

The State of Florida Commissioner of Education's Task Force on African American History



African and African American History Curriculum Frameworks

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MISSION STATEMENT

The State of Florida's Task Force on African American History is an advocate for Florida's school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society. The Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, assist in the selections of textbooks for adoption by the state, provide training, and build supporting partnerships.

The State of Florida Commissioner of Education's Task Force on African American History

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**The State of Florida Commissioner of Education's
Task Force on African American History**

CURRICULUM FRAMEWORKS WRITING TEAM

Dr. Patrick C. Coggins, Project Director

Elaine Adderly
Juan Artigas
Charles Beamer
Primrose Cameron
Cheryl Engelschall
Marsha Glover

Etta Harbin
Cartheda Mann
Audra Wells Mark
Elizabeth Watts Murdock
Margaret Newton
Debbye Raing

Timothy Brandt Robinson
Melviona G. Thomson
Lisa Wiggins
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Marion Williams

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Ms. Jennifer Combs, Volusia County
Ms. Kim Moore, Volusia County
Ms. Linda Sapp, Leon County

CONSULTANTS

Dr. Doug Miller, Staff Development Specialist
Mr. Larry Wesley, History Professor
Mr. Randy Lightfoot, Pinellas County
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Foreword

This African and African American History Curriculum Frameworks provide the reader with answers to critical questions that are related to the instruction of the content. It is therefore advisable that each teacher and administrator becomes familiar with the intent and perspective of the Curriculum Framework.

The information provided in this Curriculum Framework is merely intended as a resource guide from which the instructor and school can build its lessons plans and instructional designs.

Although the content is focused on Language Arts, we suggest that various activities could be infused in other subject areas. (For example, Social Studies)

Signed,

Dr. Patrick C. Coggins
Project Director

Introduction

This infusion model is organized and designed according to the developmental ranges, each with an interdisciplinary theme. This allows teachers flexibility in adapting curriculum content to the needs and experiences of students. These frameworks recommend a format and content focus that emphasize a humanities based, multicultural approach for all levels of instruction.

- ❑ **Grades PreK-2** focus on culture and provide students with exposure to the basic beliefs, customs, and traditions, of their own, and African and African-American families through the use of stories, legends, and myths.
- ❑ **Grades 3-5** focus on the dynamic dimensions of the historical and physical development of Africa with respect to country, state, and the biographies, time lines, and critical events in Science, Literature, Technology and Culture. Particular attention will be paid to how these developments impacted the rest of the world.
- ❑ **Grades 6-8** focus on broad Geographic, Humanities, and Multicultural perspectives to understand the global connections of the African and African American experiences.
- ❑ **Grades 9-12** focus on world history, and the history of classical civilizations, including Africa. The importance and contribution of Africans and African Americans in the areas of geography, economics, literature, language arts, sciences, and contemporary issues will also be explored.

Required Instruction

The Law Mandating the Teaching of African and African American History: May 1994 and 2002

Florida Legislature F.S. 233.061 Sec. (1) (G) (1994) as amended by F.S. 1003.42 (g) (2002) that mandates:

“(g) 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 Africans to society.”

1003.42. Required Instruction

“(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board...

Shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:”

Vision Statement

While there is some evidence that African American History is being taught in some classrooms, a survey conducted in 2000 by the State of Florida's Task Force on African American History revealed that there is no systematic integration of African American history in the curriculum in public schools i.e. Language Arts and Social Studies

Additionally there is insufficient evidence that African American History is included in the content of District –wide examinations. Thus it is our vision to:

- ❑ To develop a systematic Curriculum Frameworks for the teaching of African and African American History in the State 's 67 School Districts.
- ❑ To circulate these Curriculum Frameworks in each school in each School District.
- ❑ To continue to provide summer institutes and staff development workshops for educators.
- ❑ To provide school districts with recommended instructional materials for use in the classroom.
- ❑ To continue to advocate for the infusion of African American History into the prescribed subjects in the curriculum K-12 in Florida's Public Schools.

Purpose

The purpose of the African and African American History Curriculum Frameworks is to provide teachers and administrators with a guide and useable content in a systematic and focused manner. The content will reflect Ancient African History, the history of African Americans, the Slavery and Abolition Era, the Civil Rights Movement and the contributions of Africans and African Americans to the U.S. and the world.

The Objectives of the Curriculum Framework:

1. To provide a chronological framework for teaching African and African American History.
2. To provide a model for infusing and teaching the African and African American History and culture beginning with Ancient Africa and continuing through African American History.
3. To provide information about the contributions of people of African descent in the United States, Central America, the Caribbean, South America, and to the world.
4. To enhance the knowledge and skills of students with respect to the history of Ancient Africa, slavery, post slavery, and the Civil Rights Movement.
5. To infuse African and African American History as an integral part of American History, including such periods as the Reconstruction, Harlem Renaissance, World Wars I and II, as well as other wars and global events.

Perspective on the African and African Americana History Model

A close scrutiny of the new law, Florida Statute 233.061 (1994) as amended by FS 1003.42 (g) (2002), requires instructions in the history of African Americans, including the history of African peoples, and points in the direction of a new emphasis on the teaching of ancient African history and connections to African Americans and African descent peoples in the Diaspora.

However, the model, which follows, clearly points to the fact that ancient African history surpassed slavery and post slavery. It provides a positive set of information indicating that Ancient Africans were developed and civilized peoples who created complex and sophisticated societies. Many African societies built classical universities covering such diverse disciplines as the natural sciences, extensive literary forms, and politics.

An example of this development according to Clarke (1981) was the University of Sankore in Timbuktu, Which stood for over 500 years. The Moroccans and faculty destroyed the university in 1591 and scholars were exiled. Ahmed Baba authored over 40 books on such themes as theology, astronomy, ethnography, and biography. His rich library of 1600 books was lost during his expatriation from Timbuktu. Therefore, any model for teaching African history must focus on the rich, yet forgotten history of these African civilizations, and the Golden Ages in African which were unmatched by any other ancient civilization at the time.

There are seven (7) major curriculum focus in the teaching of African American History, namely: 1) Ancient Africa: Pre-Columbus 2) African Explorations of the World: Pre Columbus 3) Invasions and weakening of Africa: European Colonialism 4) Slavery in the Americas: Post Columbus 5) Post Slavery: abolition, Civil Rights and constitutional Rights 6) the soul of African Americans, And 7) Contributions of African Americans to the United States of America and to the World.

THE MODEL FOR AFRICAN AND AFRICAN AMERICAN HISTORY CURRICULUM

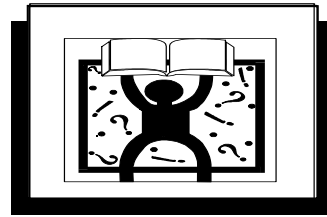
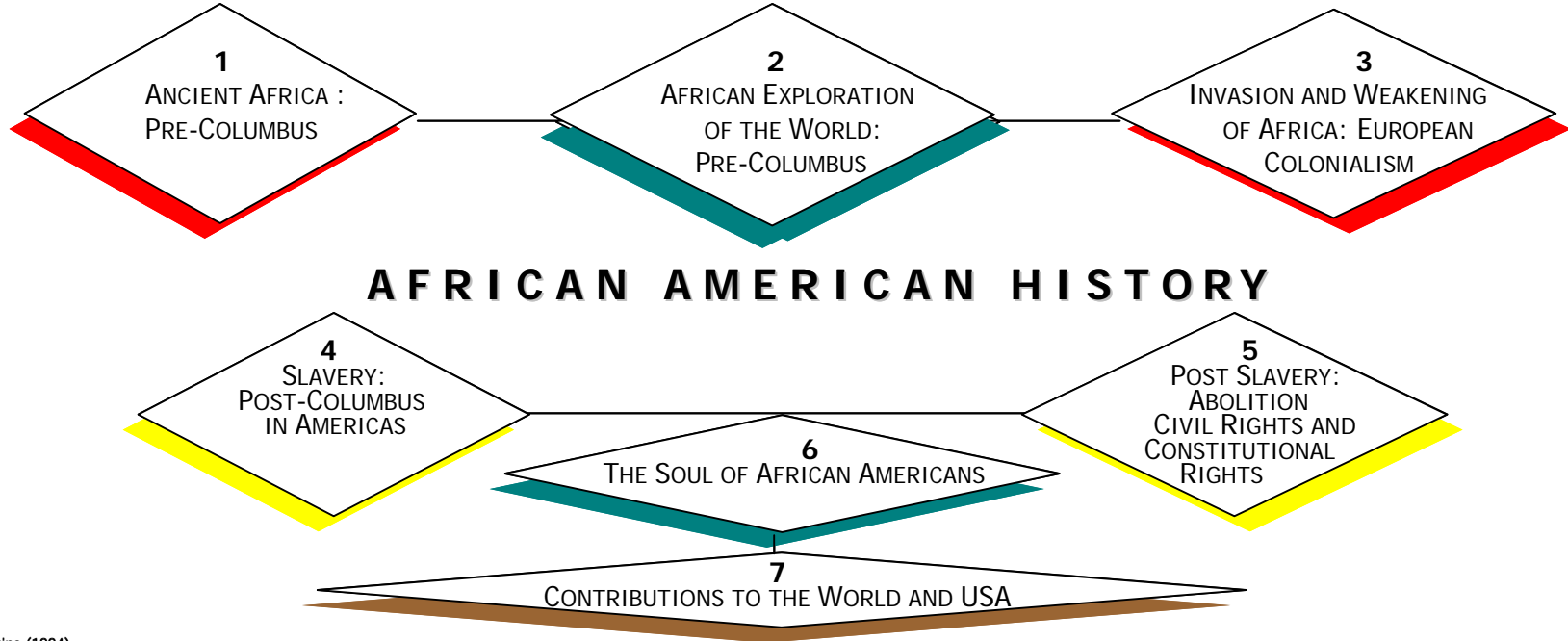


FIGURE 1



(c) Dr. P. Coggins (1994)

An Effective Model for African and African American Curriculum

Figure 2 - Outline

- 1. Ancient Africa: Pre-Columbus**
 - Kingdoms
 - Civilizations
 - Diaspora
- 2. African Explorations of the World: Pre-Columbus**
 - Trade
 - Moors
 - Explorations African Explorers in the World
 - African Presence in Europe, South America, Americas, and the World
- 3. The Invasion and Weakening of Africa: European Colonialism**
 - European colonialism
 - European exploitation
 - Slavery
 - Tribal/National Conflicts
 - The expansion of the Sahara Desert
- 4. Slavery: Post-Columbus in the Americas**
 - Slave Trade
 - Slavery in North America
 - Slavery in South America
- 5. Post-Slavery: Abolition, Civil Rights, and Constitutional Rights**
 - Abolition
 - Bill of Rights
 - Struggle for Civil Rights
- 6. The Soul of African Americans**
 - Myths
 - Values
 - Roles of people
 - Resources
 - The Harlem Renaissance
- 7. Contributions of African Americans to the United States of America and to the World**
 - Art - Literature - Music - Politics - Science - Religion - Medicine and other areas

Note: The content in each area could be expanded based on the desires and interests of each school district, school site, and classroom teacher.

The Model for Teaching African and African American History

1. Ancient Africa

- Start 50,000 B.C. or earlier
- Kingdoms
- Nubian Presence
- Ethiopian Presence
- Kemet
- Four Golden Ages
- Contributions

2. African Exploration of the World

- Diaspora
- European Presence including Moors
- South America
- North America
- The Caribbean and Central America
- Asia
- Other Parts of the World
- They came before Columbus
- Estavancio
- Balba

3. Invasions and Weakening of Africa

- The Hyksos
- The Romans
- The Arabs
- The Greeks
- The European Colonization
- The Sahara Desert
- Trading and Other Factors

4. Slavery

- Its origins by the Portuguese
- Slavery in the Americas
- Haiti
- Caribbean
- South America
- Central America
- Parts of the World
- Advent of slavery 1619 in North America, Virginia
- The enslavement system
- The plantation life
- Slave rights, treatment
- Genocide - Amerindians, Africans

5. Post Slavery-Abolition

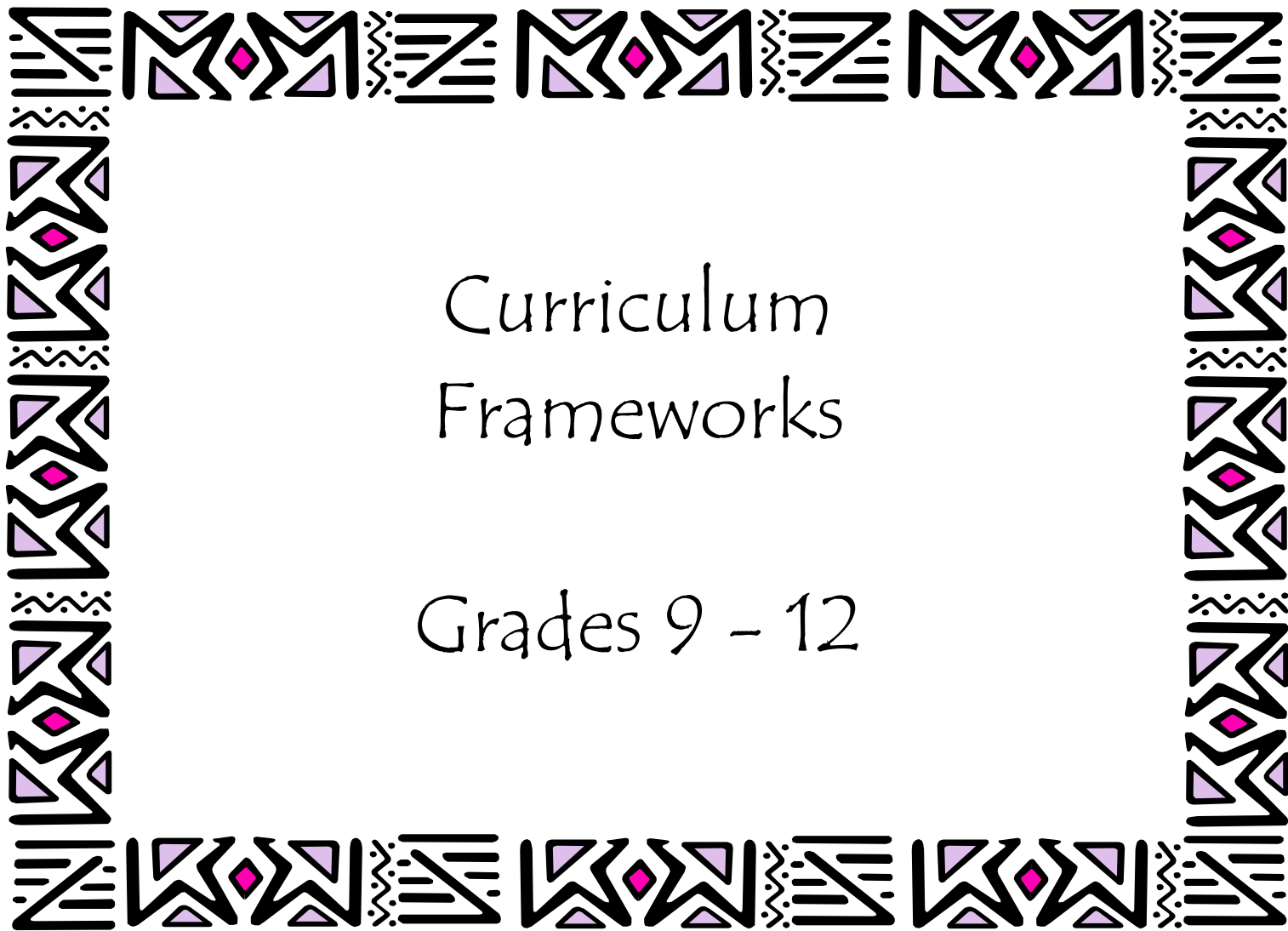
- Slave resistance
- Slave Acts
- Struggle to be free
- Slave Revolts
- The Underground Railroad - Harriet Ross Tubman
- The Constitutional Provisions 13, 14, 15 Amendments to the United States Constitution
- Haitian Revolt and freedom from French Slavery
- Role of the Church, Civic and other groups
- Civil Rights Struggles - The Road to Brown
- Brown Decision
- Civil Rights Act of 1964
- Affirmative Action
- Legal process for stemming Racial Discrimination

6. Soul of Africans and African Americans

- The value slaves brought to the Americans
- The MA'AT
- The Kwanzaa Values
- The Harlem Renaissance
- The values of Civil and Human Rights
- The spiritual life of African descent peoples
- The role of Art, Music, and the Humanities in shaping the value system

7. Contributions of Africans and African Americans to the United States of America and to the World

- Inventions of the Americas
- Inventions in Africa and the World
- Origins of Writing, Sciences, and Architecture
- Kingdoms and a system of Government
- The Pyramids
- Role in the military of the United States of America
- Role in all fields of Art, Music, Religion, Education, Science, Community Life, Politics
- Florida's development and other areas such as entertainment and sports



Curriculum
Frameworks

Grades 9 - 12

African and African American History Curriculum Frameworks

The curriculum frameworks are organized in a teacher-friendly format by providing the focus of the subject content areas. For example, this section focuses on grades 9-12; the theme is the Abolition of Slavery, Civil right, Constitutional Rights, and the Contributions of Africans and African Americans to the World. While you can add additional Sunshine State Standards and Benchmarks, a recommended list is provided. Additionally, Grade Level Expectations, Content Areas, Recommended Student Activities, FCAT Strategies, Recommended Teacher Activities, Recommended Assessment, and Resources/Bibliography/References are included in this section.

African and African Americans in Transition

The Abolition of Slavery, Civil right, Constitutional Rights, and the Contributions of Africans and African Americans to the World.

Grades High School 9-12

Theme The Abolition of Slavery, Civil right, Constitutional Rights, and the Contributions of Africans and African Americans to the World.

Overview The students will focus on world history, and the history of classical civilizations, including Africa. The importance and contribution of Africans and African Americans in the areas of geography, economics, literature, language arts, sciences, and contemporary issues will also be explored.

Sunshine State Standards

- **LA.A.1.4.1:** selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
- **LA.A.1.4.4:** applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- **LA.A.2.4.1:** determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
- **LA.A.2.4.3:** describes and evaluates personal preferences regarding fiction and nonfiction.

- **LA.A.2.4.4:** locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- **LA.A.2.4.6:** selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- **LA.B.1.4.1:** selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
- **LA.B.1.4.2:** drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- **LA.B.1.4.3:** produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- **LA.B.2.4.1:** writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- **LA.B.2.4.3:** writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- **LA.B.2.4.4:** selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.
- **LA.C.1.4.4:** identifies bias, prejudice, or propaganda in oral messages.
- **LA.C.3.4.1:** uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- **LA.C.3.4.3:** uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- **LA.E.1.4.2:** understands why certain literary works are considered classics.

- **LA.E.1.4.3:** identifies universal themes prevalent in the literature of all cultures.
- **LA.E.2.4.1:** analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
- **LA.E.2.4.6:** recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
- **LA.E.2.4.8:** knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Grade Level Expectations

Content **Ancient Africa, Africa in Transition, The Civil Rights Movement, and the Contributions of Africans and African Americans to the World.**

Ancient Africa should be studied because as Davison (1971) said, "Africa is the world's second largest continent." To begin to understand Africa and its peoples, including African Americans, is to understand its pre-slavery period which included African Kingdoms. The African American living in the United States of America today represent a wide variety of individuals of African descent whose beginning dates back to before Columbus' presence in the Americas and before the beginning of slavery (Coggins, 1994)

- **Slavery: Post Columbus in the Americas**-- Slavery and European exploitations started around 1490 A.D. and continued for over 300 years. The slavery experience and the journey through the Middle Passage was one of humankind's worst atrocities. The journey took three weeks to three months from West Africa to the shores of North and South America. Tolliver (1993) estimated that although 100 million Africans died at the hand of their captors, over 25 million made it to the shores of the Americas, Slavery, according to Tolliver, was an economic system where profit and exploitation of forced and cheap labor of African men, women, and children were the centerpieces of the slavery system. Africans brought to this country as slaves, were not allowed to speak their own language, use their own names, practice their own religion, perform their own cultural rituals, and most importantly, maintain their governmental system, values, and beliefs (Van Sertima, 1990). Thus, the slavery that occurred during this period was unlike any other form of slavery practiced in the history of mankind. This painful history

of African Americans must be told along with the rich contributions of Africans which predated slavery and continued throughout the post-slavery period. The United States of America grew economically because of the cheap labor system fostered by chattel slavery (Coggins, 1994)

African and African Americans in Transition

The Abolition of Slavery, Civil right, Constitutional Rights, and the Contributions of Africans and African Americans to the World.

Continued Grade High School 9-12

- **Post-Slavery: Abolition, Civil Rights and Constitutional Rights**-- This was a period from 1800 to 1861 which involved the struggle of abolitionists. Even though the slave trade legally ended in 1808, illegal slave trading continued (Banks, 1991). Despite the abolitionists struggle and Nat Turner's slave revolt of 1831, the Fugitive Slave Act of 1850 posed a great problem for the Abolitionists' movement and affirmed that Africans could not be citizens. It was not until 1863 that President Lincoln issued the Emancipation Proclamation, which freed slaves in those states that were fighting the Union (Coggins, 1994). The struggle for citizenship and freedom was not guaranteed until the passing of the Thirteenth Amendment in 1865, which legally abolished slavery; the Fourteenth Amendment in 1866, which made African Americans citizens; and the Civil Rights Act of 1866, which gave African Americans civil liberties. In 1870, the Fifteenth Amendment was enacted to give African Americans the right to vote. The struggles for civil and human rights continued from 1870 and continues today where the enjoyment of full civil rights for African Americans remains a struggle.
- **The Soul of African Americans**-- Oliver (1993) discusses the myths and stories which characterize the values and beliefs which have been historically central to the lives of African people on the mainland of Africa and throughout the world; values and beliefs which Karenga (1966) and Useni (1981) have captured in the African American celebration called "Kwanzaa." These values and beliefs of family, community, spiritualism, and material goods trace its roots to the principles of the MA'AT which dates back to 3200 B.C. - 700 B.C. (Coggins, 1994). The economic and human resources of African Americans in the United States of America are significant. African Americans, since Madame C.J. Walker, have been millionaires and today there are many millionaire athletes, business people,

performers, and T.V personalities like Oprah Winfrey. The exploration of economic contributions is important in understanding the roles of African Americans in American society (Coggins, 1994).

- **Contributions of African and African Americans to the United States of America and to the World-**
- The contributions of Africans may have been lost in the history books, but careful examination of well documented evidence by Rogers (1991), Van Sertima (1990), and others show that Africans and Africa Americans have contributed in meaningful ways in areas of art, music, science, literature, politics, and developed inventions which shaped America's future (Coggins, 1994).

Recommended Student Activities

FCAT Strategies

Recommended Teacher Activities

Recommended Assessment

Resources/Bibliography/References

African and African American History Curriculum Frameworks

Civilization of the African Empires

The Context of Classical Civilization in Europe (i.e. Greco-Roman)

Grades 9

Theme Ancient Africa; The Diaspora

Overview Ancient Africa should be studied because as Davison (1971) said, “Africa is the world’s second largest continent.” To begin to understand Africa and its peoples, including African Americans, is to understand its pre-slavery period, which included African Kingdoms. The African American living in the United States of America today represent a wide variety of individuals of African descent whose beginning dates back to before Columbus’ presence in the Americas and before the beginning of slavery (Coggins, 1994)

Sunshine State Standards

- **Strand:** E - Literature
- **Standard 1:** The student understands the common features of a variety of literary forms
- **Benchmarks:** LA.E.1.3 & LA.E. 2.3

Grade Level Expectations

The student:

- The students will focus on the developmental of classical African American civilizations and the dynasties and kingdoms that flourished in Africa, through literature.
- Africa before the pyramid period
 - The building of the pyramids in Africa, including Giza, etc.
 - The development of literature, sciences, medicine, and other areas.
 -
- The student will interpret the meanings of proverbs
- The student will explore the interaction among West African Civilizations and the world
- The student will identify the characteristics of East African Culture
- The student will examine different ways in which Africans communicated
- The student will identify characteristics of an epic

Content

Civilization of the African Empires within the Context of Classical Civilization in Europe (i.e. Greco-Roman)

- The Kemet and Nubian kingdoms and dynasties.
- African Exploration: The history of the Moors and the explorations of the Africans into the world, including North and South America.
- African presence in the region before slavery as documented by Ivan Van Sertima (1979) and (1990) in his books The Moors and the African Presence in Europe and They Came Before Columbus, the Ancient Presence of Africans in the Americas.
- African presence in Europe and the world.
- Invasion and weakening of Africa by European Colonialism.
- Post-Pyramid empires in the West (i.e. Ghana, Mali, Songhay, Kanem-Bornu, and Benin).
- Forest Kingdoms, Congo, Ashanti, Bechuanaland, Zulu Land and others.
- The development of the arts, sciences, and language arts in Africa, and their influence on the world.
- The Ancient African kingdoms prior to 700 B.C. and post 600 B.C. to 1500 A.D.

Recommended Student Activities

- Allow students to use the library or Internet to locate other kinds of ancient Egyptian literature, while identifying major Egyptian gods and goddesses.
- Allow students to compare and contrast characters from the opera, *Aida* to the main characters in the play, *Romeo and Juliet*.
- Allow students to create a monologue in the voice of an animal from one of the fables read.
- Allow students to write modern tales that pertain to the issues of today's society.

FCAT Strategies

- What is another good title for the folktale: "Olode the Hunter Becomes an Oba" by Harold Courlander with Albert Kofi Prempeh? (main idea)
- Write a one-sentence summary for the African proverbs of Ashanti and Kenya. (main idea)
- In the epic, *Sundiata*, what happens to the epic hero?(facts and details)
- What happened before the beginning of slavery? (chronological order)
- What is meant by the African Diaspora? (vocabulary)
- How are Africans different today from the pre-slavery period in Africa? (compare and contrast)
- Write one fact/opinion about the characteristics of an epic. (fact and opinion)
- What was the main problem in the play, *Aida*? (Plot development/resolution)
- How is the plot of "If Beale Street Could Talk" similar to *Romeo and Juliet*? (similarities/Differences in text)
- Define the word "myth." (vocabulary)
- Why did Alan Paton write Cry the Beloved County? (Author's Purpose)
- What caused Olaudah Equiano's life to change? (cause and effect)
- Develop a literature map of Africa. (Multiple Representation of Information)

Recommended Teacher Activities

- Teachers can explore the following topics with the students:
- Ancient Africa (classical Greek and Roman period)
- Start 50, 000 B.C. or earlier
- Kingdoms
- Nubian Presence
- Ethiopian Presence
- Kemet (also known as Egypt)
- Four Golden Ages
- Contributions
- Oral Tradition
- Folktales
- Fables
- Myths
- Teachers can create a community-building atmosphere, by allowing the students to work in diverse groups throughout this unit.

Recommended Assessment

- The student will create a timeline that depicts invasions of East African Civilization from 8000BCE-600 BC
 - Grading Matrix
 - The timeline cites dates chronologically=30 points
 - The timeline links dates with events accurately=15 points
 - The timeline uses graphics to demonstrate the content and events=15 points
 - The timeline has a clear introduction=10 minutes
 - The timeline has a clear statement of two objectives=10 points
 - The timeline has a clear summary =15 points
 - The timeline has a definitive look=5 points

- The student will write an essay explaining whether or not they believe that the United States is more of a written society or an oral society.
 - FCAT 6 point rubric

Resources/Bibliography/References

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Harold Courlander with Albert Kofi Prempeh	Osebo's Drum
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African and African American History Curriculum Frameworks

Sample Lesson Plan

Recording Oral History

Grade 9

Background Central to appreciating cultural differences is an appreciation of the ways different cultures communicate within their communities. Many of the world's peoples, including much of Africa, have history of oral communication. African American culture still exhibits a strong oral tradition, evidenced in Black churches, folk tales, and rap music. A greater understanding of this tradition will lead to greater tolerance between communities.

Sunshine State Standards

- LA.B.2.3 The student writes to communicate ideas and information.
- LA.C.1.4.4 identifies bias, prejudice, or propaganda in oral messages
- LA.D.2.41 understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

Objectives The lessons are designed to: examine the different ways that we, as Americans communicate, and ultimately, listen to each other; develop listening skills; gain a greater appreciation for the historical process: learn how documenting oral history in writing is ultimately a tribute to both forms of communication.

Lesson Content

Review the unit objectives and convey the background information.

Day one: Transition into oral history school project

Activity one

1. A fun way to introduce the lesson is to divide the class into two groups. Call one the oral group and the other the written group.
2. Explain to both groups that they must give basic directions from their house to the nearest mall. The written group is to complete the task in writing, while the oral group is to quietly prepare to verbally explain.
3. Ask for volunteers from both groups to present their directions.
4. This should generate a good discussion as to patterns that emerge

Activity Two-Writing assignment

Students are to explain in at least two paragraphs whether they believe the United States is more of a written society or an oral society. They should cite specific examples. Before this is turned in, discuss the opinions.

Activity Three-Project assignment

Prior to the end of class each student should receive a project handout. The handout will contain the following information:

1. Due date-two days from assigned date
2. Overview-You are to conduct a personal interview with someone outside your culture group. The subject of the interview may be one of the following: *where will you be in five years?*, *who has been the biggest influence on your life so far?*, or *what has been the most important change you have undergone in life?*
3. Expectation-Once you have selected your question and interviewee, you are to record the answers exactly as they were given.
4. Post-Interview-After your interview you must write a summary of your experience in which you answer the following questions:

- What was the mood of the person you interviewed?
- Describe their conversation style?
- Was it easy or difficult to record their responses? Why?
- How is your communication style similar to and different from your interviewee?
- Did you bring any stereotypes about your subject into the interview, based on their culture? Explain.
- Based on your interview, would you rather summarize it exactly as it was spoken, or rewrite it, correcting spelling, grammar, and syntax errors? Explain.

FCAT Strategies

1. Develop a Venn diagram that shows how the U.S. is seen as a written society vs. an oral society. (compare and contrast)
2. Define stereotypes. (vocabulary)

Assessment

- | | |
|---------------------------------------|-----------|
| 1. Cover page | 10 points |
| 2. Well-developed interview questions | 15 points |
| 3. Recorded answers | 15 points |
| 4. Summary of experiences | 25 points |
| 5. Two paragraph writing assignment | 25 points |

African and African American History Curriculum Frameworks

Africa in Transition: The Weakening of Africa and the Advent of Slavery

Grades 10

Theme Africa in Transition: The Weakening of Africa and the Advent of Slavery

Overview

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 1:** The student uses the reading process effectively.
- **Benchmarks:** LA.A.1.4.1 and LA.A.1.4.2

Grade Level Expectations/Covered

The student:

- Predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.
- Uses prereading strategies before reading.
- Makes predictions about purpose and organization using background knowledge and text structure knowledge.
- Reads and predicts from graphic representations.
- Uses context and word structure clues to interpret words and ideas in text.
- Makes inferences and generalizations about what is read.
- Uses graphic organizers and note-taking to clarify meaning and to illustrate organizational pattern of texts.

Recommended Student Activities

- Allow students to use the library or Internet to find an African or African-American poem. Allow students to look at the title of the passage and any graphics. Instruct students to look at illustrations, bold faced, italicized words and context clues. Emphasize the importance of these words.
- Ask students what the poem is about. Ask students what they predict will occur in the poem and why.
- Allow students to read the poem. Tell students to write the main idea, theme, author's purpose, main characters, and setting in the poem.
- Allow students to share the reading of the poem with the class and put emphasis where they should.

FCAT Strategies

- Students will determine main idea and significant details of passages examined.
- Students will differentiate between facts and opinions and will determine the author's purpose for writing the passage.
- Students will understand the literary elements of plot, setting, character, point of view, theme, and tone in a literary passage.

Recommended Teacher Activities

See Sample Lesson Plan

Recommended Assessment

- Reader journal - contains paragraphs related to readings assigned to simulate thought. For each passage, students write a paragraph expressing their understanding of the piece. They generate questions that further demonstrate their degree of comprehension of the reading. These questions can range from the literal level of the text to interpretations of the motives of the author or a character. The questions also might make connections to past experiences and other texts.

Next students select the questions they consider to be the most powerful and answer them. As an additional step, the students compose another paragraph that usually indicates a richer understanding of the passage. The teacher need not read and check numerous journal entries; however, the teacher does search for patterns in the questions that indicate growth. In addition, the teacher is given assistance in constructing future lessons for the class. In this way, reader journals not only allow teachers to inform students about how well they understand a work, but also enable students to inform teachers about what class topics would be most meaningful.

Reader journals enable teachers to provide regular measure of students' ability to comprehend and question the literature they read. In addition, the students can review the evidence showing how they have grown academically.

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United States Constitution

African and African American History Curriculum Frameworks

Sample Lesson Plan

A lesson on “tone”

Recommended Teacher Activities

- A. To introduce tone the teacher might speak the same phrases in several different tones of voice. The phrase “Honey, I’m home.” might be said affectionately, sarcastically, coldly, provocatively, urgently. Engage students in discussion of the different tones. Have them project a scenario based on the tone used.
- B. A brief scene with a simple dialogue between two students using differing tones to fit different characters and contexts emphasizes how tone changes meaning. For example:

Person #1: You’re late!
Person #2: I know. I couldn’t help it.

Person #1: I understand.
Person #2: I knew you would.

Person #1: I have something for you.
Person #2: Really? What?

Person #1: This!

- How might this scene be played by two lovers who are meeting at a restaurant where one lover is about to propose marriage?

- How would two spies speak the same words?
- How would a parent and a child who has come home late do so? In each scenario, the tone controls audience understanding and interpretation.

C. Begin practicing the analysis of tone by using short passages that use a specific device such as Diction, Images, Details, Language, or Sentence Structure to convey tone. A list of tone words is one practical method of providing a basic “tone vocabulary”. An enriched vocabulary enables students to use more specific and subtle descriptions of an attitude they discover in a text. Include words such as the following:

angry	sad	sentimental
sharp	cold	fanciful
upset	urgent	complimentary
silly	joking	condescending
boring	poignant	sympathetic
afraid	detached	contemptuous
happy	confused	apologetic
hollow	childish	humorous
joyful	peaceful	horrific
allusive	mocking	sarcastic
sweet	objective	nostalgic
vexed	vibrant	zealous
tired	frivolous	irreverent
bitter	audacious	benevolent
dreamy	shocking	seductive
restrained	somber	candid
proud	giddy	pitiful
dramatic	provocative	didactic
emotional	sentimental	lugubrious

- D. Have students use dictionaries for definitions of the tone words listed. In order for them to understand subtle differences between tone words such as *emotional*, *sentimental*, and *lugubrious* they will need to know the explicit definitions of the tone word. Then they can accurately comment on a work that appeals to emotions, emphasizes emotion over reason, or become emotional to the point of being laughable.
- E. Use the acronym **DIDLS** to help students remember the basic elements of tone that they should consider when evaluating prose or poetry. Diction, images, details, language, and sentence structure all help to create the author's or speaker's attitude toward the subject and audience. If you make flash cards with the following "annotated" acronym that will help them focus.

DIDLS	
D iction	the connotation of the word choice
I mage	vivid appeals to understanding through the senses
D etails	facts that are included or those admitted
L anguage	the overall use of language, such as, formal, clinical, jargon
S entence structure	how structure affects the reader's attitude

Discuss the DIDLS:

- Diction - Focus student's attention on word choices in their own writing and in the writing of other people. Using a thesaurus, select an interesting word with a neutral denotation. Then list each synonym and discuss the attitude implied by the varying words. For example:
- To laugh: to guffaw, to chuckle, to titter, to giggle, to cackle, to snicker, to roar
 - House: home, hut, shack, mansion, cabin, chalet, abode, dwelling, shanty, domicile, residence
- Students must learn to use precise, effective words instead of vague or neutral words.
- Images - Authors create tone by using vivid description or figures of speech that appeal to sensory experiences. Evaluate the author's or speaker's tone conveyed in the images of the following lines of poetry.
- Giving me strength erect against her hate. (restrained)
 - He played that sad raggy time like a musical food (somber, candid)
 - Droning a drowsy syncopated tune (dramatic)
- Details - Details are most commonly the *facts* given by the author or speaker as support for the attitude or tone. The speaker's perspective is shaped by what details are given. Have students consider how they might choose some details and omit other to affect an audience. What changes in detail might a young adolescent make in reporting a minor car accident to her parents, a policeman, or her friends at school? Consider how a teacher might report a child's behavior to colleagues, the principal, or a parent differently in each case, focusing on details to produce the desired effect on the audience.
- Language - The tone of a passage is controlled by its language. Consider language to be the entire body of words used in a text, not simply isolated bits of diction. For example, an invitation to a graduation might use formal language, whereas a biology text would use scientific and clinical language. Students may need to develop a vocabulary that describes language. Different from tone, these words describe the force or quality of the diction, images and details. These words qualify how the work is written, not the attitude or tone.

jargon	pedantic	poetic
vulgar	euphemistic	moralistic
scholarly	pretentious	slang
insipid	sensuous	idiomatic
informal	ordinary	formal
precise	exact	cultured
esoteric	learned	picturesque
connotative	symbolic	homespun
plain	simple	provincial
literal	figurative	trite
colloquial	bombastic	obscure
artificial	obtuse	emotional
detached	grotesque	exact

Providing students with brief examples will help them identify the kinds of language that establish tone.

Example: When I told dad I Christmas-treed that exam he
blew his top. (slang)

Students should examine the passage below and list the author's word choices that contribute to the quality of the language.

Formal language:

I believe it is difficult for those who publish their own memoirs to escape the imputation of vanity; nor is this the only disadvantage in which they labour: it is also their misfortune, that what is uncommon is rarely, if ever, believed, and what is obvious we are apt to turn from with disgust, and to charge the writer with impertinence.

Olaudah Equiano

From “The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself.” **Slave Narratives**. New York: Literary Classics of the United States, Inc., 2000. (ISBN I-883011-76-0)

Ordinary language:

My wife and myself were born in different towns in the State of Georgia, which is one of the principal slave states. It is true, our condition as slaves was not by any means the worst; but the mere idea that we were held as chattels, and deprived of all legal rights - the thought that we had to give up our hard earnings to a tyrant, to enable him to live in idleness and luxury - the thought that we could not call the bones and sinews that God gave us our own: but above all, the fact that another man had the power to tear from our cradle the new-born babe and sell it in shambles like a brute, and then scourge us if we dared to lift a finger to save it from such a fate, haunted us for years.

William and Ellen Craft

From “Running a Thousand Miles for Freedom; or The Escape of William and Ellen Craft from Slavery.”

Informal language:

...It is reported of him, that while riding along the road one day, he met a colored man, and addressed him in the usual manner of speaking to colored people on the public highways of the south: "Well, boy, whom do you belong to?" "To Colonel Lloyd," replied the slave. "Well, does the colonel treat you well?" "No, sir," was the ready reply. "What, does he work you too hard?" "Yes, sir." "Well, don't he give you enough to eat?" "Yes, sir, he gives me enough, such as it is."

Frederick Douglass

From "Narrative of the Life of Frederick Douglass, An American Slave. Written by Himself." Slave Narrative. New York: Literary Classics of the United States, Inc., 2000. (ISBN I-883011-76-0)

Sentence Structure - How a speaker or author constructs a sentence affects what the audience understands. The inverted order of an interrogative sentence cues the reader or listener to a question and creates a tension between speaker and listener. Similarly short sentences are often emphatic, passionate or flippant, whereas longer sentences suggest the writer's thoughtful response.

F. Short Passages for discussion

Begin practicing the analysis of tone by using short passages that use a specific device such as Diction, Images, Details, Language or Sentence Structure to convey tone. Ask students to suggest what tone words they would use to describe the speaker's attitude.

*“When nearly two years later Obierika paid another visit to his friend in exile the circumstances were less happy. The missionaries had come to Umuofia. They had built their church there, won a handful of converts and were already sending evangelists to the surrounding towns and villages. That was a source of great sorrow to the leaders of the clan; but many of them believed that the strange faith and the white man’s god would not last. None of his converts was a man whose word was heeded in the assembly of the people. None of them was a man of title. They were mostly the kind of people that were called **efulefu**, worthless, empty men, The imagery of an **efulefu** in the language of the clan was a man who sold his machete and wore the sheath to battle. Chielo, the priestess of Agbala, called the converts the excrement of the clan, and their new faith was a mad dog that had come to eat it up.”*

Chinua Achebe

From Things Fall Apart. New York. Doubleday, a division of Bantam Dell Publishing Group, Inc. 1994. (ISBN 0-385-47454-7)

The passage uses word choice and imagery to create its mocking, condescending tone. In this case, the imagery and diction also produce a detached atmosphere, which helps to establish the condescending tone. (Mood suggests a sense of place and atmosphere, whereas tone suggests an author's or speaker's attitude. Atmosphere often compliments tone.) Phrases such as “handful of converts,” “none was a man of title,” “worthless, empty men” suggests detachment since the description is being given by a noble man.

African and African American History Curriculum Frameworks

The Civil Rights Movement and Its Impact on the Freedom and Legal Rights of African Americans

Grades 11

Theme The Civil Rights Movement and Its Impact on the Freedom and Legal Rights of African Americans

Overview The students will focus on the impact of Civil Rights movements and non-violent protests in seeking equal rights for African Americans from the beginning of African enslavement to the present day. Students will examine the historic racial discrimination against African Americans and other groups in the United States through legal documents, literature, and biographies.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 2:** The student constructs meaning from a wide range of texts.
- **Benchmarks:** LA.A.2.4.4

- **Strand:** B – Writing
- **Standard 2:** The student writes to communicate ideas and information effectively.
- **Benchmarks:** LA.B.2.4.1

Grade Level Expectations

The student:

- The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

Content

The Civil Rights Movement and Its Impact on the Freedom and Legal Rights of African Americans

- Students will explore the legal cases (i.e., Plessy vs. Ferguson, Road to Brown, Brown versus the Board of Education), which deal with racial problems in the United States.
- Students will analyze the Great Debate between Booker T. Washington and W.E.B. DuBois.
- Students will examine the role of literature and communication for informing the population about Civil Rights (*A Raisin in the Sun*, *Uncle Tom's Cabin*, "I Have a Dream Speech" by Dr. Martin Luther King, Jr.)
- Students will explore the role of women in the Civil Rights struggle (i.e., Ida B. Well Fannie Lou Hamer, Rosa Parks, Harriet Tubman, Sojourner Truth, Susan B. Anthony Maya Angelou and others.)
- Students will understand Resistance to the Civil Rights Movement by such groups as the Ku Klux Klan (KKK).

Recommended Student Activities

- Students will compare and contrast the ideas of Booker T. Washington and W.E.B. DuBois.
- Students will select and read literature, which promotes civil rights and social change in America.

FCAT Strategies

- Main idea – Students will understand the main ideas of the fiction and non-fiction texts they read and will demonstrate this understanding through writing and class discussion.
- Facts and details – Students will identify the facts and details in the legal documents, literary works, and biographies they read about the struggle for equality in the United States.
- Compare and Contrast – Students will compare and contrast the philosophies of Booker T. Washington and W.E.B. DuBois.
- Author's Purpose – Students will identify and understand the author's purpose in literature and other forms of communication about the Civil Rights Movement in the United States.
- Cause and Effect – Students will analyze the historical and political events that contributed to the current race relations in the United States.

Recommended Teacher Activities

See Sample Lesson Plan

Recommended Assessment

- Students will compare and contrast the ideas of Booker T. Washington and W.E.B. DuBois through a Venn diagram. Using information from the Venn diagram, students will write persuasive essay from Washington's or DuBois' point of view and explain why it is the best plan. Essays may be graded on the use of detail and documentation.
- Students will read *Uncle Tom's Cabin* and will write an essay comparing and contrasting the characters of Simon Legree and Uncle Tom. The essay may be graded using the *FCAT Writing* rubric.

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African and African American History Curriculum Frameworks

Sample Lesson Plan

The Philosophies of Booker T. Washington and W.E.B. Dubois

Grade 11

Theme Political and Social Climate of African Americans in the 1890s

Objective To understand the different point of view faced by African Americans after the Reconstruction Period (1890-1920).

Time Frame One Class Period (58 minutes)

Sunshine State Standards

- LA.A.2.4.4
- LA.B.2.4.1

Background

After the Civil War the United States created the Freedmen's Bureau to assist African Americans. This organization set up educational institutions and other social program. By the 1890 prominent African American began to debate what was best for the "Black Man" in America. Booker T. Washington and W.E.B. DuBois had opposing points of view. Washington promoted industrial arts and manual labor while Dubois promoted Secondary Education.

Activity

- Provide historical background for students on Booker T. Washington and W.E.B. Dubois, two African American activists with the same passion for the plight of African Americans but opposing philosophies.
- Provide each student with a copy of the poem "Booker T. and W.E.B."
- Tell students that you will read the poem aloud to them once. Then, you will ask for two volunteers to read the poem aloud to the class. Tell students that as they hear the poem read aloud each time, they should make notes on their copy of the poem. These notes can be thoughts or observations they have about the text.
- Read the poem aloud once, and then ask two students to read the poem aloud to the class.
- Next, ask students to revisit the notes they made on their handout of the poem. Ask students to write a six-sentence paragraph summarizing their thoughts or observations. Inform students that you will ask volunteers to share their paragraphs. Write along with your students.
- Ask volunteers to share their paragraphs. Conclude by sharing your own.
- Students work in pairs to compare and contrast the views of Booker T. Washington and W.E.B. DuBois through a Venn diagram.
- Discuss students' Venn Diagrams, and describe some social and political issues African Americans faced between after Reconstruction.

Assessment

- Students will write a summary from either Washington or DuBois point of view and explain why it is the best plan.

Extension

Student will read *The Souls of Black Folks* by W.E.B. DuBois or *Up From Slavery* by Booker T. Washington. Using the poem, novel and other research, students write an essay explaining one of the points of view. Students should include facts and personal experiences of the author in the essay.

Resources

POEM: "Booker T. and W.E.B." by Dudley Randall, found in Chapman, Abraham. Ed. (1968). *Black Voices: An Anthology of Afro-American Literature*. New York: Penguin. ISBN: 0-451-62660-5

Dubois, W.E.B. (1903). *The Souls of Black Folk: Essays and Sketches*. Chicago, IL: McClurg. ISBN:0517101696

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African and African American History Curriculum Frameworks

Sample Lesson Plan

Utilization of Literature to Motivate Social Change in Society

Grade 11

Background

On the dawn of the Civil War, Harriet B. Stowe wrote the book entitled *Uncle Tom's Cabin*. The contents of the book address the conditions of slavery in America. Stowe's book set the tone for the Civil War. President Lincoln stated "that it was the little book that started the great war".

Objective

To understand how literature, poems, and speeches can be use as a vehicle of change in society.

Time Frame

3 days of class discuss including the viewing of the movie.

The Novel should be assign earlier as homework if possible. If not the activity will take longer for in class reading.

Sunshine State Standards

- LA.A. 2.4.4 The students constructs meaning from a wide range of text.
- LA.B. 2.4.1 The students writes to communicate ideas and information effectively

Activity

- Provide historical background of the Civil War period. Explain the Abolitionist movement and how they fought to end slavery in the United States.
- Introduce the novel *Uncle Tom's Cabin* by Harriet Beecher Stowe and encourage the students to read the book. Set up a reading table and discussion time.
- Have the students write a description of each plantation, the slave owners, and Tom's experiences in their journal. Encourage the students to share their responses with the class.
- View the Movie, *Uncle Tom's Cabin*. Have the students compare their description of the plantation to how it was depicted in the movie.
- Have students select a character from the book explain how their actions effected Tom's outcome.

Assessment

Have the students write a summary comparing and contrasting the characters of Simon Legree and Uncle Tom. Grading will be based on spelling, grammar, sentence construction, and connectedness to the theme.

Resources

Stowe, Harriet Beecher (1991). *Uncle Tom's Cabin*. New York, First Vintage Books. ISBN: 0-679-72537-7

Uncle Tom's Cabin (the movie) www.teachersvideo.com

African and African American History Curriculum Frameworks

Contemporary Issues Impacting Africans and African Americans

Grades 12

Theme Contemporary Issues Impacting Africans and African Americans

Overview Students may identify and understand the impact of (1) African culture in the African Diaspora (e.g., North America, South America, Central America, and the Caribbean); (2) Africans and African Americans in all areas (i.e., literature, the arts, government, science, and other areas); and (3) current world issues involving Africa, Caribbean, South and Central America and North America providing opportunities to compare and contrast the cultures and stature of African descent peoples.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 2:** The student constructs meaning from a wide range of texts.
- **Benchmarks:** LA.A.2.4.4

- **Strand:** B - Writing
- **Standard 2:** The student writes to communicate ideas and information effectively.
- **Benchmark:** LA.B.2.4.1

Grade Level Expectations

The student:

- The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

Content **Contemporary Issues Impacting Africans and African Americans**

- The contributions of Ancient and Contemporary Africans to the world in all areas
- The contributions of African Americans to the United States of America in all areas, (i.e., science, arts, music, literature, mathematics, social studies, and other areas)
- The Harlem Renaissance as a critical period for defining African American culture
- The Soul of African Americans as portrayed in the MA'AT and Kwanzaa
- The Negro History Week in 1926; African American History Month; and the move to integrate African American History throughout the school and calendar year
- The economic power of African Americans, including the spending power, the development of Black businesses; and the role of Black institutions of higher education in shaping the human capital of African Americans

- The freedom struggles of people of African descent in the Caribbean, South and Central America, and the World
- The celebration of Kwanzaa with other celebrations during the month of December and other months
- The development of timelines of African and African American contributions from 50,000 B.C. to the present time. A pictorial documentation will enhance learning in this content area.
- The focus on current world issues involving Africa, Caribbean, South and Central America and North America providing opportunities to compare and contrast the cultures and stature of African descent peoples

Recommended Student Activities

- Students will identify principles of traditional African culture by studying Kwanzaa. Students will explain how each Kwanzaa principle may be celebrated throughout the year.
- Students will identify and summarize aspects of contemporary life in Haiti under democracy. Students will write a diary entry about life in Haiti from a Haitian adolescent's point of view.
- Students will analyze the impact of notable African Americans in areas, such as science, literature, and politics.

FCAT Strategies

- Main idea – Students will determine the main ideas of texts they read and express them in writing and class discussion.
- Facts and details – Students will determine what facts and details support the main ideas of the news articles and other non-fiction texts they read.
- Chronological order – Students will explain the order of events in a novel by an African American author through journal writing and class discussion.
- Fact and Opinion – Students will analyze facts and opinions in the news articles and non-fiction texts they read. Students will demonstrate their mastery of this skill through writing their own news articles, including facts and opinions, on African American contributions to American government.
- Retelling – Students will write a summary of each chapter of a novel. Students will write summaries of two critical essays on the novel.
- Cause and Effect – Students will analyze the historical and political events that contributed to the current democracy in Haiti today.

Recommended Teacher Activities

See Sample Lesson Plan

Recommended Assessment

- Students will create a reader response journal on a novel by an African American author for use in a small group book club. Journals must include a summary of each chapter and a response to characters and situations within it. Journals may be graded for completion.
- Students write an essay on the similarities and differences among the viewpoints of African Americans in government. The essay may be graded using the rubric for *FCAT Writing*.
- Small-groups will be assessed on their ability to identify (1) seven characteristics of contemporary life in Haiti under democracy and (2) the factual evidence from their research to support each characteristic.

Resources/Bibliography/References

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ISBN: 0-940450-66-6

African and African American History Curriculum Frameworks

Sample Lesson Plan

African American Contributions to American Literature

Grade

11/12

Objective

To identify African American contributions to American Literature through small-group literacy activities and class discussion

Time Frame

5-7 Class Periods (58 minutes)

Area of Infusion

Language Arts

Sunshine State Standards

- **Benchmark:** LA.A.1.4.4
The student applies a variety of response strategies, including rereading, notetaking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- **Benchmark:** LA.A.2.4.4
The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- **Benchmark:** LA.B.1.4.2
The student drafts and revises writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purposes of the paper;
- demonstrates a mature command of language with freshness of expression;
- has varied sentence structure;
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

➤ **Benchmark:** LA.E.2.4.6

The student recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

Procedures/Activities

- **Note:** Students may complete the activities in the lesson during any time of the year. You may wish to explore the activities with students based upon the time period or theme that you are studying in American Literature.
- Provide students with an overview of African American contributions to American Literature.
- Using the list of African American authors from the Norton Webservice to American Literature www.wwnorton.com/naal and other resources on African American authors, allow students to choose an author and complete a research project in small groups.
- In small groups, students (1) read a novel length work by the African American author; (2) write a summary and critique of the novel; (3) write summaries of at least two critical essays on the novel; and (4) write a short biography of the author. Give students a recommended reading list of novels by each African American author; be sure you have screened each novel on the list.
- As students explore their chosen novel length work in small groups, each student writes a chapter by chapter reader response journal. Students write a summary of each chapter and then respond to characters and situations within it.

- In their groups, students engage in book club discussion on an assigned chapter discussion schedule for their chosen novel. Small groups create the schedule, which must be approved by the teacher. (**Note:** You may want students to read their chosen novels outside of class to allow more time for in-class discussion.) Students use their reader response journals as a basis for book club discussion. Students create and give a multimedia or other technological presentation (e.g., PowerPoint, video, overhead projector with transparencies) to the class on their African American author. This presentation includes (1) a short biography of the author; (2) a summary and critique of the novel they read and discussed; and (3) a review of at least two critical essays on the novel. The presentation concludes with a promotional commercial on the African American author, one intended to persuade other groups to read one of the author's novels.
- Students submit their reader response journals; their presentation (e.g., overhead transparencies, PowerPoint presentation, or video); and a five-page typed report that includes the elements from their presentation and a bibliography. If possible, allow students class time to create their presentations and reports.
- As a class, discuss what students learned from the presentations and the significance of African contributions to American Literature.

Assessment

- Participation in class discussion
- Completion of small-group activities

FCAT Preparation

- Participation in class discussion that engages students' use of higher level thinking skills
- Completion of small-group activities

Student Resources

Norton Webservice to American Literature www.wwnorton.com/naal

American Literature textbook

Teacher-recommended list of novels by African American authors

Teacher Resources

Norton Webservice to American Literature www.wwnorton.com/naal

American Literature textbook

African and African American History Curriculum Frameworks

Sample Lesson Plan

Haiti Today

Grade

11/12

Topic

Current Events in Haiti

Objectives

To identify aspects of contemporary life in Haiti under democracy through magazine/newspaper/web site articles.

To write a summary of aspects of contemporary life in Haiti under democracy.

To write a diary entry about life in Haiti from a Haitian adolescent's point of view.

Time Frame

2 Class Periods

Area of Infusion

Language Arts

Sunshine State Standards

➤ **Benchmark:** LA.B.2.4.1

The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

➤ **Benchmark:** LA.C.1.4.3

The student uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

Procedures/Activities

- Review the aspects of Haitian government from the previous lesson.
- Discuss what it means to live under a democracy in the United States. Ask students to give three characteristics of living under a democracy in the U.S. Display student answers on overhead transparency.
- Tell students that today you will explore what contemporary life is like in Haiti under its democracy. The class will use current events to create a picture of Haitian life.
- Review fact and opinion and how each is used in journalism. Give examples of fact and opinion. Then, give students sample fact and opinion statements; allow them to label each statement as fact or opinion and to explain the rationale for their choice. Discuss how opinion statements may affect one's interpretation of a news story.
- Distribute a recently published, short newspaper/magazine article on life in Haiti to students. Read the article aloud as a class. Stop periodically to check student text comprehension and to engage students in distinguishing between fact and opinion statements. Create a four to five sentence class summary of the article. Write the summary on the board, or display it on an overhead transparency. Discuss how any opinion statements in the article affected student interpretations of it.
- Each student must find and summarize one article on life in Haiti (lives of children/families, health care issue, governmental issue, cultural issue) which appeared on a web site, in a newspaper, or in a magazine in the last six months. Students must obtain a copy of their article, highlight any opinion statements in the article, and write a six-sentence paragraph article summary in their journals. If they identify any opinion statements in their chosen articles, they should write a short explanation of how the opinion statements affected their interpretation of the articles.
- Allow students time to find and summarize their article.
- Check to see that all students have their article and summary for small-group discussion.

- In groups of four or five, students share their articles, summaries, and discuss any highlighted opinion statements in the articles, and how these opinion statements affected student interpretations of the article read. Each group should have a group leader to moderate discussion and a group recorder. Each group must compile a list of seven characteristics of Haitian life under democracy (based on fact) which the group recorder writes down. Students must supply bibliographic information on the article(s) which support each characteristic and be prepared to discuss the evidence from the article(s) that supports each characteristic. Each group must also select the most interesting article they found to share with the class.
- Each group leader shares the group's most interesting article with the rest of the class.
- Discuss what students learned about life in Haiti under democratic government by reading and sharing news articles. Ask each group leader to share three of the group's seven characteristics about life in Haiti. List characteristics on the board for students. Question group members for textual evidence that led the group to identify the characteristic about life in Haiti.
- As a class, draw lines to connect similar and different characteristics. Ask students to justify the similarities and the differences.
- Ask students to examine the characteristics and connections among them; students write a six to seven sentence diary entry from the point of view of an adolescent living in Haiti. Tell students that you will ask volunteers to share their writing with the class.
- Share diary entries. Then, ask students to identify any similarities among diary entries shared. Collect student work.
- As a follow-up activity, you might group four to five students into a book club. You could assign each group to (a) read a book on life in Haiti; (b) write a journal response on each chapter, and (c) designate class periods for group discussions on their books. Each group could give an oral book report to the class, using a multimedia slide presentation once they have read and discussed their assigned book in its entirety. **The following suggested texts must be reviewed and approved by each teacher/school:**
 - Cadet, Robert-Jean. (1998). *Restavec: From Haitian Slave Child to Middle Class American*. Austin, TX: University of Texas Press. ISBN: 0292712030
 - Danticat, Edwidge. (1998). *Breath, Eyes, Memory*. New York: Random House. ISBN: 037570504X

- Danticat, Edwidge. (1996). *Krik? Krak?* New York: Random House. ISBN: 067976657X
- Regis, Marc Yves. (1999). *Haiti through My Eyes*. New York: Juke Joint Publishing. ISBN: 1575022516
- Temple, Frances. (1994). *Taste of Salt: A Story of Modern Haiti*. New York: Harper Trophy. ISBN: 0064471365
- Temple, Frances. (1997). *Tonight, by Sea: A Novel*. New York: Harper Trophy. ISBN: 0531068994

Assessment

- Summary of article on contemporary life in Haiti under democracy will be graded on grammar, spelling, sentence construction, and connectedness use of references.
- Group work
- Diary entry, which is graded for logic, sequencing of ideas, and grammar.
- Participation in class discussion
- Participation in small group

FCAT Preparation

- Participation in small group while using retelling skills.
- Participation in class discussion on group characteristics about life in Haiti under democracy while applying facts and opinion skills.
- Diary entry
- Use of vocabulary words
- Compare and contrast skills

Student Resources

Embassy of Haiti web site (www.haiti.org)

Windows on Haiti web site (<http://windowsonhaiti.com>)

Newspapers (such as The Sun-Sentinel (www.sun-sentinel.com),

The Miami Herald (www.herald.com), The New York Times (www.nytimes.com)

Magazines (such as Time and Newsweek)

Journals on Haiti and the Caribbean

Teacher Resources

Embassy of Haiti web site (www.haiti.org)

Windows on Haiti web site (<http://windowsonhaiti.com>)

Newspapers (such as The Sun-Sentinel (www.sun-sentinel.com), The Miami Herald (www.herald.com), The New York Times (www.nytimes.com))

Magazines (such as Time and Newsweek)

Journal

Blank transparencies

African and African American History Curriculum Frameworks

Sample Lesson Plan

African American Contributions to American Government

Grade

12

Objectives

To identify African American contributions to American Government through small-group activities, writing, and class discussion

To appreciate African American contributions to American Government through writing and class discussion

Time Frame

5 Class Periods (58 minutes)

Areas of Infusion

Language Arts, Social Studies

Sunshine State Standards

- **Benchmark:** LA.A.2.4.4
The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- **Benchmark:** LA.B.2.4.1
The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

- **Benchmark:** LA.B.2.4.4
The student selects and uses information from a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.
- **Benchmark:** LA.C.3.4.2
The student selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- **Benchmark:** LA.C.3.4.3
The student uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade or entertain.
- **Benchmark:** SS.A.5.4.2
The student understands the social and cultural impact of immigrant groups and individuals on American society after 1880.

Procedures/Activities

- Using resources from the media center, explore African American contributions to American Government with your students.
- Discuss these contributions and why students may think they are significant to our county, state, and nation.
- Place students in small groups. Each group researches African Americans from one of these categories: (1) African Americans in Florida State government; (2) African Americans in local, municipal government; (3) African Americans in the United States Congress; (5) African Americans as Activists. Students may use teacher-previewed and teacher-approved web sites; and other resources from the media center to complete their research.
- Each group creates a newspaper, based upon their research, for their chosen category. The newspaper includes (1) a table of contents; (2) a human-interest article for each African American chosen; (3) a news

article for each person chosen; and (4) one article on the importance of African American contributions to American Government. Students must also submit a bibliography for their project. Allow students to use a desktop publishing program to complete their newspapers.

- Each group makes an oral presentation to the class. The presentation highlights articles and editorial choices in their newspaper and explains what they learned from their research.
- Display group newspapers in the classroom. As a class, discuss the similarities and differences among the group newspapers.
- As a follow up activity, students write a three-paragraph answer to the extended response question: “What do you think are the similarities and differences among the African Americans who have made contributions to American Government? Use evidence from your research and class discussion to support your answer.”
- Before students begin writing, inform them that you will ask volunteers to share their answers. Write along with your students.
- Allow volunteers to share their answers to the extended response question. Conclude by sharing your answer.

Assessment

- Completion of small-group activities
- Participation in class discussion
- Three paragraph response to extended response question

FCAT Preparation

- Completion of small-group activities
- Participation in class discussion that engages students' use of higher level thinking skills
- Three paragraph response to extended response question

Student Resources

U.S. House of Representatives www.house.gov

U.S. Senate www.senate.gov

Florida State Legislature www.leg.state.fl.us

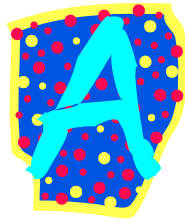
Teacher Resources

U.S. House of Representatives www.house.gov

U.S. Senate www.senate.gov

Florida State Legislature www.leg.state.fl.us

African and African American History Glossary of Commonly Used Terms



Ableism

Discriminatory beliefs and behaviors directed against people with disabilities.

Abolition

The movement to put an end to slavery. A person who supported the elimination of slavery was known as an abolitionist. Some abolitionists were gradualists; they believed in a slow pace to end slavery. Immediatists wished to see slavery end quickly.

Acculturation

Refers to the process by which a person's culture is modified through direct contact with exposure to another culture.

Additive Approach

Refers to the content, themes, and perspectives of diverse cultures that are added to the curriculum without changing its structure significantly.

Africa

Second largest of the seven continents. Africa is located across the Atlantic Ocean to the southeast of North America. It lies between the Atlantic and the Indian Ocean. Africa is south of Europe. People were taken from Africa to be slaves in North America, South America, Central America, and the Caribbean and other parts of the world.

African Americans

United States citizens who have an African biological and cultural heritage. This term is used synonymously and interchangeably with Blacks and Black Americans.

Afrocentric Curriculum

A curriculum approach in which concepts, issues, problems, and phenomena are viewed from the perspectives of Africans and African Americans. It is based on the assumption that students learn best when they view situations and events from their own cultural perspective.

Ageism

Discriminatory beliefs and actions directed against people because of their age.

American Indian

See Native American

Anglo-Americans

Americans whose biological and cultural heritage originated in England or Europe.

Anti-racist Education

A term used frequently in the United Kingdom and Canada to describe an approach used by teachers and other educators to eliminate institutionalized racism from schools and society and to help individuals develop nonracist attitudes.

Anti-Semitism

Discriminatory beliefs and behaviors directed against Jewish people.

Asian Americans

Americans who have a biological and cultural heritage that originated on the continent of Asia.

Assimilationist Ideology

Refers to total integration of all cultures into the dominant or majority culture. In the United States this view is often referred to as the melting pot.

**Biethnicity**

The ability of an individual to maintain an allegiance to two ethnic groups of his/her ancestry.

Bigotry

Intolerance for racial, cultural, ethnic, gender, or religious differences.

Bilingualism

Having the ability to speak and use two languages, with the fluency characteristics of a native speaker.

**Civil War**

The war fought from 1861 to 1865 between the Northern and Southern states in the U.S. Disagreement over whether or not to continue slavery was one cause of the war. Another cause was disagreement over how much power individual states had in establishing their laws.

Classism

Discriminatory beliefs and behaviors based on differences in social class, generally directed against those who are from poor and/or social working-class backgrounds.

Colonists

A group of persons who settle in a new land: these settlements are called colonies. The term “American colonists” refers to those persons who establish cities and towns on the Eastern coast of the U.S. in the 1600’s and 1700’s.

Communication Style

How individuals interact with one another verbally and/or non-verbally and the messages they send and/or receive (intentionally or not), through their behaviors and actions.

Contribution Approach

Refers to the basic and easiest level of integration of Multicultural Education content into the curriculum (i.e. heroes, holidays, and discrete cultural events and elements). While this approach enhances the individual’s awareness, it does not develop cross-cultural competency.

Cooperative Learning

An alternative to traditional instructional systems, where students work in heterogeneous groups of four to six members and earn recognition, rewards, and sometime grades based on the academic performance of their group.

Cross-Cultural Miscommunication

For example, a smile, a gesture or word choice can cause cross-cultural miscommunication between senders and receivers who are unaware of each other’s cultural interpretation of these actions.

Cultural Assimilation

Takes place when one ethnic or cultural group acquires the behavior, values, perspectives, ethos, and characteristics of another ethnic group and sheds its own cultural characteristics.

Cultural Awareness

Recognition of and sensitivity towards cultures other than one’s own.

Cultural Diffusion

Dispersal of cultural traits from one group to another.

Cultural Pluralism

Focuses on the political, economic, social, and psychological variations inherent in the American society. Thus, in recognition of these differences, instruction is modeled to the learning styles and cultural traits of the learner.

Cultural Reality

The notion that any behavior must be judged in relation to the context of the culture in which it occurs.

Cultural Universals

Functions found in every culture (e.g. a family unit, marriage, parental roles, education, and health care).

Cultural Values

Involves what a culture regards as good or bad, right or wrong, fair or unfair, just or unjust, beautiful or ugly, clean or dirty, unlovable or worthless, appropriate or inappropriate.

Culture

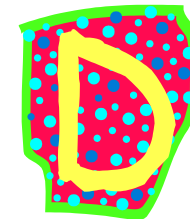
The ideas, symbols, behaviors, values, and beliefs that are shared by a group of people.

Culture Shock

The adjustments, impact, and process a person experiences when coming into direct contact with another very different culture for an extended period of time. It often has a five-stage progression: 1) fascination with the host culture, 2) hostility against the host culture, 3) adjustment to the host culture, 4) acquisition of a bicultural ability to understand a host culture and act in accord, 5) experience of reverse culture shock when the individual returns to his/her own cultures and undergo a similar readjustment progression.

Curriculum

The organized environment for learning in a classroom and school. The curriculum includes elements, usually written down, in form of goals, objectives, lesson plans and units that can be found in educational materials such as textbooks.



Deculturation

The elimination of one's cultural heritage.

Deflect Theories

Theories that hypothesize that some people are deficient in intelligence and/or achievement either because of genetic inferiority (i.e., because of their racial background) or because of cultural experiences and activities deemed by the majority population to be indispensable for growth and development).

Desegregation

Is a physical arrangement, wherein persons of different racial-ethnic backgrounds work, learn, and live in the same setting. It is a legal reversal of the historical, economic, racial practice of separating groups of individuals from each other on the basis of identifiable characteristics, such as race or ethnic identity. It is the abolition of racial separation in public schools, facilities, and other institutions.

Dialect

Versions of language with distinctive vocabulary, grammar, and pronunciation that are spoken by particular groups of people or within particular regions.

Disability

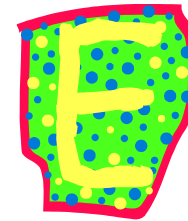
The physical or mental characteristics of an individual that prevent or limit him or her from performing specific tasks.

Discrimination

The differential treatment of individuals or groups based on categories such as race, ethnicity, gender, sexual orientation, social class, or exceptionality.

Diversity

Is a condition of being different and of having differences.

**English as a Second Language (ESL)**

A systematic and comprehensive approach to teaching English to students for whom it is not their native language. It is an important and necessary component of bilingual programs in the United States. English Speakers of Other Languages (ESOL), including students who are identified as having limited English proficiency because they have a first language other than English.

Ethnic Diversity

Differences that exist among members of the same ethnic group.

Ethnic Group

A microcultural group, which shares a common history and culture, common values, behaviors, and other characteristics that cause members of the group to have a shared identity. An ethnic group also shares economic and political interests. Cultural and racial characteristics, rather than biological traits, are the essential attributes of an ethnic group. Some examples include: African Americans, Asian Americans, European Americans, Native Americans, Latinos, and other groups.

Ethnic Minority Group

An ethnic minority group has distinguishing cultural and racial characteristics, which enable members of the other groups to identify ethnic minorities easily. Some ethnic minority groups, such as Jewish Americans, African Americans, Hispanics, and Latinos, Native Americans, and Asian Americans have unique cultural characteristics that make them targets of racism and discrimination.

Ethnic Studies

The scientific and humanistic analysis behavior influenced by variables related to ethnicity and ethnic-group membership. This term is often used to refer to academic courses and programs that focus on specific racial and ethnic groups. However, any aspect of a course or program that includes a study of variables related to ethnicity can be referred to as ethnic studies. In other words, ethnic studies can be integrated within the boundaries of mainstream courses and curricula.

Ethnicity

A wide variety of groups who might share a common language, historical origins, racial or religious characteristics, and identification with a common nation-state, or cultural system.

Ethnocentrism

Seeing events, setting standards and making value judgments through the narrow vision of one's own ethnic origins, regarding one's own ethnic group as superior and viewing others as inferior.

Ethnography

Educational research that is qualitative in nature and uses anthropological methods such as fieldwork, interviewing, and participant observation in studying schools and students.

Eurocentric Curriculum

A curriculum in which concepts, events, and situations are viewed primarily from the perspectives of European nations and cultures, wherever Western civilization is emphasized. This approach is based on the assumption that Europeans have made the most important contributions to the development of the United States and the world. Curriculum theorists who endorse this approach are referred to as Eurocentrists or Western traditionalists.

Exceptional

Used to describe students who have a learning or behavioral characteristic that differs substantially from other students and that requires special attention in instruction. Students who are intellectually gifted or talented, as well as those who have learning disabilities, are considered exceptional.



Gender

Consist of behaviors that result from the social, cultural, and psychological factors associated with masculinity and femininity within a society. Appropriate male and female roles result from the socialization of the individual within society.

Gender Identity

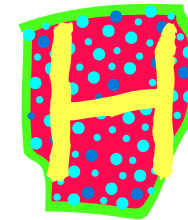
An individual's view of the gender he or she belongs to and his or her shared sense of group attachment with other males or females.

Global Education

Concerned with issues and problems related to the survival of human beings in a world community. International studies is a part of global education, but the focus of global education is the interdependence of human beings and their common fate, regardless of the national boundary in which they live. Many teachers confuse global education and international studies with ethnic studies, which deals with ethnic groups within a national boundary such as the United States.

Globalism

A perception which incorporates a worldview based on positive global identification, which results in universalistic values, knowledge, skills and abilities to function effectively in any culture within the U.S. and the world.



Handicapism

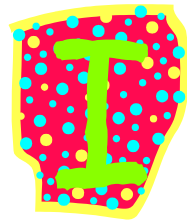
The unequal treatment of people who are disabled. Relaxed attitudes and beliefs that reinforce and justify discrimination against people with disabilities. The term handicapped is considered negative by some people. They prefer the term disabled or some other descriptor.

Heterosexism

Discrimination beliefs and behaviors directed against gay men and lesbians.

Hispanic Americans

Americans that share a common culture, heritage, and language the originated in Spain. The word Latinos is sometimes used to refer to Hispanic Americans in certain regions of the nation. Most Hispanics in the United States speak Spanish and are Mestizos. A Mestizo is a person of mixed biological heritage. Most Hispanics in the United States have an Indian as well as Spanish heritage. Many of them also have African biological and cultural heritage. The largest groups of Hispanics in the United States are Mexican Americans (Chicanos), Puerto Ricans, and Cubans.



Indentured Servant

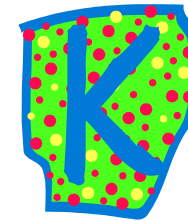
A person who signed an agreement to work for another person for a certain length of time usually 3 to 7 years, in return for passage to American and/or learning a trade.

Integration

Is a broader concept than desegregation, in that it involves the social acceptance (as equals) persons who are racially ethnically different, regardless of race. Desegregation generally must precede integration.

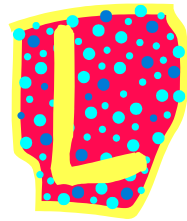
Intercultural Communication

Refers to the enhanced ability of the individual to appropriately interpret symbols, language, and non-verbal behaviors in similar ways based on an innate respect for each other's culture. Intercultural communication occurs whenever a message producer is a member of one culture and the receiver represents another culture. A key ingredient will require the individuals to appreciate and respect the culture of different groups.



Kinesics

Nonverbal body language, which includes facial expressions, gestures, posture, head movements or use of the eyes.



Language

A collection of verbal and nonverbal symbols and rules used by individuals in a given society to express the values and concepts of that society.

Latino American

See Hispanic Americans

Linguicism

According to Skutnabb-Kangas, this term refers to ideologies and structures which are used to legitimize, effectuate, and reproduce an unequal division of power and resources (both material and non-material) between groups which are defined on the basis of language. See Tove Skutnabb-Kangas, *Multilingualism and Education of Minority Children*. In *Minority Education: From Shame to Struggle*, edited by Tove Skutnabb-Kangas and Jim Cummins (Clevedon, England: Multilingual Matters, 1988), 13.



Mainstream American

A United States citizen who shares most of the characteristics of the dominant ethnic and cultural group in the nation. Such an individual is usually White Anglo-Saxon Protestant and belongs to the middle class or higher social-class status. However, this is not always the case.

Mainstream-Centric Curriculum

A curriculum that presents events, concepts, issues, and problems primarily or exclusively from the points of view and perspectives of the mainstream society and the dominant ethnic and cultural group in the United States, (i.e., White Anglo-Saxon Protestants). The mainstream-centric curriculum is also presented from the perspectives of Anglo males.

Mainstreaming

The process that involves placing students with disabilities into regular classrooms for instruction. They might be integrated into the regular classroom for part or all of the school day. This practice was initiated in response to Public Law 94-142 (passed by Congress in 1975), which requires that students with disabilities be educated in the least restrictive environment.

Monochronic

A cultural style where tasks are approached one at a time.

Multicultural Education

Education that is designed to change the total educational environment so that students from diverse racial and ethnic groups, gender groups, exceptions students, and students from various social-classes will experience equal educational opportunities in schools, college and universities.

Multiculturalism

A philosophical position and movement that assumes that the gender, ethnic, racial and cultural diversity of a pluralistic society should be reflected in all of the institutionalized structures of educational institutions, including the staff, the curriculum, and the student body.

Multiethnic Education

Education that is designed to change the total educational environment so that students from diverse racial and ethnic groups will experience equal educational opportunities. Multiethnic education is an important component of Multicultural Education.

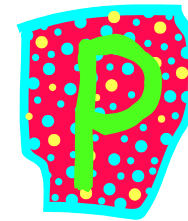
Multi-ethnicity

Refers to an ideology which fosters an open society that supports a positive sense of ethnic identity, plus the ability and desire to function in more than two cultures.



Native Americans

United States citizens who trace their biological and cultural heritage to the original inhabitants in the land that now makes up the United States. Native American is used synonymously with American Indian.



Paralinguistics

Nonverbal elements of speech such as tone of voice, pauses, hesitations, “errors” in speech rate of speech and volume.

Perception

Insight or intuition, understanding gained by one's impression of specific ideals, qualities, or objects.

Pluralism

There are three basic models for understanding pluralism in our society: Anglo-conformity - A model of pluralism based on the concept that all newcomers need to conform to the European American, middle-class, and English speaking majority. Melting pot - A model that maintains that differences need to be wiped out to form an amalgam that is uniquely American, but without traces of the original cultures. Cultural Pluralism - (alternatively call salad bowl, mosaic, or tapestry). A model based on the premise that all newcomers have the right to maintain their languages and cultures while combining with others to form a new society reflective of all our differences.

Polychronic

Cultural styles where a variety of tasks are approached simultaneously.

Positionality

An ideal that emerged out of the feminist scholarship stating that variables such as an individual's gender, class, and race are markers of her or his relational position within a social and economic context.

Prejudice

A set of rigid and unfavorable attitudes toward a particular individual or group that is formed without consideration of facts. Prejudice is a set of attitudes that often leads to discrimination, the differential treatment of particular individuals and groups.

Proxemics

Nonverbal behaviors describing concepts of space, such as preferred interpersonal distance in groups or conversations.

**Race**

Refers to the attempt by physical anthropologists to divide human groups according to their physical traits and characteristics. This has proven to be very difficult because human groups in modern societies are highly mixed physically. Consequently, different and often conflicting race topologies exist.

Racial Group

A racial group is a division of humankind possessing traits that are transmissible by descent and sufficient to characterize it as a distinct human type. A racial group actually includes a complex distinction of degrees of

human traits that are physical, linguistic, cultural, and psychological. For many, skin color is the most distinguishing factor of racial identification. Although there are many racial groups, the three main anthropological identifications are Negroid, Mongoloid, and Caucasoid.

Racism

A belief that human groups can be validly grouped according to their biological traits and that these identifiable groups inherit certain mental personalities and cultural characteristics that determine their behavior. Racism, however, is not merely a set of beliefs, but is practiced when a group has the power to enforce laws, institutions, and norms based on its beliefs, and oppresses and dehumanizes another group.

Religion

A set of beliefs and values, especially about explanations that concern the cause and nature of the universe, to which an individual has a strong loyalty and attachment. A religion usually has a moral code, rituals, and institutions that reinforce and propagate its beliefs.

Resistance Theory

As applied to schools, this term refers to the way in which students actively or passively resist learning. Reasons for this resistance may be varied, from cultural or linguistic differences to perceptions that the knowledge taught is meaningless and imposed. It can take a variety

of forms, from acting out, to refusing to complete schoolwork or other assignments, to dropping out of school altogether.



Self-Fulfilling Prophecy

Term coined by Merton to refer to the way that students perform based on what teachers expect of them. See Robert Merton, "The Self-Fulfilling Prophecy", "The Antioch Review", 8 (1948), 193-210.

Sex

The biological factors that distinguish males and females, such as chromosomal, hormonal, anatomical, and physiological characteristics.

Sexism

Social, political, and economic structure that give advantages to sex groups. Stereotypes and misconceptions about the biological characteristics of each sex groups reinforce and support sex discrimination. In most societies, women have been the

major victims of sexism. However, males are also victimized by sexist beliefs and practices.

Slave

A person who is owned by others and must work for them without just compensation. A slave was looked upon as property. The slave's liberty, rights, and well-being are controlled by the owner of the slave.

Social Class

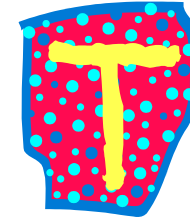
A group of people who have similar socioeconomic status based on such criteria as income, occupation, education, values, and behaviors. Lower class, working class, middle class and upper class are common designations of social class in the United States.

Standard Dialect

A codified set of language norms which are considered to be socially acceptable and correct according to the formal linguistic rules of society.

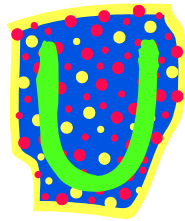
Stereotype

A form of generalization about some groups of people. To take a category of people and make assertions about the characteristics of all people who belong to that category or group.



Transformation Approach

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Infusion from a multicultural perspective enhances the individual and group's understanding of the nature, development, and complexity of the United States and the world. But most importantly, this approach changes the Eurocentric perspective of education to a broader, culturally diverse, and sensitive perspective where all racial and cultural groups are viewed with respect and positiveness.



Underground Railroad


A system set up to help slaves escape from the South to the North. The system consisted of “conductors”, or people who aided the slaves in their move North, and “stations”, or houses and hiding places where slaves could find refuge on their journey north. Travel on the Underground Railroad usually took place at night under the cover of darkness; slaves hid at the stations during the day. Please note: the Underground Railroad was not actually underground and it was not a railroad.

African and African American History Curriculum Frameworks

Special Note to Readers:

These curricula outlines are intended to provide teachers with information to begin the development of their lesson plans in teaching African and African American History. As in all curricula frameworks, the information provides a focus for the reader. Ultimately, the teacher may add additional information based on the needs of the students and the interest of the faculty.





For further information on the State of Florida
Commissioner of Education's Task Force on African
American History, please contact the following:

Dr. Bernadette Kelley
Chair

Florida A&M University
Secondary Education
1500 Wahnish Way
GEC-C, Suite 200
Tallahassee, FL 32307

(850) 599-3692

bernadette.kelley@famu.edu

Dr. Patrick Coggins
Vice-Chair

Multicultural Institute
Stetson University
421 N. Woodland Blvd.
Unit 8419
DeLand, FL 32723

(386) 822-7360

pcoggins@stetson.edu