICA'S FUTURE

OBJECTIVE To understand the demographic and economic dilemmas facing modern African nations

INFUSION POINTS Geography, Mathematics

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.7, 3.8	STANDARD B2	BENCHMARK B.2.4.7

Strategies

You might choose to do this lesson in combination with lesson 9.6.

Create an overhead that shows current population density for the African continent. Indicate that food shortages will only become worse as the population grows if no other factors change.

Have students graph the following sets of information:

1. In 1950 Africa had 222 million people or 8.8 percent of the world's total population. By 1990 Africa contained 642 million people or 12.1 percent of the world's population. Projections are: 867 million by 2000; 1.582 billion by 2025, and 2.265 by 2050. The latter will be 23 percent of the world's estimated population.

2. In 1997 Nigeria was the 10th most populous country in the world with 118.4 million people. By the year 2025 it is estimated to be 6th with 238.4 million people and in 2050, 5th with 339 million people. Ethiopia was 9th with 60.1 million people in 1997. It is estimated to have 136.3 million people in 2025 and rank 9th. It will remain in 9th place in 2050 but have 213 million people.

Additional information:

1. Sub-Saharan Africa's population had the lowest median age of any world region at 17 in 1996; it is estimated to be 19 in 2020.

2. Africa has a birth rate of 42 per 1,000 and a death rate of 14 per 1,000.

3. Life expectancy on the continent is 53.

4. 34 percent of Africans live in cities.

(continues)

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

9.8 PLANNING FOR AFRICA'S FUTURE *(continued)*

Strategies *(continued)*

5. By 2015 Lagos, Nigeria, will have gone from 7.7 million people to 24.4 million and rank as the world's 3rd largest city behind Tokyo and Bombay.

6. By 2015 it is estimated that three out of four people in developing countries will live in cities.

7. Of the 20 countries with the highest fertility rates 15 are African nations.

Divide the class into small groups and have them imagine they are urban planners for an African nation. Based on the graphs and the additional information provided, have students consider the areas that urban planners will need to deal with to handle the rapid increase in population in their nation. Some things to consider are: housing, employment, education, health care, sanitation, and transportation.

After the groups have listed all the areas they can think of, decide on a common list of categories. Have each group pick an African nation to research to find out how that nation is or is not planning for the future. Groups should prepare a presentation as a panel discussion and include graphics to illustrate their reports.

In choosing nations, have students concentrate on more stable and wealthier nations because it will be easier to find information about them. The members of the Economic Community of West African States (ECOWAS) are good choices for students to consider. Magazines, newspapers, and the Internet rather than books will be better sources. Students could also contact the embassies in Washington, DC, or the UN missions for information.

Assessment

Students will conduct research and prepare reports on planning for the effects of future population growth in African nations.

Students will translate statistical information in narrative form into graphs.

10.1 THE IMPORTANCE OF AGRICULTURE

OBJECTIVE To determine the importance of agriculture to the development of early peoples

INFUSION POINTS World History

GOAL 3	3.1, 3.2, 3.4-3.10	STANDARD	A2	BENCHMARK	A.2.4.1, A.2.4.2

Strategies

Introduce the terms *Paleolithic* (Old Stone Age) and *Neolithic* (New Stone Age). In the first period, people were hunters and gatherers. In the second, people had learned how to produce food.

Create a time line that shows the progression of food production in the Nile River Valley and the upper African continent. Some entries might be:

5000 B.C. Inhabitants of Lower Nile Valley had gone from hunting and gathering to farming and herding.

4000 B.C. Inhabitants of Upper Nile Valley were farming.

3000 B.C. Inhabitants of the Nile Valley were growing wheat and barley. West Africans were growing millet, sorghum, rice, and yams.

1500 B.C. Traders had brought banana cultivation to Africa from Southeast Asia.

1000 B.C. Northwest Africans had learned ironworking from the Phoenicians.

666 B.C. Assyrians had brought iron implements to the Nile Valley. Ironworking spread southward.

Ask students how iron tools such as hoes would be useful to farmers and to traders.

In addition to herding goats, sheep, pigs, and cattle, Egyptians were growing vegetables, wheat, and barley. The latter two grains made it possible to feed a rapidly expanding population.

(continues)

Student Resources

Voices of Triumph: Leadership, pp. 22-23

Teacher Resources

Lost Civilizations: Egypt—Land of Pharaohs
What Life Was Like: On the Banks of the Nile: Egypt
Lost Civilization: Africa's Glorious Legacy

10.1 THE IMPORTANCE OF AGRICULTURE *(continued)*

Strategies *(continued)* Use this information to illustrate the concept that once a people has a secure food supply, the population increases, and with an increase in population comes political and social organization. This is known as the food-producing revolution. This information can be a good segue into teaching about the Egyptian civilization. Add to the time line, the following dates: **2686–2181 B.C.** Old Kingdom **2040–1786 B.C.** Middle Kingdom **1570–1090 B.C.** New Kingdom **Assessment** Students will determine through discussion the effects of the "food-producing revolution" in relation to the development of Egyptian civilization.	

10.2 KINDGOM OF KUSH: CONTEMPORARY OF THE ROMAN EMPIRE

OBJECTIVE To recognize that civilizations were rising and falling in ancient Africa as they were elsewhere in the world

INFUSION POINTS World History

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.8, 3.10	STANDARD A2	BENCHMARK A.2.4.5, A.2.4.8

Strategies

From their reading about the Roman Empire, have students create a time line of some major dates in the rise and fall of the empire.

Provide students with similar information about the Kushites. Some entries might be:

751–671 B.C.	Kushites centered around Napata invade and conquer Egypt.
661 B.C.	Kushites are defeated by the Assyrians and withdraw from Egypt. Kushites learn ironworking from the Assyrians. Kushite city of Meroe becomes a center of iron production in the ancient world.
250 B.C.–early 300s A.D.	Period of Kushite greatness under capital at Meroe Kushite trading networks spread to the Red Sea and possibly into Ethiopia, as far west as Lake Chad, Egypt under the Greek and Romans, and the Mediterranean as well as southward.
330	Kingdom of Axum defeats Kush.

Describe some of the cultural characteristics and evidence of cultural diffusion present in Kush: temples, palaces, pyramid tombs, and hieroglyphics similar to those in Egypt; influences of the Arabian peninsula and India in cloth and sculpture designs; development of an alphabet. Kushite merchants traded ivory, rare skins, ostrich feathers, ebony, gold, and products of their iron foundries.

Use a wall map or globe to illustrate the distances involved in Kushite trade. Kush was centered in what is modern Sudan.

(continues)

Student Resources

Lost Civilization: Africa's Glorious Legacy

Teacher Resources

Videotape: *Africa: A History Denied*

10.2 KINGDOM OF KUSH: CONTEMPORARY OF THE ROMAN EMPIRE *(continued)*

Assessment Students will discuss the developments of an African civilization contemporaneous to the Roman Empire and compare and contrast at least two characteristics.	

10.3 SONGHAI, GHANA, AND MALI: FEUDAL STATES

OBJECTIVE To recognize that some African empires were based on a feudal system of loyalty

INFUSION POINTS World History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.8, 3.10	STANDARD A2	BENCHMARK A.2.4.7

Strategies

Have students list the characteristics of the feudal system of fealty that developed in Western Europe during the Middle Ages.

Ask why the system evolved as it did. Point out that these same conditions existed in other parts of the world - China and Japan, for example - and also in Africa.

Use Songhai, Ghana, and Mali as examples of African feudal states. Check for prior knowledge about the political and social structure of Songhai.

Have students research and create a graphic organizer to compare and contrast feudalism in the African empires of Songhai, Ghana, and Mali with those in Western Europe. Consider making this a continuing project to include other world regions.

Assessment

Students will create a graphic organizer to compare and contrast feudalism as practiced in African and European empires/kingdoms.

Student Resources

Voices of Triumph: Perseverance, pp. 14–25

Lost Civilization: Africa's Glorious Legacy

Teacher Resources

Videotape: *Africa: A History Denied*

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

10.4 THE AGE OF DISCOVERY: IT DEPENDS ON YOUR POINT OF VIEW

OBJECTIVE To understand how one's point of view affects historical interpretation

INFUSION POINTS World History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A3	BENCHMARK A.3.4.3

Strategies

Introduce the European presence in Africa with a discussion of the meaning of "The Age of Exploration" vs. "The Age of Discovery."

Point out that even "Age of Exploration" shows a non-African point of view, though less patronizing or condescending.

Have students brainstorm a better identifying phrase for this period.

Divide the class into groups of three to reach consensus on the best phrase and write a one-sentence explanation of why its choice is best. Have the class reach a consensus.

Introduce other "loaded" terms that can obscure rather than clarify such as *New World, Indian, girl* (for a female adult), and always referring to Africans as *slaves* rather than *enslaved.*

Assessment

Students will demonstrate their understanding that point of view can affect historical interpretation by explaining the context for the phrase "The Age of Discovery."

10.5 THE PATH TO APARTHEID

OBJECTIVE To understand the economic, political, and cultural causes that created apartheid

INFUSION POINTS World History, Government, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.10	STANDARD A3, A1	BENCHMARK A.3.4.3, A.1.4.2

Strategies

Check for prior knowledge about South Africa.

Introduce the term *apartheid*.

Provide background on the history of South Africa from the claiming of the area by the Dutch in 1652, to the Boer Wars, to its current democratic form of government.

Create a time line to demonstrate how discrimination was legalized.

1936 Black South Africans are removed from the voter rolls.

1945 South Africa joins the UN, but refuses to sign the UN Declaration of Human Rights.

1948 With the Nationalists in power, apartheid becomes the official policy of the government.

1950 Registration Population Act requires all South Africans to be registered at birth by race.

1959 Bantu Self-Government Act attempts to place all black South Africans in separate, dependent states.

1962 Nelson Mandela, the leader of the African National Congress, is imprisoned.

(continues)

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

10.5 THE PATH TO APARTHEID *(continued)*

Strategies *(continued)* Have students do a major research report on the factors that created an environment which was receptive to creating the policy of apartheid. In their report, students should identify the causes of apartheid as economic, political, and/or social/cultural. In their conclusions, students should consider at what times, if any, during its history, South Africa could have done something differently—that might not have brought the nation to apartheid or that could have ended it sooner than it did. For extra credit, have interested students read and report on Alan Paton's novel *Too Late the Phalarope.* **Assessment** Students will conduct research and write a major report on the development of apartheid in South Africa.	

10.6 EUROPEAN BALANCE OF POWER AND THE SCRAMBLE FOR AFRICA

OBJECTIVES To understand why European interests were transferred to Africa in the late 1800s
To determine the colonial policies of European nations in Africa

INFUSION POINTS World History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.8-3.10	STANDARD A3	BENCHMARK A.3.4.3, A.3.4.8

Strategies

Check for prior knowledge about the European "scramble for Africa."

Review the reasons why European nations wanted African territory. Introduce the term *balance of power,* and relate it to European interests at home and in Africa.

King Tewodros of Ethiopia once said, "I know the tactics of European governments. First they send out missionaries, then [officials] to support the missionaries, then battalions to support the [officials]."

Have students do research to determine whether King Tewodros's generalization was more true than it was false. Divide the class into work groups and assign a group to research the African colonial policies of each of the European nations that carved up and ruled Africa: Great Britain, France, Belgium, Portugal, Germany, and Spain.

Each group should make an oral presentation of its findings and should include graphics such as time lines, maps, and other graphic organizers to illustrate its thesis.

After the presentations, the class should create a single graphic organizer that compares and contrasts the colonial policies of European nations in Africa.

Assessment

Students will identify how European interests resulted in the establishment of colonial empires in Africa.

Students will do research to determine the colonial policies of the European nations that carved up the African continent.

(continues)

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

10.6 EUROPEAN BALANCE OF POWER AND THE SCRAMBLE FOR AFRICA *(continued)*

Assessment Students will create a graphic organizer to compare and contrast the colonial policies of European nations in Africa.	

10.7 WORLD WAR II AND AFRICAN INDEPENDENCE

OBJECTIVES To understand how Africans used the lessons of World War II to their advantage
To determine how African nations won their independence from colonial rulers

INFUSION POINTS World History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.6, 3.10	STANDARD A3, A1	BENCHMARK A.3.4.9, A.1.4.2

Strategies

You might combine this lesson with 10.6 on colonial policies in Africa.

On a world map or an overhead transparency trace the Allied and German movements in North Africa—Morocco, Algeria, Tunisia, Libya, and Egypt. Indicate also that in 1941 the Italians were driven out of Ethiopia, which had fallen to Italy in 1935.

Relate that over 500,000 Africans fought against Germany, Japan, and Italy in World War II. They returned home with new skills: driving a truck, firing a rifle, working together for a common end, reading and writing.

Point out that European nations were faced with the contradiction of having fought a world war for freedom while ruling colonies of their own. Those colonies had contributed greatly to the Allied victory. They had provided manpower and natural resources, as well as sites for crucial air and sea bases.

In 1945, the Fifth Pan-African Congress proclaimed: "We are determined to be free. . . . We are unwilling to starve any longer while doing the world's drudgery. We will not support by our poverty and ignorance a false aristocracy and a discarded imperialism."

European nations moved with caution, however. Show a map of Africa after 1885 showing the division of Africa among European nations. Compare it to a map showing African nations in 1980. Have students identify those nations that still had not won their independence by 1980.

Divide the class into work groups and assign each group an African nation to research when and how that African nation won its independence. Reports can take the form of a series of maps with accompanying text boxes, time lines with enlarged text entries, or a narrative.

(continues)

10.7 WORLD WAR II AND AFRICAN INDEPENDENCE *(continued)*

Assessment Students working in groups conduct research and create reports focusing on one example of how an African nation won its independence.	

10.8 AFRICA AND THE GLOBAL COMMUNITY

OBJECTIVE To recognize that what happens in one nation of the globe affects other nations

INFUSION POINTS World History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A3	BENCHMARK A.3.4.10

Strategies

Ask students to brainstorm news stories they have heard or read about African nations in the last several weeks. Or assign students to watch the evening news, check the Internet, or read newspapers and news magazines for two weeks for news of African nations in preparation for this culminating activity.

Point out that fighting in Africa in the last several years, along with severe droughts, has taken millions of lives.

Also indicate that the United Nations and individual countries such as the United States have sent soldiers and relief to African nations.

Introduce some of the international efforts to bring peace and aid to the African nations of Ethiopia, Somalia, Rwanda, and Burundi.

Have students discuss whether international relief efforts and peacekeeping are appropriate actions for individual nations or groups of nations to undertake, or whether these should be the jobs of the United Nations. Students should support their views with facts including costs and moral authority.

Compile pro and con arguments on a graphic organizer and have the class reach consensus.

Assessment

Students will determine whether peacekeeping and relief efforts are more appropriate for individual nations, groups of nations, or the United Nations to undertake.

Students will create a graphic organizer to categorize their information.

In a two to three paragraph essay, students will identify ways in which other countries can be affected by events in one nation.

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

11.1 AFRICANS: FROM INDENTURED SERVANTS TO SLAVES

OBJECTIVE To recognize the stages of African enslavement in the British colonies

INFUSION POINTS U.S. History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.10	STANDARD A4	BENCHMARK A.4.4.2

Strategies

Check for prior knowledge about the triangular trade.

Use the following time line to show the change in the Atlantic slave trade:

1500s Enslaved Africans were taken to islands in the Caribbean to work on the sugar cane plantations.

Mid-1600s As English interest shifted to the mainland, enslaved Africans were sent to the islands to be seasoned before being shipped to the mainland colonies.

1700s Slave ships went directly to the mainland.

Introduce the term *indentured servant.* Point out that the first colonists used fellow Europeans as indentured servants. Ask students what the major drawback to indentured servants might be. (As the servants worked their term and gained their freedom, new servants had to be brought over and trained.)

Have students brainstorm what the advantages to having slaves might be. Ask how many of these reasons are based on economics.

Point out that until the mid-1600s, Africans in the mainland colonies were not always slaves. In the beginning they were indentured servants.

Provide information about:

- the status of the first Africans in the Jamestown colony
- the first slave law passed in Maryland in 1663
- the view of Africans as slaves and therefore property in the plan of government for the Carolinas

(continues)

Student Resources

Voices of Triumph: Perseverance, pp. 27–32, 42–53

Theme Explorer: People on the Move: Leaving the Homeland tabloid

From Auction Block to Glory

Teacher Resources

www.timelifeedu.com: Check the Web site for African American Mosaic, American Slave Narratives: An Online Anthology, and Documenting the American South: Narratives on Slavery.

Theme Explorer: People on the Move: Teacher's Guide

See sample lesson plan.

11.1 AFRICANS: FROM INDENTURED SERVANTS TO SLAVES *(continued)*

Strategies *(continued)* • dispute between the owners of Georgia and the colonists over whether to have slaves • English influence on the laws in New Jersey and New York Discuss how racism may have played a part in rationalizing the economic reasons for slavery. You might also introduce the use of Native Americans initially as slaves and why this did not work for the colonists. **Assessment** Students will write a three to five paragraph essay explaining how slavery took the place of indentured servitude in the U.S. mainland colonies.	

11.2 FREEDOM FOR WHOM? THE WRITING OF THE CONSTITUTION

OBJECTIVE To identify the consequences of the compromise over slavery written into the U.S. Constitution

INFUSION POINTS U.S. History, Government, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7-3.10	STANDARD A4, C2	BENCHMARK A.4.4.4, C.2.4.4, C.2.4.6

Strategies

Check for prior knowledge about the Constitutional Convention and the three-fifths clause compromise.

The Constitutional Convention dealt with the division of power among government branches, the chief executive's role, and representation. Emphasize the arguments relating to slavery when discussing this.

Point out that the delegates reached four agreements that had a profound impact on African Americans and the nation over the next 70 some years:

- Slavery was not abolished.
- The importation of Africans as slaves could not be abolished before 1808.
- All states would be required to return runaways.
- Three-fifths of the number of slaves in a state could be counted in determining the ratio of representatives that the state could send to the House of Representatives.

Discuss the political factors that motivated these agreements. Indicate that many northern delegates undoubtedly believed that slavery would die out in the South as it was doing in the North.

Point out that African Americans were not passive observers. A month before the Constitutional Convention met in Philadelphia, the Free African Society was founded in that city to work toward an end to slavery. In 1799, the society sent a petition to the President and Congress demanding an end to the slave trade and freedom for all African Americans. The petition was debated and rejected.

(continues)

Student Resources

Voices of Triumph: Perseverance, pp. 30–32, 129–132

Strategies *(continued)* Have students consider the compromises reached with regard to slavery. Have them write a speech that provides an alternative solution to one issue and answers arguments that an opponent might make. An example might be that freeing the slaves would cost too much. **Assessment** Students will identify and discuss the political factors that motivated the compromises reached in drafting the U.S. Constitution. Students will write speeches that offer a viable alternative to one of the compromises reached.	

11.3 THE ROLE OF AFRICAN AMERICAN CHURCHES

OBJECTIVE To understand the major role that African American churches have played in the nation's history through their impact on their own congregations and on the larger national life

INFUSION POINTS U.S. History, Government, Language Arts, Sociology

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8, 3.10	STANDARD A4	BENCHMARK A.4.4.5

Strategies

Remind students of the Free African Society founded in Philadelphia in 1793.

Point out that two of the founders of the society, Richard Allen and Absalom Jones, had founded black churches in Philadelphia: Allen, Mother Bethel African Methodist Episcopal Church; and Jones, St. Thomas Free African Church, now St. Thomas African Episcopal Church. Both churches are still functioning in Philadelphia.

Have students brainstorm reasons why African Americans might have started their own churches/denominations. Indicate that by the term *churches* is meant a denomination as well as an individual church congregation.

With students list the different roles that a church can play in a community. Point out that black ministers were at the forefront of the Civil Rights Movement of the 1960s.

Have students research and prepare reports on the history of religion among African Americans in the United States. Students should look for information about the church's impact on national events such as abolition, the Depression, and the Civil Rights Movement of the late twentieth century.

Among the topics they might choose are:

- Richard Allen and Absalom Jones
- the Abyssinian Baptist Church in New York City
- Dr. Martin Luther King, Jr.
- Nation of Islam
- Southern Christian Leadership Conference

(continues)

Student Resources

Voices of Triumph: Leadership, pp. 120–137, 142–163

Teacher Resources

www.timelifeedu.com: Check the Web site for African American Mosaic.

11.3 THE ROLE OF AFRICAN AMERICAN CHURCHES *(continued)*

Strategies *(continued)*
- Oblate Sisters of Providence
- Josephites
- National Baptist Convention USA
- Progressive National Baptist Convention
- Christian Methodist Episcopal Church
- African Methodist Episcopal Zion Church

Assessment

Students will identify the various roles that churches play(ed) in African American communities.

Students will trace the history of African American churches and their impact on national issues from the 1790s through the Civil Rights Movement of the 1960s.

Students will conduct research and write a report on an African American church's influence on its community.

11.4 THE GROWTH OF SLAVERY

OBJECTIVE To understand the significance of the spread of slavery in the development of the nation

INFUSION POINTS U.S. History, Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4–3.6, 3.8, 3.10	STANDARD A4	BENCHMARK A.4.4.5, A.4.4.6

Strategies

Provide a time line that shows events from 1789 to 1860 which affected the spread of slavery. Some entries might include:

1790	Ratification of the U.S. Constitution
1808	Atlantic slave trade abolished
1820	Missouri Compromise
1846–1847	Mexican War
1849	California Gold Rush
1850	Compromise of 1850
1850	Fugitive Slave Law
1854	Kansas-Nebraska Act
	Republican Party formed
1857	Dred Scott Decision

Have students explain how each action led to the growth of slavery and an increase in tensions between North and South. Have students consult their textbooks, historical atlases, and the Internet if possible to find information including statistical data to support this line of reasoning.

These deliberate legislative actions, coupled with unplanned events such as the Gold Rush and the addition of former Mexican lands to the Union, resulted in the spread of slavery. Consider with students the consequence of this chain of events and whether it could have been foreseen that ultimately the nation would come to war. Have students working in pairs create maps, charts, tables, graphs, and text to illustrate how this happened.

For additional credit, have students read and report on the writings of Frederick Douglass.

(continues)

Student Resources

Voices of Triumph: Perseverance, pp. 39-41, 91-94

Library of America: Frederick Douglass: Autobiographies

www.timelifeedu.com: Check the Web site for Frederick Douglass Museum and Culture Center and Frederick Douglass National Historic Site.

Teacher Resources

www.timelifeedu.com: Check the Web site for African Missouri, African American Mosaic, Documenting the American South: Narratives on Slavery, and American Slave Narratives: An Online Anthology.

Assessment Students will create a time line, citing at least ten items—legislative acts and unplanned events that resulted in the spread of slavery and the Civil War. Students will research and create graphics to illustrate the spread of slavery.	

11.5 THE UNFULFILLED PROMISES OF RECONSTRUCTION

OBJECTIVES To identify African Americans in Reconstruction governments
To determine what happened after Reconstruction ended

INFUSION POINTS U.S. History, Government, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.10	STANDARD	A4	BENCHMARK	A.4.4.6

Strategies

Check for prior knowledge about Reconstruction and how its end affected African Americans in the South.

Identify the roles that freedmen (men only were allowed to vote) played in Southern Reconstruction governments as delegates to state constitutional conventions, as members of state legislatures, as state officeholders, and as members of the U.S. Congress. No state legislature was controlled by African Americans.

Identify for students several of these officeholders: P.B.S. Pinchback, Lieutenant-Governor of Louisiana; Blanche K. Bruce and Hiram Revels, U.S. Senators.

Have students brainstorm the kinds of laws and services that Reconstruction governments might have passed or repealed and why.

Ask students what the 13th, 14th, and 15th Amendments to the U.S. Constitution guaranteed African Americans.

When the last federal troops withdrew from the South in 1877, new white legislatures passed new black codes known as Jim Crow laws. In the 1890s a series of laws were passed that disenfranchised African Americans.

Relate the purpose of the Jim Crow laws: to keep African Americans separate from whites. The laws regulated everything from streetcars to separate entrances and seating in circuses.

(continues)

Student Resources

Voices of Triumph: Perseverance, pp. 76–83; *Leadership,* pp. 208–209, 218–221

Teacher Resources

www.timelifeedu.com: Check the Web site for African American Mosaic.

See also: Sample Lesson Plan for 5.3, "Freed African Americans and Education"

Strategies *(continued)*
Give examples of some state voting laws from the late 1800s and ask students how the laws could be used to keep African Americans from voting:

- Poll tax: fee that voters had to pay
- Property test: had to own certain amount of property
- Literacy test: had to be able to read
- Grandfather clause: if grandfather had voted before the Civil War, the property and literacy tests were waived

Have students write an essay either agreeing or disagreeing with the thesis that Reconstruction is the nation's unfinished revolution.

Assessment
Students will create a table, by state, of African American legislators who served in the Reconstruction government.

Students will identify in an essay the backlash of white post-Reconstruction governments.

Students will write an essay either agreeing or disagreeing with the thesis that Reconstruction is the nation's unfinished revolution.

11.6 BOOKER T. WASHINGTON AND W.E.B. Du BOIS

OBJECTIVE To understand the differences in viewpoint and influence of two major African American spokesmen

INFUSION POINTS U.S. History, Language Arts, Sociology

GOAL 3 3.1, 3.2, 3.4, 3.7, 3.10	STANDARD A4, A5	BENCHMARK A.4.4.6, A.5.4.1

Strategies

Check for prior knowledge about Booker T. Washington and W.E.B. Du Bois.

To establish the background for the lesson, provide a brief biographical sketch of each man and his views on the best way for African Americans to use their freedom.

Review with students the economic, political, and societal world of the late 1800s and early 1900s that African Americans faced.

Assign students to groups of three and have them choose to research either Washington or Du Bois. Students should consider:

- the man's beliefs
- the reaction of other African Americans and whites to his beliefs
- the work he accomplished
- how successful he was in influencing change

Have each group choose a spokesperson to give his/her group's conclusion as a part of a panel discussion. Or use the information for a Socratic circle activity in which everyone participates.

For extra credit, have students read some of Du Bois' articles for *The Crisis* and summarize them for a class discussion.

Assessment

Students will evaluate the point of view and work of Booker T. Washington and W.E.B. Du Bois to determine who has had more influence. Two points of examination should be discussed.

Student Resources

Voices of Triumph: Leadership, pp. 34–35, 46, 49, 75, 80, 82, 172–174, 176–177, 182–185, 209–212, 218; *Perseverance,* pp. 78, 136, 138–139, 185–186, 191, 201–204; *Creative Fire,* pp. 25, 131, 133, 152

Library of America: W.E.B. Du Bois: Writings

Theme Explorer: People on the Move: North to Opportunity tabloid; Project card #11 "Equal Rights"; *People With a Dream: A Time of Promise* tabloid; Project card #1 "Journalism"

Teacher Resources

www.timelifeedu.com: Check the Web site for African American Mosaic and Black History: Exploring African American Issues on the Web.

Theme Explorer: People on the Move, People With a Dream: Teacher's Guides

11.7 AFRICAN AMERICANS IN 1920: NORTH, SOUTH, URBAN, RURAL

OBJECTIVE To identify the differences and similarities among African Americans' lives in the early twentieth century

INFUSION POINTS U.S. History, Language Arts, Sociology

GOAL 3	3.1, 3.2, 3.4, 3.7	STANDARD	A5	BENCHMARK	A.5.4.1

Strategies

Divide the class into work groups with responsibility for conducting research, analyzing the findings, and preparing a report in the form of a booklet. Each group is to focus on two characteristics of African American settlement patterns between 1900 and 1920: northern urban, southern urban, or southern rural.

Before students begin, have them brainstorm categories to investigate such as education, housing, ways of earning a living, political rights/political realities, health care, and so on. Students should include in their booklets tables, maps, pictures, and text as evidence.

After the projects have been completed, have students as a class create a graphic organizer that shows the similarities and differences between the various areas of settlement.

Have students draw conclusions about the status of African Americans as a group between 1900 and 1920.

Ask whether the conditions were the same as or different for European immigrants to the United States during this period and why.

Assessment

Students will research and prepare reports on the status of African Americans between 1900 and 1920.

Students will create a graphic organizer to compare and contrast different settlement patterns of African Americans between 1900 and 1920.

Students will develop generalizations about the status of African Americans and compare and contrast their situation with newly arrived immigrants.

Student Resources

Voices of Triumph: Leadership, pp. 80–85, 96–97, 212–213; *Perseverance*, pp. 202–205

Theme Explorer: People With a Dream, A Time of Promise tabloid; *People on the Move: North to Opportunity* tabloid

Teacher Resources

Theme Explorer: People With a Dream: Black History Minutes videotape; Teacher's Guide; *People on the Move:* "North to Opportunity" overhead; Teacher's Guide

11.8 AFRICAN AMERICAN LITERATURE IN THE TWENTIETH CENTURY

OBJECTIVE To identify the work of some African American writers of the twentieth century

INFUSION POINTS U.S. History, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7	STANDARD A5	BENCHMARK A.5.4.4

Strategies

Consider teaching this as a parallel unit with the Communications/Language Arts department.

Provide brief biographies of various writers from the twentieth century and suggested titles for reading. Some possible subjects are:

Zora Neale Hurston	Alex Haley
Richard Wright	Alice Walker
Toni Morrison	Ralph Ellison
James Baldwin	

Assign students to read a work by one writer and prepare a book report. In addition to the elements of the report that the Communications teacher may expect, have students include the cultural context in which the work was written.

Assessment

Students will read a work by an African American author and critique it in terms of literary elements as well as setting it in its cultural context.

Student Resources

Voices of Triumph: Creative Fire, pp. 136–141, 152–161, 174–175

Library of America: Zora Neale Thurston: Novels and Stories; Zora Neale Thurston: Folklore, Memoirs, and Other Writings; Richard Wright: Early Works; Richard Wright: Later Works

11.9 THE CIVIL RIGHTS MOVEMENT CONTINUED

OBJECTIVE To identify the Civil Rights Movement of the 1960s as part of a long series of activities to obtain freedom and equal rights for African Americans

INFUSION POINTS U.S. History, Government, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.7	STANDARD A5	BENCHMARK A.5.4.7

Strategies

Review with students beginning with the Free African Society founded in 1793, activities of African Americans that focused on freedom and equality.

Create a classroom time line to highlight these events as background to the current lesson focusing on the 1950s and 1960s. The entries should include an identifying sentence on what the event was and its significance.

Consider slave uprisings as well as abolitionist activities in the early 1800s, the Civil War, Reconstruction, establishment of organizations such as the Niagara Movement and the National Urban League, various acts of the New Deal, and the threatened march on Washington in 1941.

Have students research and add to the time line the events of the 1950s and 1960s that culminated in a series of laws and the War on Poverty. Possible topics are:

- *Brown* vs. *Board of Education*
- Montgomery, Alabama, bus boycott
- March on Washington
- Integration of Central High School, Little Rock
- Integration of the University of Mississippi
- Lunch counter sit-ins
- Freedom Rides
- March from Selma to Montgomery, Alabama
- Voting Rights Act of 1965

(continues)

Student Resources

Voices of Triumph: Perseverance, pp. 54–83, 138–144, 180–201, 208–237; *Leadership,* pp. 202–231

www.timelifeedu.com: Check the Web site for Frederick Douglass Museum and Cultural Center and Frederick Douglass National Historic Site.

Teacher Resources

Videotapes: *Shades of Intolerance; The Court Martial of Jackie Robinson; Blacks in the Military; Hank Aaron: Chasing the Dream; Separate and Unequal; Heat Wave*

www.timelifeedu.com: Check the Web site for Black History: Exploring African American Issues on the Web, National Civil Rights Museum, U.S. Human Rights Documents–Historical, and John Brown Raid Photos/Illustrations.

11.9 THE CIVIL RIGHTS MOVEMENT CONTINUED *(continued)*

Strategies *(continued)* Have students monitor newspapers, news magazines, and television news for two weeks to see if the need for a Civil Rights Movement is over. In addition to African Americans, have students watch for issues relating to other ethnic groups and to women. Use this data for a class discussion. **Assessment** Students will create a time line to trace the activities of the Civil Rights Movement from its beginnings to the 1960s. Students will analyze two reasons why the Civil Rights Movement was more successful in the 1960s than it had ever been. Students will gather data and debate whether the need for a Civil Rights Movement is over.	

11.10 SOME FACTS AND FIGURES ABOUT AFRICAN AMERICANS TODAY

OBJECTIVE To analyze current demographic information about African Americans as an indicator of cultural diversity

INFUSION POINTS U.S. History, Mathematics, Language Arts, Sociology

GOAL 3	3.1, 3.2, 3.4 3.10	STANDARD	A5	BENCHMARK	A.5.4.8

Strategies

To provide a view of the African American population today, it is useful to have students work with some statistical information. The U.S. Census Bureau will be updating its statistics after the year 2000 census, and in the past has released detailed pamphlets by ethnic groups within four years of the census. For 1990 information, use the U.S. Statistical Abstract and almanacs such as *The New York Times Almanac* with thorough sections on population, the economy, and education.

Provide statistical information and have students create their own graphs to analyze and draw conclusions.

Have students use their conclusions to write essays describing trends among African Americans.

Some statistics to provide would include:

- overall population (33.9 million in March 1996)
- percentage of the total U.S. population (12.8)
- median age (29.5)
- percentage of African Americans over 65 (8)
- percentage of African Americans under 18 (32)
- population distribution among regions; urban vs. suburban; by top ten cities by real number and percentage; by top 10 states by real number and percentage
- by family structure
- by educational attainment
- by employment and income

(continues)

Student Resources

Voices of Triumph: Leadership, pp. 54–73, 108–119, 190–201; *Creative Fire*, pp. 56–69, 120–125, 232–233

Teacher Resources

Videotapes: *Hoop Dreams, Court-TV: Leading the Way*

www.timelifeedu.com: Check the Web site for The Trials and Triumphs of African American Family Life.

11.10 SOME FACTS AND FIGURES ABOUT AFRICAN AMERICANS TODAY *(continued)*

Strategies *(continued)* Use this opportunity to teach the difference between percentages and real numbers and how perceptions can be manipulated using either one. For example, 29.5 percent of African Americans live below the poverty level compared to 11.2 percent of whites. However, in real numbers this is 9.9 million African Americans compared to 24.4 million whites. **Assessment** Students will graph statistical information about African Americans to analyze trends. Students will translate statistical information into essays describing the general economic status of African Americans in the United States today.	

G12.1 MODERN AFRICAN GOVERNMENTS

OBJECTIVE To determine why many African governments have experienced so much instability

INFUSION POINTS Government, World History, World Geography, Language Arts

GOAL 3 3.1, 3.2, 3.4, 3.5, 3.8, 3.9	STANDARD C1	BENCHMARK C.1.4.1

Strategies

To help students understand the problems that Africans have experienced in creating stable, democratic governments, it is necessary to review some history with them.

Check for prior knowledge with a K-W-L activity.

Ask students to list reasons why they think Africans have found nation-building so difficult.

Add to the students' list as needed:

- Elder politicians who were leaders in the independence movement find it difficult to give up power.
- Some leaders have been incompetent.
- Some nations have been unable to cope with the problems left by colonialism: ethnic rivalry and poor economies.

Ask students for examples from their study of history to illustrate these points.

In some nations, leaders declared that only one party could exist because they believed that multiple parties fragmented national interests and kept the nation from unifying. An example is Tanzania under Julius Nyerere.

Have students choose one African nation to do research on the development of its national government since independence. Have students share the main points about each government in a class discussion, and then review the class list on the causes of instability in African government to determine if they would revise it. Ask if students can see a change in the amount of instability within African nations across the last ten years.

(continues)

Student Resources

Voices of Triumph: Leadership, pp. 232-235

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

G12.1 MODERN AFRICAN GOVERNMENTS *(continued)*

Assessment Students will analyze the causes of instability in African national governments. Students will develop a proposal of at least a page supporting the need for increased aid to African nations by the World Bank, the U.S. government, or the European Community.	

G12.2 THE ROLE OF THE MEDIA IN THE CIVIL RIGHTS MOVEMENT

OBJECTIVE To determine the impact of the media on public opinion and public policy during the Civil Rights Movement of the 1950s and 1960s

INFUSION POINTS Government, U.S. History, Language Arts

GOAL 3 3.1, 3.4, 3.10	STANDARD C1, C2	BENCHMARK C.1.4.4,C.2.4.7

Strategies

In teaching about public opinion and the mass media, use the Civil Rights Movement of the 1950s and 1960s to illustrate how the media can set the public agenda.

Check for prior knowledge of the Civil Rights Movement.

Define the term *public agenda* as the list of societal problems that both political leaders and citizens agree need government attention.

Define the term *mass media* or *media* as all forms of communication—newspapers, radio, television, news magazines, the Internet—that influence large audiences.

Relate a quotation from a government policy expert:

> The mass media may not be successful in telling their audience what to think, but the media are stunningly successful in telling their audience what to think about.

Show video clips from TV news from the 1950s and 1960s of some of the speeches, demonstrations, and violence that occurred in response to African Americans' efforts to end segregation and win equal rights.

Read some of the newspaper accounts of these events to students.

Reading excerpts from David Halberstam's two books, *The Children* and *The Fifties,* will give students insights from the point of view of a working journalist at the time.

(continues)

Student Resources

Voices of Triumph: Perseverance, pp. 208–211, 213–229

Theme Explorer: People With a Dream: Struggle for Equality tabloid; project card #9 "Heroes of Civil Rights"

www.timelifeedu.com: Check the Web site for Stamp on Black History.

Teacher Resources

Videotapes: *Shades of Intolerance, Separate and Unequal* and *Heat Wave*

Theme Explorer: People With a Dream: Teacher's Guide

G12.2 THE ROLE OF THE MEDIA IN THE CIVIL RIGHTS MOVEMENT *(continued)*

Strategies *(continued)* Discuss with students how television, which was still relatively new in the 1950s, radio reports, and newspaper accounts helped to bring the Civil Rights Movement to the attention of the nation. Ask students, based on their knowledge of the Civil Rights Movement, what legislation came about as a result of this heightening of the nation's consciousness to the unequal treatment of African Americans. **Assessment** Students will demonstrate the impact that the mass media may have on public opinion and national policy by reporting on a specific instance in which the media played a determining role in the perception of and outcome of an issue or event in the Civil Rights Movement.	

G12.3 THE ROLE OF SPECIAL INTEREST GROUPS FOR AFRICAN AMERICAN CONCERNS

OBJECTIVE To identify the roles that special interest groups for African Americans play in the political process

INFUSION POINTS Government, Language Arts

GOAL 3 3.1, 3.4	STANDARD C1	BENCHMARK C.1.4.4

Strategies

Often, the term *interest group* has a negative connotation. Introduce the acronym ARC (Association for Retarded Citizens) and ask what students think its work is.

Explain that an interest group is a group of people who share common policy concerns or goals and organize to influence public policy and governmental action.

Ask students to name some interest groups they know, and identify each as to local, statewide, national, or international in scope, its constituency, and its issue or work. Point out that the groups have goals and work toward those goals.

Introduce some interest groups with concerns in the African American community and have students speculate about their scope, constituency, and work. Some examples are:

- Congressional Black Caucus
- National Association of Black School Educators (NABSE)
- Council of Great City Schools
- National Association for the Advancement of Colored People (NAACP)
- National Association for Sickle Cell Disease (NASCD)
- National Urban League
- Sororities and fraternities such as:
  - Phi Beta Sigma
  - Alpha Kappa Alpha
  - Zeta Phi Beta
  - Kappa Alpha Psi

Have students distinguish between the work the group does and the influence it has.

(continues)

Student Resources

Voices of Triumph: Leadership, pp. 192–195, 214–215, 226–227, 233

Teacher Resources

www.timelifeedu.com: Check the Web site for African American Mosaic.

G12.3 THE ROLE OF SPECIAL INTEREST GROUPS FOR AFRICAN AMERICAN CONCERNS *(continued)*

Strategies *(continued)* Have students choose one African American interest group or group whose work affects African Americans and research it. They should summarize the group's influence in a brief expository paper of two or three paragraphs. **Assessment** Students will recognize the value of interest groups in promoting African American causes and influencing the African American community as well as the larger nation by choosing a specific interest group and giving one example of its efforts and outcomes in a three to five paragraph essay.	

G12.4 THE HISTORY OF AFFIRMATIVE ACTION

OBJECTIVE To determine the history of affirmative action and to predict its possible future

INFUSION POINTS Government, U.S. History, Language Arts

GOAL 3	3.1, 3.2, 3.4, 3.7	STANDARD	C2	BENCHMARK	C.2.4.5, C.2.4.7

Strategies

Affirmative action is an example of "how social, economic, and political decisions made by the government can impact on individuals and families" and is also an example of "how freedoms, rights, and responsibilities are continuously being redefined in the context of modern society." (SBBC Continuous Progress Indicator for C.2.4.5)

Because of the importance of this policy, a culminating activity for the government course might be a panel discussion on (1) what affirmative action is, (2) why the policy was established, (3) whom it has come to cover, and (4) what its future might be. The purpose is not to debate its merits, but to establish its basis and predict its possible future.

Divide the class into at least four work groups. Assign each group a topic for the panel discussion. The groups are to choose one spokesperson, and each member is to research some aspect of its topic and prepare notes for the spokesperson to use in the panel discussion. The spokesperson will have to synthesize the notes and request additional information and clarification from his/her group.

Emphasize that this is to be a discussion based on facts, not opinions, and groups should provide supporting evidence for their presentation.

After the groups have presented the panel, have a whole class discussion that answers the questions:

1. What surprised you most about the history of affirmative action?
2. Do you think affirmative action will continue—in its present form or changed in some way?

Assessment

Students will complete research about the policy of affirmative action for a panel discussion on the possible future of the policy.

Student Resources

Voices of Triumph: Perseverance, p. 200; *Leadership,* pp. 87–89

Teacher Resources

Videotapes: *Heat Wave,* and *Separate and Unequal*

www.timelifeedu.com: Check the Web site for African American Mosaic.

E12.1 MODERN AFRICAN ECONOMIC SYSTEMS

OBJECTIVE To identify obstacles that must be overcome in setting up a mixed economy in a newly independent nation

INFUSION POINTS Economics, World Geography, Language Arts

GOAL 3	3.1-3.4, 3.6-3.10	STANDARD	D2	BENCHMARK	D.2.4.1

Strategies

In teaching the types of economic systems use examples from the African continent.

Traditional: Within larger nations are groups of people who live traditional lives of hunting and gathering such as the San people of the Kalahari Basin in South Africa, and herders, such as the Masai in the countryside of Kenya and Tanzania. These groups make economic decisions the same way their ancestors made such decisions regardless of the larger economy in which they live. For example, they still use the barter system to exchange goods, and their economic roles are dictated by what has been done in the past—gather food, hunt, or herd cattle.

Command: No African nation follows a strictly command economy similar to that of the former Soviet Union. However, some nations do have a socialist form.

Mozambique, Angola, Congo, and Zimbabwe are examples of nations whose leaders came to power with help from the Communist nations of Cuba, China, or the former Soviet Union and adopted socialism to a greater or lesser degree. Ghana, Guinea, and Senegal have also tried socialism to some degree but through peaceful means.

Introduce Tanzania under Julius K. Nyerere as the classic example of African socialism.

Mixed: Point out that nations such as South Africa and Kenya have mixed economies to a greater or lesser degree.

For extra credit, have students research the economic development of Tanzania and Kenya.

Assessment

Students will identify two obstacles to developing mixed economies in a newly independent nation and use examples from African nations to illustrate their points in an essay of at least five paragraphs.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

See sample lesson plan.

E12.2 AFRICAN AMERICAN ENTREPRENEURS

OBJECTIVE To identify some African American entrepreneurs

INFUSION POINTS Economics, U.S. History, Language Arts

GOAL 3	3.1-3.4, 3.6, 3.7	STANDARD	D2	BENCHMARK	D.2.4.2

Strategies

Ask students to brainstorm some entrepreneurs they know about. If necessary, ask directly for some African American examples such as Michael Jackson, Spike Lee, and Michael Jordan. Students may think of these men only as entertainers and athletes, but point out that each is a successful businessman.

Explain that from the beginning of the colonies there were always some Africans and African Americans who were free and working for themselves.

Have students identify the qualities that they think make a successful entrepreneur.

Have students do research on and prepare magazine profiles about African American entrepreneurs. Divide the class into small groups. Each member of a group has to choose a person, do research about him/her, and write a profile that the group then assembles into a presentation.

Some examples are:

Spike Lee	Madame C.J. Walker	Dave Bing
Michael Jackson	Paul Cuffe	Berry Gordy
Michael Jordan	Don Barden	Herman J. Russell
Reginald F. Lewis	Charles Clinton Spaulding	Sandra Williams Bate

Have students review the class list of qualities of a successful entrepreneur and revise it as needed.

Have students write a brief essay describing how their research subject fits the profile of a successful entrepreneur.

(continues)

Student Resources

Voices of Triumph: Leadership, pp. 74–119

www.timelifeedu.com: Check the Web site for Stamp on Black History.

Teacher Resources

www.timelifeedu.com: Check the Web site for African American Mosaic.

E12.2 AFRICAN AMERICAN ENTREPRENEURS *(continued)*

Assessment Students will list the qualities that a successful entrepreneur needs. Students will complete research about and write a profile of an African American entrepreneur, highlighting at least two qualities that have helped that person succeed and why.	

E12.3 THE DEVELOPING NATIONS OF AFRICA

OBJECTIVE To determine why a nation is categorized as "developing"

INFUSION POINTS Economics, World Geography, Language Arts

GOAL 3 3.1-3.10	STANDARD D2	BENCHMARK D.2.4.5, D.2.4.6

Strategies

Ask students to brainstorm some characteristics that the nations of the African continent have in common; e.g. agriculture as the major livelihood; rapidly expanding populations.

Probe for the following: low per capita income, an agricultural economy, poor health conditions, low literacy rate, rapid population growth. Add to the students' list whichever of these characteristics that students do not identify.

Point out that these five economic and social characteristics together identify a nation as developing rather than developed in economic terms. Explain that the term is not a value judgment.

Have students contrast what the characteristics of a developed nation would be.

Introduce the term *nation in transition* and indicate that there are 28 such countries. Almost all are nations from Eastern Europe that are moving from a command economy to a mixed economy.

Indicate that even within a nation there can be great differences. A small percentage of the people can hold the vast majority of the nation's wealth. For example, in Chad 85 percent of the people work in subsistence agriculture.

(continues)

Student Resources

www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources

www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Strategies *(continued)*
Provide some statistics for students:

	Per Capita GDP (dollars)	Infant Mortality (per 1000 live births)	Birth Rate (per 1000 people)	Annual Rate of Natural Increase	Literacy Rate (percentage)
Congo	$3,100	106	38	2.14	57
Ethiopia	$400	121	45	2.80	33
Ghana	$1,400	78	33	2.29	60
Nigeria	$1,300	70	42	3.00	51
United States	$27,500	6	14	.58	97

Explain that natural increase is the difference between the number of people born and the number that die in any given year.

Have students in small groups determine which conditions they think would be the easiest to change, why, and how. Students then discuss their rankings and defend their solutions. Use a four corners format for the discussion portion of the lesson.

Assessment
Students will identify the characteristics that define a nation as "developing."

Students will propose solutions and attempt to persuade their classmates of the rightness of their arguments about change in developing nations.

E12.4 BALANCE OF TRADE FOR AFRICAN NATIONS

OBJECTIVE To determine the relationship between exports and imports for African nations

INFUSION POINTS Economics, Mathematics

GOAL 3 3.1-3.10	STANDARD D2	BENCHMARK D.2.4.5, D.2.4.6

Strategies

In discussing the problems that African nations face in improving their standard of living, introduce the concept of balance of trade.

To help students understand the relationship between imports and exports in African nations, have them graph some examples.

			Trading Partners/Trading Partners	
	Exports	**Imports**	**Exports**	**Imports**
Benin	$310 million	$439 million	France	France
	cotton	food	Morocco	Thailand
	crude oil	beverages	Portugal	Netherlands
	palm products	tobacco	Spain	
	cocoa	petroleum products		
Ethiopia	$296 million	$972 million	Germany	U.S.
	coffee	capital goods	Japan	Germany
			Saudi Arabia	Italy
Ghana	$1 billion	$1.7 billion	Germany	UK
	cocoa	petroleum	U.S.	U.S.
	gold	consumer goods	UK	Germany
	timber	food		
	tuna			
Ivory Coast	$2.9 billion	$1.6 billion	France	France
	cocoa	food	Germany	Nigeria
	coffee	capital goods	Netherlands	Japan
	tropical woods	consumer goods	Italy	Netherlands

(continues)

E12.4 BALANCE OF TRADE FOR AFRICAN NATIONS *(continued)*

Strategies *(continued)*
Ask students to extrapolate information about each nation based on the kinds of goods each exports and imports. For example, three of the four nations buy food among their major imports. All export raw materials and buy finished goods. Only one counts another African nation as a major trading partner.

Additional data can be found in *The World Bank Atlas, Statistical Abstract of the U.S.*, and almanacs.

Have students research and prepare reports on multinational corporations with investments in African nations. Students should determine what the multinationals sell or manufacture in the nations in which they have investments and how these investments help African nationals.

In addition to checking newspaper and magazine resources, students might write to African consulates in the United States or to corporations asking for their annual reports to review. Some multinationals to check are:

Barden Companies
(based in Detroit, Michigan,
and owned by an African American)
General Motors
Coca-Cola
Pepsico (Pepsi)
Exxon
Sears
Citicorp

Assessment
Students will create graphs showing one to five years and two to three categories to analyze the export/import data for two African nations.

Students will research and write reports about the activities of multinationals in African nations.

Students will identify and explain in a three to five paragraph essay two reasons why most African nations have a negative balance of trade.

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

A GENERAL NOTE

The following section provides a sample lesson for each grade level, Pre-Kindergarten through grade 12. In several instances the same topic is used for lessons across several grades to illustrate how important material can be developed in an age-appropriate sequence, thus building on earlier understandings which create a greater richness and complexity of the curriculum.

The suggested Time Frames are a baseline and may be varied. The sample lessons are based on the Sunshine State Standards, Benchmarks, Goal 3/Core Competencies, and the Broward District Schools' Critical Content and Performance Standards.

GRADES
Pre-K - 2

Pre-K.3 KWANZAA FEAST

Grade Pre-Kindergarten

Topic Cultural Awareness

Objective To expose children to an aspect of African American culture

Time Frame Time across 3 days

Areas of Infusion Social Studies, Art

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.8-3.10	A3	A.3.1.3

Materials
Paper and crayons
Basket of fruits and vegetables
Ingredients for sweet potato pie

Teacher Resources
Audiotape: *Kwanzaa Folktales*
www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Explain that Kwanzaa is a festival that many African Americans celebrate between Christmas and New Year's. It is meant to celebrate the African homeland and the heritage of African Americans.

2. Explain that Kwanzaa celebrates seven important ideas for African Americans: unity, or belonging to a family or community; self-determination, or growing up strong and confident; working together and being responsible; helping one another; doing good things to build the African American community; making the African American community a better, more beautiful place; faith, believing in African Americans as good and great people.

3. Explain that the fruits and vegetables represent the African heritage of farming. Many African people were and are farmers.

4. Make a sweet potato pie with the children and have them sample some to celebrate Kwanzaa.

Assessment

Children will participate in the preparation and feast with enthusiasm and will explain the purpose of Kwanzaa.

Children will draw pictures that represent for them the meaning of two of the seven principles of Kwanzaa.

K.3 CELEBRATING KWANZAA

Grade Kindergarten

Topic Cultural Awareness

Objective To create an awareness of the meaning of Kwanzaa

Time Frame Time across 3 days

Areas of Infusion Social Studies, Art

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.8-3.10	A3	A.3.1.3

Materials
Paper and crayons
Copies of a drawing of an ear of corn
Popcorn or ears of corn

Teacher Resources
Audiotape: *Kwanzaa Folktales*
www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Reintroduce the concept of the seven principles of Kwanzaa that children learned in pre-kindergarten, but at a slightly more complex level: unity or belonging to a family or community; self-determination or growing up strong and confident; working together and being responsible; helping one another; doing good things to build the African American community; making the African American community a better, more beautiful place; faith, believing in African Americans as good and great people.

2. Introduce the colors that are often associated with Kwanzaa: red for the struggles of African Americans, green for hope in the future, and black for the rich color of African Americans' skin. Use the colors as the background for a bulletin board display children's pictures of corn.

3. Explain that corn is a symbol of Kwanzaa. It represents children who are the hope of the future.

4. Draw an ear of corn and photocopy enough for the children. Children will color in their pictures.

5. Have the class dictate a sentence about what corn represents in the Kwanzaa celebration.

6. Roast corn or make popcorn for a small feast/treat.

Assessment

Children will draw pictures to show what each of the seven principles means to them.

Children will color drawings of corn, or draw and color ears of corn, one for each child in their family.

1.5 KWANZAA FEAST: MAKING MKEKAS

Grade 1

Topic Cultural Awareness

Objective To understand the meaning of Kwanzaa for African Americans

Time Frame Time across 5 days

Areas of Infusion Social Studies, Art, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.8-3.10	A3, C1	A.3.1.3, C.1.1.2

Materials

Construction paper: red, green, and black or tan, yellow, and light green
Scissors
Tape
Book such as *Seven Candles for Kwanzaa* by Andrea Davis Pinkney (Dial Books for Young Readers, New York, 1993)
Ingredients for Kwanzaa feast

Teacher Resources

Audiotape: *Kwanzaa Folktales*
www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, African Art Resources, and K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Read a book about Kwanzaa to the children, and talk about the meaning of the celebration.

2. Have children make mkekas or placemats in preparation for their own feast.

3. Talk with children about the significance of the colors red, green, and black. They represent the struggles of African Americans, the hope for a prosperous future, and the rich color of African Americans' skin. Mkekas could also be made from tan, yellow, and light green construction paper to simulate corn.

4. Demonstrate for children how to make their mkekas by cutting strips of construction paper 8" by 1" and then weaving them together and taping the strips on the back.

5. Explain that the Kwanzaa celebration lasts for seven days, and that food is an important part of the holiday as it is in many other people's holidays, such as the Chinese New Year or St. Patrick's Day. For the feast, enlist parents to prepare fried chicken, candied yams, broiled plantains, and baskets of fruits and vegetables as a symbol of the roots of Africa in farming.

6. After the feast, have children write two or three sentences describing the purposes of Kwanzaa.

(continues)

1.5 KWANZAA FEAST: MAKING MKEKAS *(continued)*

Assessment

Children will make their own mkekas.

Children will describe in two or three sentences Kwanzaa as a holiday which celebrates the ties holding African American families and friends together, and relate them to their African roots.

Children will participate in the feast with enthusiasm and with understanding of its meaning.

2.5 EARLY AFRICAN ART, MATHEMATICS, AND SCIENCE SKILLS (USING PATTERNS TO MAKE A KUFI)

Grade 2

Topic Cultural Awareness

Objectives To recognize the skills needed by ancient Africans in their art and building

To use patterns to make a kufi

Time Frame Time across 2 days

Areas of Infusion Art, Mathematics, Science

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.5, 3.10	A2, A3	A.2.1.3, A.3.1.2

Materials

Art books of ancient African art and monumental buildings
Pattern blocks
Crayons
4" x 6" index cards
Sentence strips
Staplers or tape dispensers
Colored tissue paper

Teacher Resources

Voices of Triumph: Perseverance, pp. 14–22; *Leadership,* pp. 22–23; *Creative Fire,* pp. 12–21
Videotape: *Africa: History Denied,* all segments
www.timelifeedu.com: Check the Web site for Art and Life in Africa Online, K–12 Electronic Guide for African Resources on the Internet, and African Art: Aesthetics and Meaning.

Procedures/Activities

1. Introduce the lesson by asking children what they already know about early African art and buildings.

2. Reinforce and build on this information by showing pictures of early art and monumental buildings such as the pyramids of Egypt, the mosques of Timbuktu in Songhai, the bronzes of Benin, the gold weights of Ghana, the ruins in Zimbabwe, and so on.

3. Introduce at an age-appropriate level the knowledge and skills early Africans needed to know in order to create their buildings and artworks: for example, knowledge of geometry to build the pyramids; knowledge of engineering skills to develop pillars and columns to hold up stone roofs; knowledge of metallurgy or heating metal to very high temperatures to work with gold.

4. Building on the concept of geometric figures, introduce the kufi or pillbox hat that African men wear in West Africa. Explain that children will create a band for their own kufis by using the same shapes that Africans used to create pyramids: triangles and squares plus trapezoids and hexagons.

(continues)

2.5 EARLY AFRICAN ART, MATHEMATICS, AND SCIENCE SKILLS (USING PATTERNS TO MAKE A KUFI) *(continued)*

5. Distribute a sentence strip, crayons, and an index card to each child.

6. Model for children how to create a pattern from the blocks. Have children take turns choosing blocks for their patterns. Be sure they understand that they will need several of each type in order to create a pattern.

7. After all children have created their patterns using the blocks, have them transfer their patterns to the sentence strips and to the index cards. Have them color in their patterns on both pieces.

8. Have children tape or staple the ends of their sentence strips together to create hat bands. Then have them tape or staple the colored tissue paper to their kufis to make crowns for their pillbox hats.

9. Collect the index cards and then redistribute them. Have children wear their kufis and take turns finding the kufi with the same pattern as the one on her/his index card.

Assessment

Children will show an appreciation of the mathematics and science achievements of ancient Africans by restating the skills needed to build and create certain monumental buildings and artworks.

Children will demonstrate their understanding of the concept of patterns by designing a pattern and identifying a different pattern.

Children will complete their kufis.

GRADES 3 - 5

3.8 EUROPEANS COLONIZE AFRICA

Grade 3

Topic African History

Objective To identify the reasons that European nations had to colonize Africa

Time Frame Time across 2–3 days

Areas of Infusion Social Studies, Geography, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1-3.4, 3.10	A2, A1	A.2.2.6, A.1.2.3

Materials
- Wall map or overhead transparency of map of Africa showing mineral resources
- Wall map or overhead transparency of map of Africa showing colonial empires

Teacher Resources www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Using a wall map or overhead transparency of a map of the African continent with mineral resources indicated, ask children to read the map key and match the symbols to the mineral resources shown on the African continent. Areas rich in gold, coal, and diamonds should be indicated.

2. Ask children if they have studied about the Industrial Revolution in Europe and the United States. Explain that before machines were invented in the 1800s, people made what they needed by hand; for example, spinning cloth on wooden spinning wheels versus the huge metal machines which replaced them in the 1820s–1830s. To fuel these machines and to create new businesses, Europeans and Americans needed huge amounts of mineral resources and other natural resources. Some, like water, they could find at home. They needed to find other resources in foreign countries.

3. Use the following information to create a time line, appropriate for your children, to show how Europeans learned about the resources, including people, that the African continent offered. Relate the information to the map.

1445	Portuguese sail as far as the Cape Verde Islands and the Senegal River.
1471	Portuguese build forts along the Gold Coast.
1490s	Pedro Covilhaõ reaches Ethiopia.
1487	Bartholomeu Dias rounds the Cape of Good Hope.
1497–1498	Vasco da Gama rounds the Cape of Good Hope and sails up the east coast of the African continent and across to India.
1505	Portuguese begin to conquer east coast cities.
1600s	Slave trade in West Africa grows as the Americas are colonized.

(continues)

3.8 EUROPEANS COLONIZE AFRICA *(continued)*

1768–1889	Europeans and Americans explore the African continent.
1880s–early 1900s	European missionaries work in Africa.
1870s–1880s	Europeans divide up the African continent for themselves. Soldiers follow to establish and keep control. Europeans set up trading companies and other businesses.

4. Use a wall map or overhead transparency of a map of the African continent that shows the European colonial empires after 1885. Point out that only Ethiopia remained independent. Spain, Italy, Portugal, and Germany had small colonies spread across the continent while the Belgian king held a major portion of the interior (the Belgian Congo), and France and England held vast areas.

5. Ask children to list the resources that Europeans found on the African continent. Refer them back to the map of mineral resources but also talk about the greatest resource of all—Africa's people. Explain that people were needed to work on the sugar cane plantations of the Caribbean and Brazil and the cotton plantations of the North American colonies and later United States. Relate the growing of cotton to the Industrial Revolution.

6. Ask children how/why the area that became the United States was colonized or settled by Europeans. They might mention religious persecution as a reason for the Pilgrims to come to America. Explain that in Africa, Europeans sent explorers and missionaries followed by soldiers and businesspeople. Europeans in large numbers did not become settlers the way they did in the Americas. Ask children to speculate on why this might have been.

7. Ask children to think about what Africa might have been like after the Europeans came. Ask what might have happened to villages and families, religion, trade, and so on.

Assessment

Children will list the resources of Africa that Europeans wanted.

Children will write a story from the point of view of a child in colonial Africa describing his/her life.

4 FACT BANK: AFRICAN AMERICANS AND FLORIDA HISTORY

Grade 4

Topic African Americans and development of Florida

Objective To assist students in determining the many roles of African Americans in the development of Florida

Time Frame Part of 1 class to set up the activity; 2 classes in the media center or 1 week for outside work; 1 class to share reports and create the class book

Areas of Infusion Social Studies, Geography, Language Arts, Art, Music

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.10	A6	A.6.2.2, A.6.2.5

Materials

Construction paper
Glue or paste
Stapler
Scissors
Markers to create a cover for the class book

Teacher Resources

Theme Explorer: People on the Move: Leaving the Homeland tabloid; Teacher's Guide
Voices of Triumph: Perseverance, pp. 76–83, 186; *Leadership*, pp. 169–177, 210, 213, 222–223; *Creative Fire*, pp. 46, 136, 181–183, 218, 230
Florida Black Heritage Trail
The Florida Negro
A Panorama of Florida, II

Procedures/Activities

1. Explain to students that African Americans have played a significant role in Florida's history. "Strategies and Assessments" 4.1 through 4.6 have highlighted their contributions from the earliest days of Spanish settlement. Students will compile a class book about African Americans in Florida.

2. Have students choose a topic or idea from the following list and write a one page report about it. Some of the topics are based on "Strategies and Assessments" 4.1 through 4.6.

   - Why the Spanish brought Africans to Florida
   - What life was like for enslaved Africans in Florida
   - Enslaved Africans and St. Augustine
   - How enslaved African Americans were a reason for the purchase of Florida from Spain
   - The Seminole Wars and African Americans
   - Florida Agricultural and Mechanical University
   - Biography of Mary McLeod Bethune
   - Bethune-Cookman College

(continues)

4 FACT BANK: AFRICAN AMERICANS AND FLORIDA HISTORY *(continued)*

- Profile of one currently elected official in Florida state government who is an African American
- Profile of one elected official in Florida state government from the state's history
- African American landmarks in Florida: Choose one to write your report about
- "Lift Every Voice and Sing"
- A famous African American who was born in Florida or who did much of his/her work in Florida

3. After students have completed their reports, have volunteers read theirs. Use these as the basis for a discussion of how African Americans were a part of the development of Florida from its beginning.

4. Have students write a sentence stating one new fact that they learned during the discussion about African Americans.

5. Have several volunteers combine the reports into the class book by designing and making a cover. They might use construction paper dividers to separate categories of information.

Assessment

Students will do research and write a one page report on a topic related to African Americans in the development of Florida.

Students will list at least one new fact they learned in this lesson about African Americans in Florida's history.

5.3 FREED AFRICAN AMERICANS AND EDUCATION

Grade 5

Topic Self-Sufficiency

Objective To determine the importance that education held for former slaves in the South after the Civil War

Time Frame 2 class periods plus time in the media center or computer lab for Internet research or time to do research to find addresses and then waiting time for answers to letters

Areas of Infusion Social Studies, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.10	A5	A.5.2.1

Materials Access to the Internet
College guides

Teacher Resources *Voices of Triumph: Leadership,* pp. 165–181
www.timelifeedu.com: Check the Web site for African American Mosaic.

Procedures/Activities

1. Set time aside for students to do research in the media center or in the computer lab—whereever there is live access to the Internet. If this is not available, then students will need access to college guides to find the addresses of the Historically Black Colleges and Universities (HBCU). A list is provided at the end of this lesson plan.

2. Work with students to create a list of what free African Americans would have needed after the Civil War and why. Examples are food, housing, clothing, means of earning a living, and education.

3. Point out that the Freedman's Bureau was created in 1865 to help former slaves with these problems. In addition, education was supported by the Morrill Act of 1862, backed by both black and white Southerners who supported a system of public education, as well as by private philanthropy. The historically black colleges and universities were founded as a result of this interest in education.

4. Check for students' prior knowledge of the Morrill Act by asking students if they know how Florida A&M began. (It was one of the 17 black land-grant colleges that were created through the Morrill Act; it was founded in 1887 as the State Normal College for Colored Students and dedicated to training African American teachers.)

5. In the discussion, point out African Americans who worked to improve educational opportunities for African Americans in the South. Use as examples: Charlotte Forten, Lucy Laney, and especially Mary McLeod Bethune who founded what is today Bethune-Cookman College in Daytona Beach, Florida.

(continues)

6. As part of the goal of exploring educational opportunities, have students complete a research project on the HBCU. Divide the class into pairs and have each pair choose a college from the list to research. The pairs are either to use the Internet to find the information or to write letters to their college to ask about its history, current enrollment, and its admission requirements.

7. One pair might want to write he United Negro College Fund (8260 Willow Oaks Corporate Drive, Fairfax, VA 22031) or check its Web site (http://www.uncf.org) to find out more about what it does.

8. The UNCF serves not just the HBCU, but additional colleges and universities whose enrollments are predominantly African American. Students might wish to do research on these schools as well.

9. When students have finished their research projects, have the class create a single chart that summarizes the data. The class could combine this chart along with the information they received from individual schools in a booklet and present it to the high school or middle school guidance office or media center for student reference.

Assessment

Students will write letters of inquiry or check Web sites to find out specific information about the historically black colleges and universities.

Students will organize their information in a clear, easy-to-read format for readers.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Alabama A&M University@
Alabama State University@
Albany State University@
Alcorn State University@
Bennett College@*
Bethune-Cookman College@*
Bluefield State College@
Bowie State University@
Central State University@
Cheyney University@
Chicago State University@
Clark Atlanta University@*
Concordia College@
Coppin State College@
Delaware State University@
Dillard University@*
Elizabeth City State Universities@
Fayetteville State University@
(member of the University of North Carolina system)
Fisk University@*
Florida A&M University@
Grambling State University@
Hampton University@
Howard University@
Jackson State University@
Johnson C. Smith University@*
Kentucky State University@
Langston University@
LeMoyne-Owen College@*
Lewis College of Business@
Lincoln University–Missouri@
Lincoln University–Pennsylvania@
Meharry Medical College@
Mississippi Valley State University@
Morehouse College@*
Morehouse School of Medicine@
Morgan State University@
Norfolk State University@
North Carolina A&T State University@
North Carolina Central University@
Oakwood College@*
Paul Quinn College@*
Prairie View A&M University@
Saint Paul's College@*
Shorter College@

(continues)

South Carolina State University@
Southern University–Baton Rouge@
Spelman College@*
Stillman College@*)
Talladega College@*
Tennessee State University@
Texas Southern University@
Tuskegee University@*
University of Arkansas at Pine Bluff@
University of Maryland Eastern Shore@
University of the District of Columbia@
University of the Virgin Islands@
Virginia State University@
West Virginia State College@
Wilberforce University@*
Winston-Salem State University@
Xavier University of Louisiana@*

@ Has Home Page
*Member of United Negro College Fund

6.5 WEST AFRICA: PAST AND PRESENT

Grade 6

Topic African History

Objective To identify the area of Africa from which most Africans were taken as slaves

Time Frame 3 class periods; 5 days for research and optional activities

Areas of Infusion World History, Geography, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4-3.6, 3.8-3.10	A2	A.2.3.4

Materials Wall map or overhead transparency map of Africa with nations shown

Student Resources *Theme Explorer: People on the Move: Leaving the Homeland* tabloid; Project card #1 "A Great Land"
www.timelifeedu.com: Check the Web site for Afro-America Kid-zone and Connections: A Culturally Historical Perspective of West African to African American.

Teacher Resources *Voices of Triumph: Perseverance,* pp. 14–25; *Leadership,* pp. 12–23
Theme Explorer: People on the Move: Teacher's Guide
www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet

Procedures/Activities

1. On a wall map or map overhead, indicate the area of Africa from which most Africans were taken as slaves and transported to the Americas: the modern nations of Senegal, Gambia, Guinea-Bissau, Guinea, Sierra Leone, Liberia, Ivory Coast, Equatorial Ghana, Mauritania, Togo, Benin, Burkina Faso, Nigeria, Cameroon, Gabon, and Angola.

2. Depending on the number of students in your class, assign individual students or pairs to do research on each modern nation in West Africa. Students should consider the following categories for their reports:

Geography	History	Current Events
Topography	Rulers	Political system
Climate	Political system	Ethnic group(s)
Vegetation	Basis of economy	
	Effects of the Atlantic slave trade	
	Colonial ruler(s)	

Set time aside to use the media center. Encourage students to use on-line resources to find information. www.timelifeedu.com is a good source for information and for links.

(continues)

3. Final reports should be illustrated with time lines, maps, and diagrams or photographs. If appropriate equipment is available, students could prepare slide show presentations using multimedia software.

4. After students have presented their reports, work with the whole class to develop a series of generalizations about West African history and contemporary events. Have student pairs consult their reports as the generalizations are developed. Generalizations might focus on comparisons and contrasts between West Africa yesterday and today such as ways of making a living before the slave runners appeared An example of this would be: Most Africans were farmers before the 1400s; in comparison with today: Most West Africans continue to be farmers.

5. Once a series of generalizations have been developed, have groups use them to write a description of West African development from early days to today. Point out that this is how a historical survey is written—from specific facts to a general picture.

6. For extra credit, have students complete the activities on *Theme Explorer: People on the Movie,* Project card #1 "A Great Land." The activities ask students to focus on specific places in West Africa, both historically and in the present.

Assessment

Students will conduct in-depth research to learn about one nation of West Africa—its history and its contemporary events—and restate this information in a written report of 3 pages.

Students will develop a series of generalizations about the history of West African nations and their modern social, economic, and political conditions.

GRADES 6 - 8

7.1 ORGANIZING INFORMATION ABOUT AFRICA'S GEOGRAPHY

Grade 7

Topic African Geography

Objective To understand the relationship between and among aspects of Africa's geography

Time Frame 3 class periods

Areas of Infusion World Geography, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.8	B1	B.1.3.2

Materials Wall map or overhead map of the African continent
A series of maps showing topography, climate, vegetation, and natural resources of the African continent, either one for each student or as wall maps

Student Resources www.timelifeedu.com: Check the Web site for Afro-America Kidzone.

Teacher Resources www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Set time aside for students to do research in the media center during a class period. You may wish to begin this lesson in the media center.

2. Introduce the concept of mental maps by explaining that we all have certain ideas about places: how big they are, how small, how hot or cold, how dry or rainy, where they are in relation to other places, and so on. Give students three minutes to write their concept of the geography of the African continent. If they are having trouble getting started, ask them if they think the continent is usually rainy or very dry; if it is a big continent with a few, large countries; or a small continent with many small countries.

3. After students have finished writing, tell them to put their paper aside for now, or collect them for safekeeping.

4. Divide the class into small groups and have them do research to find out about Africa's topography, climate, vegetation, and natural resources. Point out that they need to consider the differences that altitude and latitude make on climate and vegetation. (This lesson is a good opportunity to teach the effect that mountains have on rainfall.)

5. Suggest that students design a chart for the data they collect in order to be sure to gather the same data about the entire continent. Down the left side, they could list regions of Africa and across the top categories such as land forms; average rainfall; average temperature in summer/winter; and so on. Do not give them all the rows and columns. They might need to revise the listings as they gather data, but this will give them a basic structure to work within.

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7.1 ORGANIZING INFORMATION ABOUT AFRICA'S GEOGRAPHY
(continued)

6. Reconvene the class, and create a table on the chalkboard, using suggestions from various groups for categories, until a complete chart is drawn. Fill in the chart using information from different groups provided by the group's recorder. Be sure all students have the same information for each category. If there are discrepancies, the groups must determine the accurate information.

7. Once the chart is complete, have students review their written descriptions of their "mental map" of the African continent. Ask for volunteers to describe anything new they have learned or any inaccurate opinions they held and how they will correct them.

Assessment

Students will do research, compile information about African geography, and categorize and analyze their information through the construction of graphic organizers.

Students will correct any misconceptions they may have had about the geography of the African continent.

8.9 SOME AFRICAN AMERICAN PATRIOTS

Grade 8

Topic United States History

Objective To identify some African American patriots from U.S. wars

Time Frame 3 class periods; 2 weeks for optional research activity

Areas of Infusion U.S. History, Civics, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.7-3.9	A5, C2	A.5.3.2, C.2.3.1

Materials Copies of the chart, one for each student
VCR

Student Resources *Theme Explorer: People on the Move: Leaving Home* and *North to Opportunity* tabloids; Project cards #2 "Call to Arms" and #9 "Soldiering"; *People With a Dream: Trouble: At Home and Abroad* tabloid; Project card #4 "You're in the Army Now"
Voices of Triumph: Perseverance, pp. 108–111, 126–133, 136–141, 146–153, 156–166; *Leadership,* pp. 90, 94–95

Teacher Resources *Theme Explorer: People With a Dream: Black History Minutes* videotape; Teacher's Guide; *People on the Move:* Teacher's Guide
Videotapes: *Blacks in the Military* and *Biography: Colin Powell*
www.timelifeedu.com: Check the Web site for African American Mosaic.

This lesson provides the opportunity for a parallel teaching unit with the communications/language arts department. Possible novels that could be used in conjunction with the topic of wartime activities of African Americans are: *Jump Ship to Freedom,* about the aftermath of the Revolutionary War for one family, by James Lincoln Collier and Christopher Collier (Delacorte, 1981, New York); and *With Every Drop of Blood,* about the Civil War experiences of two young soldiers, one black and one white, also by the Colliers (Delacorte, 1992, New York).

Procedures/Activities

1. Probe for prior knowledge of African Americans' roles in wartime from the Revolutionary War to the present.

2. Show videotape *Blacks in the Military* or *Biography: Colin Powell* to build on this knowledge.

3. Create a chart (sample chart shown on next page) for students to complete, describing the roles that African Americans—male and female—played in each of the wars listed in the chart.

(continues)

8.9 SOME AFRICAN AMERICAN PATRIOTS *(continued)*

WAR	DATES	WHERE	REASON FOR WAR	AFRICAN AMERICANS	
				WHO	ACTIVITY
Revolutionary War					
War of 1812					
Civil War					
Spanish American War					
World War I					
World War II					
Korea					
Vietnam					

4. Divide the class into small groups to work on completing the chart. Depending on the number of groups, you might assign a different war to each group.

5. In the course of their research, have students note acts of heroism and men and women who became leaders. Draw on this information for discussion when the class reconvenes to complete the chart as a whole class activity.

6. In doing their research students will discover that until the 1950s, the armed forces were segregated. Discuss with students how the services were a microcosm of the nation at the time, which provides a segue into the Civil Rights Movement.

7. Reintroduce the topic of how ordinary people as well as members of the armed forces can be patriots. Relate this discussion to earlier discussions about the characteristics of patriotism.

8. As an optional set of activities, assign different groups the Project cards from the *Theme Explorers:*
   People on the Move: Project card #2 "Call to Arms"
   Project card #9 "Soldiering"
   People With a Dream: Project card #4 "You're in the Army Now"

   Encourage students to be creative with their reports. Those who do the news article report could write up the information as though it were a three minute segment of the evening news and use a camcorder to film it to look like "real" TV news, or prepare a multimedia slide-show presentation or similar activity—depending on the available equipment.

   Students creating the time line could prepare it as a slide-show presentation with clip art as illustrations.

Assessment

Students will demonstrate their understanding of how African Americans have fought and distinguished themselves in all wars by completing a chart showing African Americans' roles in the nation's wars.

For extra credit, students will do research and write an in-depth report on the role of one group of African Americans in wartime or a biography of one individual who played a role in the military.

9.4 DESERTIFICATION

Grade 9

Topic The African Environment

Objective To understand how desertification is a result of the interplay between human and physical factors

Time Frame 1 class period; 3 days for optional research

Areas of Infusion Geography, Science, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.8-3.10	B2	B.2.4.1

Materials Copies of the handout for students

Student Resources www.timelifeedu.com: Check the Web site for Afro-America Kidzone.
Voices of Triumph: Leadership, pp. 233-235

Teacher Resources www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Introduce the term *desertification,* change of productive land into desert, by natural causes and/or human activity.

2. Probe for students' prior knowledge about the development of the Sahara by asking if students know how the desert developed.

3. Fill in information as needed: Over 10,000 years ago, the Sahara was not desert, but savannah—an area of tall grasses, trees, and rivers. There were fish and giraffes, elephants, and rhinoceroses among other animals. Herders kept cattle, sheep, and goats. About 4,500 years ago the climate began to change, and the rivers dried up, the trees died, and sand replaced the grass. Only a few areas of greenery—the oases—remained where there was a supply of underground water.

4. Point out that today the Sahara is creeping south at the rate of 6–12 miles a year. Experts believe that in 50 years, 45 percent of the African continent could be desert.

5. To help students learn and understand the reasons for the encroaching desert, have them complete the activity on the following handout. Divide the class into pairs to unjumble the information on the handout and then write two to three paragraphs on the subject: Desertification on the African Continent.

   Check your textbook for information that students may use as reference as they complete this activity.

6. Remind students to use the writing process as they compose their essays.

(continues)

7. Instead of doing this as a class activity, you might wish to assign this as a research project for students to find out more about the science topics involved. For example, students might do research on how both the loss of nutrients from the soil and the loss of vegetation can cause a decrease in rain clouds leading to drought.

8. Have volunteers share their paragraphs so the class can create a single cause/effect/solutions chart.

Assessment

Students will write a brief paper using the writing process to summarize ways in which humankind has affected the African environment.

(handout follows)

DESERTIFICATION: CAUSES, EFFECTS, AND SOLUTIONS

Working with a partner, unscramble the information below. Use it to write a two to three paragraph essay explaining why the area of the Sahara is increasing every year.

- farm land needs water to grow trees and crops
- trees and grasses anchor soil
- drought kills trees and grasses
- build grain storage facilities to build up reserves
- topsoil blows away
- most African farmers are subsistence farmers
- soil stores moisture and builds up nutrients to help plants grow over time
- soil should be allowed to lie fallow, or unplanted, in some years
- plant trees on lands along the edge of the desert
- large herds eat more leaves from trees and grasses
- in droughts when little food grows, farmers try to plant as much land as possible
- nomadic herders keep large herds because in times of drought a large number of the animals will die from lack of water
- the more desert there is, the less rain falls because of the increase in heat, which keeps rain clouds from forming
- relocate nomadic herders from the edge of the desert
- nomadic herders resist relocation
- overgrazing is a problem

CAUSES	EFFECTS	SOLUTIONS

10.5 THE PATH TO APARTHEID

Grade 10

Topic African History

Objective To understand the economic, political, and cultural causes that created apartheid

Time Frame 1 class period to assign project; marking period to complete report

Areas of Infusion World History, Government, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.6, 3.10	A3, A1	A.3.4.3, A.1.4.2

Teacher Resources www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. Use the K-W-L procedure to check students' prior knowledge about South Africa.

2. Introduce the term *apartheid,* policy of racial segregation and economic and political discrimination against non-Europeans in the Republic of South Africa.

3. Provide background on the history of South Africa from the claiming of the area by the Dutch in 1652, to the Boer Wars, to its current democratic form of government.

   Include the hard feelings that arose in the 1800s between the Boers and black Africans as a result of the Time of Troubles (or *mfecane* in the Zulu language). The Zulu under their ruler Shaka began a series of conquests in southern Africa that sent other African peoples fleeing before them, some of whom crossed into the Boers' Cape Colony.

4. Create a time line to demonstrate how discrimination was legalized in this century.

   1936 Black South Africans are removed from the voter rolls.

   1945 South Africa joins the United Nations, but refuses to sign the UN Declaration of Human Rights.

   1948 With the Nationalists in power, apartheid becomes the official policy of the government.

   1950 Registration Population Act requires all South Africans to be registered at birth by race.

   1959 Bantu Self-Government Act attempts to place all black South Africans in separate, dependent states.

   1962 Nelson Mandela, the leader of the African National Congress, is imprisoned.

(continues)

Point out that the 10 Bantustans represented 14 percent of the land area of South Africa, much of it unsuited to farming, but were to support 74 percent of the population.

5. Have students do a major research report on the factors that created an environment that was receptive to the policy of apartheid. In their report, students should identify the causes of apartheid as economic, political, and/or social/cultural. In their conclusions, students should consider at what times, if any, during its history South Africa could have done something differently—that might not have brought the nation to apartheid or that could have ended it sooner than it did.

6. For extra credit, have interested students read and report on Alan Paton's novel *Too Late the Phalathrope.*

Assessment

Students will conduct research and write a major report on the development of apartheid in South Africa.

11.1 AFRICANS: FROM INDENTURED SERVANTS TO SLAVES

Grade 11

Topic Role of Legislation

Objective To recognize the stages of African enslavement in the British colonies

Time Frame 1 class period

Areas of Infusion U.S. History, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.10	A4	A.4.4.2

Student Resources *Voices of Triumph: Perseverance,* pp. 27–53
Theme Explorer: People on the Move: Leaving the Homeland tabloid
From Auction Block to Glory

Teacher Resources www.timelifeedu.com: Check the Web site for African American Mosaic, American Slave Narratives: An Online Anthology, and Documenting the American South: Narratives on Slavery.
Theme Explorer: People on the Move: Teacher's Guide

Procedures/Activities

1. Use K-W-L to check for prior knowledge about the triangular trade.

2. Use the following time line to show the change in the Atlantic slave trade.

   1500s Enslaved Africans were taken to islands in the Caribbean to work on sugar cane plantations and in sugar mills.

   Mid-1600s As English interest shifted to the mainland, enslaved Africans were sent to the islands to be seasoned before being shipped to the mainland colonies.

   1700s Slave ships went directly to the mainland.

3. Introduce the term *indentured servant,* one who worked for someone for a specific period of time in return for passage to the colonies.

4. Point out that the first European colonists used other Europeans as indentured servants. Ask students what the major drawback to indentured servants might be from the master's point of view. (As a servant finished his/her term and gained freedom, passage for a new servant had to be paid, and the new servant trained.)

5. Point out that Europeans also tried using Native Americans as slaves, especially in the Caribbean, but the Native Americans succumbed to European diseases.

(continues)

11.1 AFRICANS: FROM INDENTURED SERVANTS TO SLAVES *(continued)*

6. Have students brainstorm what the advantages to masters might be of having enslaved Africans as workers. (Africans did not have the legal protections that European servants had; escaped Africans could not mix in the population and be "lost" as Europeans could; escaped Africans were not familiar with the land, how to live off the land as the Native Americans could; escaped Africans did not have families and friends in the wilderness to help them as Native Americans had; supply of Africans seemed limitless.) List students' ideas on the board.

7. Point out that until the mid-1600s, Africans in the mainland colonies were not always slaves. In the beginning, they were indentured servants.

8. The story of Anthony Johnson is an example. Brought to the Jamestown Colony in 1621 as an indentured servant, he married a woman named Mary. They were freed from indenture in the 1630s. In 1651, they bought the contracts of five indentured servants—European and African—and received a grant of 250 acres. Their children and grandchildren bought more land, and a grandson named his plantation Angola.

   By 1640 as the colony was finding it difficult to get enough workers, the policy was beginning to change. A court case in that year in Jamestown shows indenture for an African being changed to servitude for life.

9. Other examples of legislation that created slavery are:

   - Maryland passed its first slave law in 1663.
   - The plan of government for the Carolinas recognized Africans as slaves and, therefore, the property of masters.
   - The proprietors of the Georgia colony did not want slavery, but the colonists believed that having slave labor was the only way they would be able to make money. Slavery was legalized.
   - Although New York and New Jersey began as Dutch colonies and Africans were indentured servants, after the English seized the colonies slavery was legalized in the late 1600s.

10. Discuss how racism may have played a part in rationalizing the economic need for slavery.

Assessment

Students will write a three to five paragraph essay explaining how slavery took the place of indentured servitude in the U.S. mainland colonies.

GRADES 9 - 12

G12.1 MODERN AFRICAN GOVERNMENTS

Grade 12—Government

Topic African History

Objective To determine why many African governments have experienced so much instability

Time Frame Part of 1 class period to set up the activity; 1 class period for debriefing on the research; 2 weeks for outside research

Areas of Infusion Government, World History, World Geography, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1, 3.2, 3.4, 3.5, 3.8, 3.9	C1	C.1.4.1

Student Resources *Voices of Triumph: Leadership,* pp. 232–235

Teacher Resources www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

Procedures/Activities

1. To help students understand the problems that Africans have experienced in creating stable, democratic governments, it is necessary to review some African history with them. Check for prior knowledge with a K-W-L activity based on what students know or want to know about modern African national governments.

2. Based on this information, ask students to list reasons why they think Africans have found nation-building so difficult.

3. Add to the students' list as needed:

   - Elder politicians who were leaders in the independence movement find it difficult to give up power.
   - Some leaders have been incompetent.
   - Some nations have been unable to cope with the problems left by colonialism: ethnic rivalry and poor economies.

4. Ask students to provide examples of leaders or nations that illustrate each reason they have given for national instability and any reasons you have added to the list.

5. The presence or absence of political parties can also add to instability. Explain that in some nations, leaders have declared that only one party could exist because they believed that multiple parties fragmented national interests and kept the nation from unifying. An example is Tanzania under Julius Nyerere. Ask students if they agree with this concept and to provide examples to illustrate their opinion.

6. For a research project, have each student choose one African nation to do research on the development of its national government since independence. Be sure that a wide range of national problems are covered in their choices.

(continues)

7. After students have completed their reports, have volunteers share the main points about each government as the basis for a class discussion. As the culmination to the discussion, have students review the class list on the causes of instability among African national governments to determine if they would revise the list.

8. Finish the discussion by asking students if they see any change in the amount of instability within African nations across the last 10 years.

Assessment

Students will analyze the causes of instability in African national governments.

Students will develop a proposal of at least one page supporting the need for increased aid to African nations by the World Bank, the U.S. government, or the European Community.

E12.1 MODERN AFRICAN ECONOMIC SYSTEMS

Grade 12—Economics

Topic Self-Sufficiency

Objective To identify obstacles that must be overcome in setting up a mixed economy in a newly independent nation

Time Frame To be used during the teaching of economic systems

Areas of Infusion Economics, World Geography, Language Arts

Goal 3/Core Competencies	SS Standard	Benchmark
3.1-3.4, 3.6-3.10	D2	D.2.4.1

Student Resources *Voices of Triumph: Leadership,* pp. 232–235

Teacher Resources www.timelifeedu.com: Check the Web site for K–12 Electronic Guide for African Resources on the Internet.

The following information provides examples and information about African nations to be infused into the teaching of economic systems, a part of the regular economics curriculum.

Procedures/Activities

In teaching the types of economic systems use examples from the African continent.

Traditional: Within larger nations are groups of people who live traditional lives of hunting and gathering such as the San people of the Kalahari Basin in South Africa, and herders such as the Masai in the countryside of Kenya and Tanzania. These groups make economic decisions the same way their ancestors made such decisions regardless of the larger economy in which they live. For example, they still use the barter system to exchange goods, and their economic roles are dictated by what has been done in the past—gather food, hunt, or herd cattle.

Command: No African nation follows a strictly command economy similar to that of the former Soviet Union. However, some nations do have a socialist form.

Mozambique, Angola, Congo, and Zimbabwe are examples of nations whose leaders came to power with help from the Communist nations of Cuba, China, or the former Soviet Union and adopted socialism to a greater or lesser degree. Ghana, Guinea, and Senegal have also tried socialism to some degree but through peaceful means.

Introduce Tanzania under Julius K. Nyerere as the classic example of African socialism.

Mixed: Point out that nations such as South Africa and Kenya have mixed economies to a greater or lesser degree.

If students will be doing a research project on economic systems, suggest some students choose the economic development of Tanzania or Kenya.

(continues)

E12.1 MODERN AFRICAN ECONOMIC SYSTEMS *(continued)*

Assessment

Students will identify two obstacles to developing mixed economies in a newly independent nation and use examples from African nations to illustrate their points in an essay of at least five paragraphs.

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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Grades 4 and 5

Each elementary school will receive by the end of September of 1998, the following supplementary instructional materials from Time-Life Education, Inc.

QUANTITY	PRODUCT	EACH KIT CONTAINS:
1	People on the Move - Deluxe Theme Explorer Kit	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Set of three Reference Materials** Voices of Triumph (1) Creative Fire (1) Perseverance (1) Leadership
1	People with a Dream - Deluxe Theme Explorer Kit	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Set of three Reference Materials:** (1) Songs of My People (1) Soaring Above Setbacks: The Autobiography of Janet Harmon Bragg, African American Aviator (1) HBO Video: "Tuskegee Airman"
2	Building a Nation - Deluxe Theme Explorer Kit (Fourth Grade)	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Two Sets of three Reference Books:** (2) The European Challenge (2) The Revolutionaries (2) Winds of Revolution: AD 1700-1800

Voices of Triumph -
Three Reference Books (10 of each of three titles)
(10) Perseverance
(10) Creative Fire
(10) Leadership

<u>Resource Materials</u>
(To be placed in media center)
2 Legends of Africa
1 Video -Lost Civilizations: Africa A History Denied
2 Kwanzaa AudioBook Folktales
1 Video - Happily Ever After: Fairy Tales for Every Child - *Goldilocks and the 3 Bears*

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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Grades 6-8

Each middle school will receive by the end of September of 1998, the following supplementary instructional materials from Time-Life Education, Inc.

QUANTITY	PRODUCT	EACH KIT CONTAINS:
3	People on the Move - Deluxe Theme Explorer Kit	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Three Sets of three Reference Materials** Voices of Triumph (3) Creative Fire (3) Perseverance (3) Leadership
3	People with a Dream - Deluxe Theme Explorer Kit	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Three (3) Sets of three Reference Materials:** (3) Songs of My People (3) Soaring Above Setbacks: The Autobiography of Janet Harmon Bragg, African American Aviator (3) HBO Video: "Tuskegee Airman"

Classroom Set of Voices of Triumph - Set of three Reference Books (30 of each of three titles)

(30) Perseverance
(30) Creative Fire
(30) Leadership

Resource Materials for Teachers

3 Kwanzaa AudioBook Folktales
3 From Auction Block to Glory

Videos (To be placed in school media center)

3 Lost Civilizations: Africa - A History Denied
3 Shades of Intolerance
3 Blacks in the Military
3 Hank Aaron: Chasing the Dream
3 Biography: Colin Powell
3 Hoop Dreams
3 Women's Studies
3 Career Videos

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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Grades 9 - 12

Each high school will receive by the end of September of 1998, the following supplementary instructional materials from Time-Life Education, Inc.

QUANTITY	PRODUCT	EACH KIT CONTAINS:
2	People on the Move - Deluxe Theme Explorer Kit	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Two Sets of three Reference Materials** Voices of Triumph (2) Creative Fire (2) Perseverance (2) Leadership
2	People with a Dream - Deluxe Theme Explorer Kit	Project Activity Cards Color Overhead Transparencies Video (22-30 minutes) Comprehensive Teacher's Guide Four different tabloids in multiples of 30 **Two (2) Sets of three Reference Materials** (2) Songs of My People (2) Soaring Above Setbacks: The Autobiography of Janet Harmon Bragg, African American Aviator (2) HBO Video: "Tuskegee Airman"

Classroom Set of Voices of Triumph - **Two Sets of three Reference Books** (60 of each of three titles)

(60) Perseverance
(60) Creative Fire
(60) Leadership

Resource Materials (To be placed in media center)
3 Legends of Africa
3 Library of America: Frederick Douglass
3 Library of America: W.E.B. DuBois
3 Library of America: Zora Neale Hurston - Novels/Stories
3 Library of America: Zora Neale Hurston - Folklore
3 Library of America: Richard Wright - Early Works
3 Library of America: Richard Wright - Later Works
3 Lost Civilization: Egypt - Land of Pharaohs
3 Lost Civilization: Africa's Glorious Legacy
3 What Life Was Like: On the Banks of the Nile: Egypt
3 From Auction Block to Glory
3 Kwanzaa AudioBook Folktales

Videos (To be placed in media center)
2 Africa: A History Denied
2 Shades of Intolerance
2 The Court Martial of Jackie Robinson
2 Blacks in the Military
2 Hank Aaron: Chasing the Dream
2 Biography: Colin Powell
2 Code of Silence
2 Separate & Unequal
2 Heat Wave
2 Hoop Dreams
2 Women's Studies
2 Court - TV: Leading the Way
2 African American Cinema - I and II
3 Career Videos

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ELEMENTARY SUPPLEMENTARY INSTRUCTIONAL MATERIALS

MODERN CURRICULUM PRESS - African American Classroom Libraries
Four (4) Sets per Grade Level per School

Kindergarten

Uncle Jed's Barbershop
A Story, A Story
Harriet Tubman and Black History Month
Africa Brothers and Sisters
Turtle Knows Your Name
Half a Moon and One Whole Star

First Grade

One White Sail-A Caribbean Counting Book
From My Window
Pet Show
Martin Luther King, Jr. and His Birthday
Riddle by the River
Miss Tizzy

Second Grade

Harriet and the Promised Land
Masai and I
Juma and the Honey Guide: An African Tale
Not So Fast, Songololo
From Miss Ida's Porch
Now Let Me Fly, The Story of a Slave Family

Third Grade

Shadow
Sukey and the Mermaid
Buffalo Soldiers: The Story of Emmanuel Stance
The Story of Jean Baptiste du Sable
The Story of Nat Love
Abiyoyo

AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

MODERN CURRICULUM PRESS (continued)

Fourth Grade

The Story of Stagecoach Mary Fields
M.C. Higgens the Great
Langston Hughes, Young Black Poet
The Jazz Man
Beat the Story Drum, Pum, Pum
A Pony for Jeremiah

Fifth Grade

I am the Darker Brother
The Planet of Junior Brown
Going Home to Nicodemus
Stitching Stars
Sorrow's Kitchen: The Life and Folklore of Zora Neale Hurston
Exploration into Africa

ONE COPY OF EACH BOOK FOR THE MEDIA CENTER:
Ashley Bryan's ABC of African American Poetry
Ashley Bryan's African Tales Uh-Huh

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ELEMENTARY SUPPLEMENTARY INSTRUCTIONAL MATERIALS

One Set of each title for each elementary school to be housed in the Media Center. These stories relate to the Early Settlers of Fort Lauderdale, Florida.

Eddie B, The Cab Driver — The Eddie B. Holloway Story by Maude Lewis Storr

The Cafe That Was Neat, Clean and Right on the Money — The Lillian Cousins Story by Maude Lewis Storr

Annie with the Helping Hands — The Annie Mae Dailey Story by Maude Lewis Storr

Boy Wonder at 96 — The Granison Gaines Story by Maude Lewis Storr

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ELEMENTARY SUPPLEMENTARY INSTRUCTIONAL MATERIALS

MODERN CURRICULUM PRESS, INC.

Voices in African-American History

One Classroom Set (36) of each title and One Set of Teaching Companion's for each elementary school to be given to Fourth and Fifth Grade Teachers.

Fourth Grade	Ancient African and the Atlantic Slave Trade The Colonies The American Revolution (One Set of Teaching Companion's for each title)
Fifth Grade	The 19th Century and Abolition The Civil War and Reconstruction Civil Rights (One set of Teaching Companion's for each title)

MULTICULTURAL/FOREIGN LANGUAGE/ESOL EDUCATION DEPARTMENT

AFRICAN AND AFRICAN AMERICAN HISTORY

ELEMENTARY SUPPLEMENTARY INSTRUCTIONAL MATERIALS

MODERN CURRICULUM PRESS, INC.

Voices in African-American History

One additional set (6 books of each title) and One Set of Teaching Companion's for each elementary school to be given to Fourth and Fifth Grade Teachers.

Fourth Grade

(6) Ancient Africa and the Atlantic Slave Trade
(1) Teaching Companion
(6) The Colonies
(1) Teaching Companion
(6) The American Revolution
(1) Teaching Companion

Fifth Grade

(6) The 19th Century and Abolition
(1) Teaching Companion
(6) The Civil War and Reconstruction
(1) Teaching Companion
(6) Civil Rights
(1) Teaching Companion

Sent October 1999 to Principals

AFRICAN AMERICANS
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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

THE PEOPLES PUBLISHING GROUP, INC.

MIDDLE SCHOOLS

African American History *"A Journey to Liberation"*
by Dr. Molefi Kete Asante, Augusta Mann, Charmaine Harris-Stewart
- Student Text
- Teacher's Guide
- Activity Book

Three per school
- **One set for the media center**
- **Two sets to be given out to the Social Studies Department**

CLASSROOM SETS - **To Be Given to Social Studies Department Chairperson**
Classical Africa by Dr. Molefi Kete Asante
- 35 Student Text
- 2 Activity Book
- 35 Teacher's Acitivity Guide

* *

In Our Own Image (An African American History)
Student Text
Teacher's Answer Key
- **One per school to be given to the Social Studies Department**

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MIDDLE SCHOOLS

Minorities in Science by Dr. James Perkins
One set per school for the Science Department

Each set includes:

Dr. William M. Jackson	Laser Video Disc and Teacher Resource Book
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Dr. Alessa J. Arp	Laser Video Disc and Teacher Resource Book
Dr. Lisa D. White	Laser Video Disc and Teacher Resource Book

Resource Student Material
International Faces of Science CD

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THE PEOPLES PUBLISHING GROUP, INC.

HIGH SCHOOLS

African American History *"A Journey to Liberation"*
by Dr. Molefi Kete Asante, Augusta Mann, Charmaine Harris-Stewart
Student Text
Teacher's Guide
Activity Book

Three per school
One set for the Media Center
Two sets to be given out to the Social Studies Department

CLASSROOM SETS - **To Be Given to Social Studies Department Chairperson**
African American History *"A Journey to Liberation"*
by Dr. Molefi Kete Asante, Augusta Mann, Charmaine Harris-Stewart

35	Student Text
2	Teacher's Guide
35	Activity Book

MODERN CURRICULUM PRESS, INC.

One copy for the Media Center
Ashley Bryan's *African Tales Uh-Huh*

MULTICULTURAL/FOREIGN LANGUAGE/ESOL EDUCATION DEPARTMENT

AFRICAN AND AFRICAN AMERICAN HISTORY INSTRUCTIONAL MATERIALS

TIME LIFE EDUCATION, INC.

MIDDLE SCHOOLS - Two per school
(Sent to Social Studies Department Head)

Theme Explorer Kit: *Lost Civilizations: Africa*

Supplementary Resource Books: One Set of Resource Books in each Kit.

African Kingdoms of the Past -
- East Africa
- Zenj
- Buganda

The Guinea Coast
- Oyo
- Benin
- Ashanti

Northeast Africa
- Egypt
- Kush
- Aksum

MULTICULTURAL/FOREIGN LANGUAGE/ESOL EDUCATION DEPARTMENT

AFRICAN AND AFRICAN AMERICAN HISTORY INSTRUCTIONAL MATERIALS

TIME LIFE EDUCATION, INC.

HIGH SCHOOLS – **Three per school**
(Sent to Social Studies Department Head)

Theme Explorer Kit: ***Lost Civilizations: Africa***

Supplementary Resource Books: One Set of Resource Books in each Kit.

Lost Civilizations: Africa's Glorious Legacy
Lost Civilizations: Egypt: Land of the Pharaohs

MULTICULTURAL/FOREIGN LANGUAGE/ESOL EDUCATION DEPARTMENT

AFRICAN AND AFRICAN AMERICAN HISTORY INSTRUCTIONAL MATERIALS

THE PEOPLES PUBLISHING GROUP, INC.

Grades 9 and 12

African American History - A Journey of Liberation
By Dr. Molefi Kete Asante

Textbook
Teacher's Manual
Activity Book

Each high school has received three Classroom Sets of *African American History - A Journey of Liberation.*
Each Classroom Set includes:

35 Student Textbooks
35 Student Activity Books
2 Teacher's Manual

1998-1999 One Classroom Set
1999-2000 Two Classroom Sets sent to:
Social Studies Department Head

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AFRICAN AMERICANS
"A JOURNEY THROUGH TIME"

GLOSSARY AND PRONUNCIATION GUIDE

African History and Geography

Benin (beh-NEEN) Formerly known as Dahomey or People's Republic of Benin, this west African nation is bordered by Togo to the west, Burkina Faso to the northwest, Niger to the northeast and Nigeria to the east. The Yoruba people are the largest ethnic group in the land, and the official language is French. The modern country took its name from one of the principal historic kingdoms of the western African forest region.

Egypt (EE-jipt) 1. Great ancient civilization located in the Nile Valley in northeastern Africa. The society was primarily agrarian; rich soils left behind during annual flooding of the Nile allowed for regular, abundant harvests. Called **Kemet** ("Black Land") in the ancient Egyptian language, the highly structured society boasted a large and adventuresome military, a vast bureaucracy of nobles, priests and scribes, all led by a semi-divine ruler called a pharaoh. 2. Modern nation in northeastern Africa. The primary language is Arabic, and the capital is Cairo.

Gorée Island (gor-RAY) Located off the western coast of Senegal, it was one of the most notorious debarkation points for African captives.

Kemet (KEM-et) Ancient Egyptian name for Egypt.

Kush (koosh; like "push") An ancient monarchy located in the southern part of Upper Nubia. Its kings gained control of ancient Egypt, ruling 60 years as its 25th Dynasty. Over several centuries, its successive capitals of Kerma, Meroe and Napata were thriving centers of industry, trade, art, and architecture. Its vast gold reserves made it a target of repeated Egyptian invasions.

Mali (MA-lee) 1. A West African kingdom, founded by King Sundiata Keita, that reached its ascendancy during the 13th Century A.D. 2. A West African nation bounded by Mauritania, Senegal, Guinea, the Ivory Coast, Niger, and Algeria. The official language is French.

Mount Kilimanjaro (KILL-li-mon-JAR-o) A volcanic mountain, and the highest peak in Africa, Mount Kilimanjaro is located in northern Tanzania near the Kenyan border. It measures more than 100 miles around its base and rises to two peaks: Kibo, 19,340 feet, and Mawenzi, 17,564 feet.

Nile River The longest river in the world, the Nile flows north from its source Uganda and drains into the Mediterranean Sea.

Nubia (NEW-be-ya) Region in ancient northeastern Africa extending from southern Egypt south along the Nile River Valley. Its best-known kingdom was called Kush by the pharaohs of ancient Egypt. The northern part of the region, up to the cataract of Aswan, was called Wawat. Its vast gold reserves made it a target of repeated Egyptian invasions.

Sahara Desert The largest desert in the world. Covering most of the northern part of the continent, the Sahara runs from the Atlantic Ocean in the west to the Mediterranean Sea in the north, the Red Sea in the west and covers 3,500,000 sq. miles (9,065,000 sq. km). The desert reaches 11 countries: Western Sahara, Morocco, Algeria, Tunisia, Libya, Egypt, Mauritania, Mali, Niger, Chad, and Sudan.

Sahel (sa-HEL) Semi-arid region of western and north central Africa marking the transition from the Sahara to the north to the humid savannahs to the south.

Songhai Empire (SONG-hay or SONG-high) West African kingdom that dominated the Niger River basin in the 15th and 16th centuries.

Zimbabwe (zim-BAH-bway) 1. Landlocked country in southern Africa. The capital is Harare, and it is bordered by South Africa on the south, Botswana on the west, Zambia on the north and Mozambique on the east. The majority of the population are Shona, and national languages are Shona, English, and Ndebele. 2. Name for stone-walled enclosures built by the Shona people between the 7th and 15th centuries A.D. The largest such structure, known as Great Zimbabwe, was the palace of a great king.

African Historical Figures and Terms

Askia Muhammad (ah-SKEE-yah muh-HAH-mahd) Ruler of the Songhai Empire who in 1495 made a hajj or pilgrimage to Mecca, where he met and befriended scholars. Like many kings who had converted to Islam, he constructed his government according to Islamic principles although traditional religions were still practiced among his subjects.

Imhotep (im-HO-tep; "he who comes in peace") Imhotep served the pharaoh Netjerikhet (later known as Djoser) in the Third Dynasty (approx. 2600 B.C.) as prime minister, priest, physician, and chief scribe. His crowning achievement was as the king's architect: He designed and oversaw construction of the first pyramid, which still stands near Saqqara near the Nile River.

pharaoh (FAIR-oh) A ruler of ancient Egypt. The name comes from the ancient Egyptian word *per-ao*, meaning "the great house," in reference to the palace where the pharaoh lived.

Queen Nzingha (n-ZING-gah) a 17th century ruler of the Ndongo people, who lived in what is now central Angola. A heroic figure, her astute political alliances kept her nation free of European control for more than 30 years.

Tutankhamun (TOOT-on-KA-men) King of Egypt from 1333 to 1323 B.C.

<u>Some African Ethnic Groups</u>

Akan (ah-KAHN) An ethnolinguistic grouping of people who speak Akan languages. They include the speakers of the Akyem, Anyi, Ashanti, Attie, Baule, Brong, Fanti and Guang languages. Most Akan people live in Ghana, others live in the eastern part of the Ivory Coast and parts of Togo.

Ashanti (ah-SHAHN-tee) People of southern Ghana and adjacent areas of Togo and the Ivory Coast.

Dogon (do-GON) An ethnic group of the central plateau region of Mali..

Hausa (HOW-sa) A people who live in northwestern Nigeria and adjacent southern Niger. They constitute the largest ethnic group in the area, which also contains another large group, the Fulani.

Ibo (EE-bo; *rhymes with* "hero") also called the Igbo people, live chiefly in southeastern Nigeria. Most Ibo people have traditionally been subsistence farmers. They mainly live in rainforest country.

Masaai (MASS-eye) Nomadic pastoralists who range along the Great Rift Valley of Kenya and Tanzania. The Masaai are fully nomadic, wandering in bands through-out the course of a year and subsisting almost entirely on the meat, blood and milk of their herds. They have successfully resisted westernization.

Swahili (swa-HEE-lee) A Bantu language widely spoken in eastern and central Africa (more correctly called "Kiswahili"); it also refers to the people of the region.

Yoruban (YOUR-u-ban) A member of any of the Yoruban-speaking people of Nigeria, most Yoruban men are farmers, traders or craftsmen.

Zulu (ZOO-loo) A nation of Nguni-speaking people in Natal, South Africa. They are a branch of the southern Bantu and have close ethnic, linguistic and cultural ties with the Swazi and Xhosa. They are traditionally grain farmers.

<u>Important Terms for African American History</u>

abolition - the act of doing away with; used to refer to the movement to ban slavery

captive - a person taken by force and held against his or her own will

civil disobedience - deliberate, public refusal to obey a law that one considers unjust

civil rights - the rights of a citizen, especially the rights guaranteed to all citizens of the United States, regardless of race, color, religion or sex

colony - a group of people who leave their own country and go to settle in another land, but who still remain citizens of their original country

desegregation - the act or process of ending racial segregation; stopping the practice of keeping people of different ethnic groups apart

Diaspora (dye-ASS-por-ah) - the dispersion of a people from their homeland; in the case of African Americans, they are part of the African Diaspora

discrimination - a difference in attitude or treatment shown to a particular person on the basis of race, class, gender, religion, or other quality

Emancipation Proclamation - Abraham Lincoln's presidential order freeing slaves in the rebel states, although it did not change the status of slaves in the slaveholding border states still loyal to the Union

free blacks - people who were not the property of anyone else; not slaves Many free blacks purchased their freedom by saving enough money hiring out their services. Others were released at their owner's death through a clause in the slaveholder's will or were granted liberty as a reward of some kind, and others escaped to freedom.

indentured servants - usually poor Europeans who contracted their labor for several years in return for cash to repay a debt, a promise of land, or a fresh start in the colonies

Jim Crow laws - social customs and/or laws that separated the races in every aspect of daily life

lynching - execution-style murders in which the person is murdered (often by hanging) by the decision of a mob, without a lawful trial. A form of terrorism visited upon thousands of American blacks in the first half of the 20th Century.

plantation - a large farm or estate on which cotton, tobacco, sugar cane, rubber trees etc., are grown. The work on a plantation is done by laborers who live there.

rebellion - resistance or fight against any power or restriction

revolt - to rise up against any authority

segregation - separation of one racial group from the rest of society

self-determination - choosing or deciding for oneself without the help or inter-ference of others.

slave code - laws restricting the rights, activities, and movements of African Americans during the era of legalized slavery. The laws declared that slaves were property rather than people and were subject to sale at any time. They also prohibited slaves from: hitting a white person; suing or testifying in court; marrying; leaving their plantations or home, even briefly, without written permission; holding unauthorized religious services, or assembling for any reason without permission; visiting, or being visited by, whites or free blacks; or learning how to read or write.

slavery - the condition of being the property of someone; bondage

<u>Special Foreign Terms</u>

Afrikaans (ahf-ri-KAHNZ) 1. A language developed from 17th century Dutch that is one of the official languages of the Republic of South Africa. 2. Of or relating to a South African native of European descent.

apartheid (ah-PAR-tied or ah-PAR-tate) A policy of segregation and economic discrimination against indigenous Africans and nonwhite immigrants living in the Republic of South Africa, this policy was abolished upon the election of a new majority government in 1994.

Imani (i-MAH-nee) Faith, the seventh principle of Kwanzaa. To believe with all our heart in our people, our parents, our teachers, our leaders, and the righteousness of victory of our struggle.

Kwanzaa A Swahili word that means first–as in fruits of the harvest–it has been used to name a holiday that pays tribute to the cultural roots of Americans of African ancestry. Created in 1966 by Dr. Maulena Karenga, Kwanzaa takes place annually over the seven days from December 26 to January 1.

Kujichagulia (koo-jee-cha-goo-LEE-ah) Self-determination, the second principle of Kwanzaa. To define ourselves, name ourselves, create for ourselves and speak for ourselves instead of being defined, named, created for, and spoken for by others.

Kuumba (koo-OOM-bah) Creativity, the sixth principle of Kwanzaa. To do always as much as we can, in the best way we can, in order to leave our community more beautiful and beneficial than we inherited it.

Nguzo Saba (n-GOO-zo SAH-bah) Seven Principles fundamental to Kwanzaa which may serve as guides for daily living.

Nia (NEE-ah) Purpose, the fifth principle of Kwanzaa. To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

Ujamaa (oo-jah-MAH) Cooperative economics, the fourth principle of Kwanzaa. To build and maintain our own stores, shops, and other businesses and to profit from them together.

Ujima (oo-JEE-mah) Collective work and responsibility, the third principle of Kwanzaa. To maintain our community together and make our sister's and brother's problems our problems and to solve them together.

Umoja (oo-MO-jah) Unity, the first principle of Kwanzaa. To strive for and maintain unity in the family, community, nation, and race.