

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**

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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

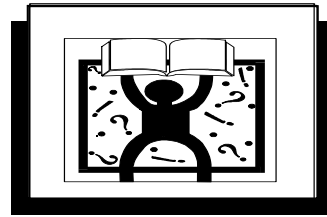
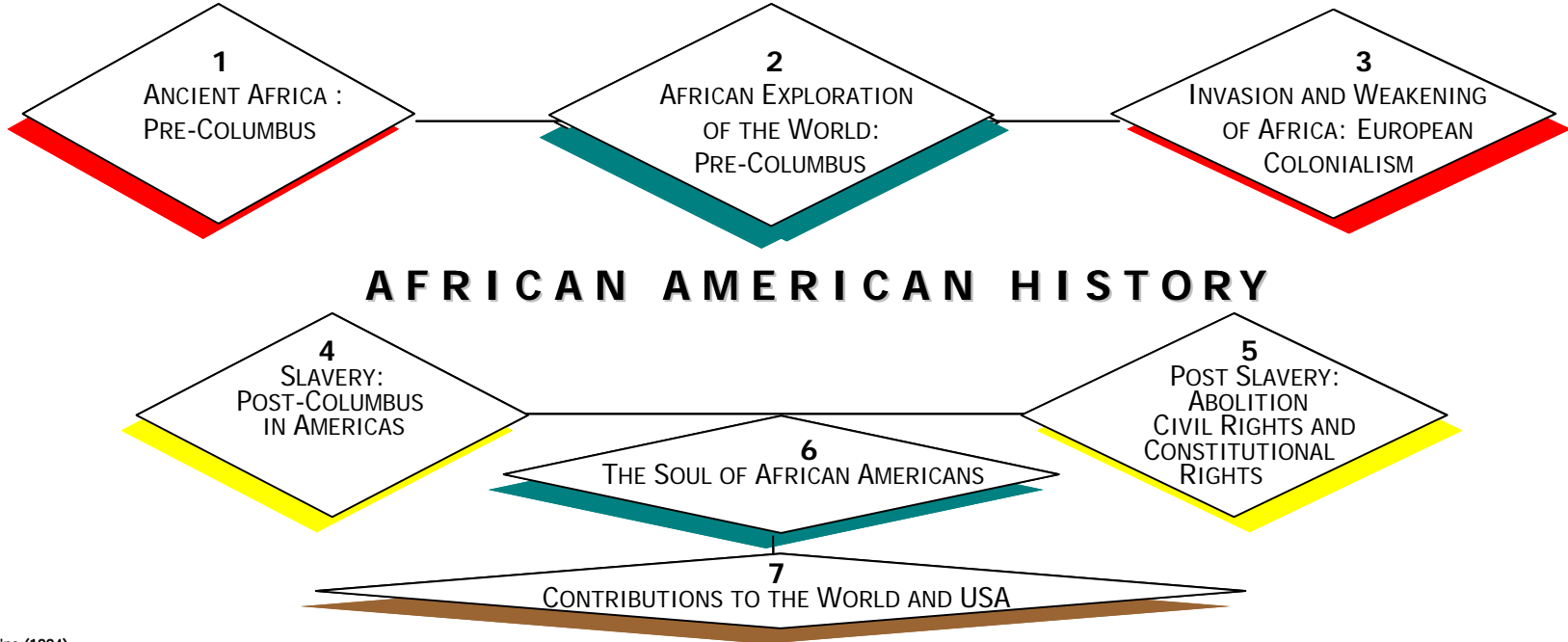


FIGURE 1



(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

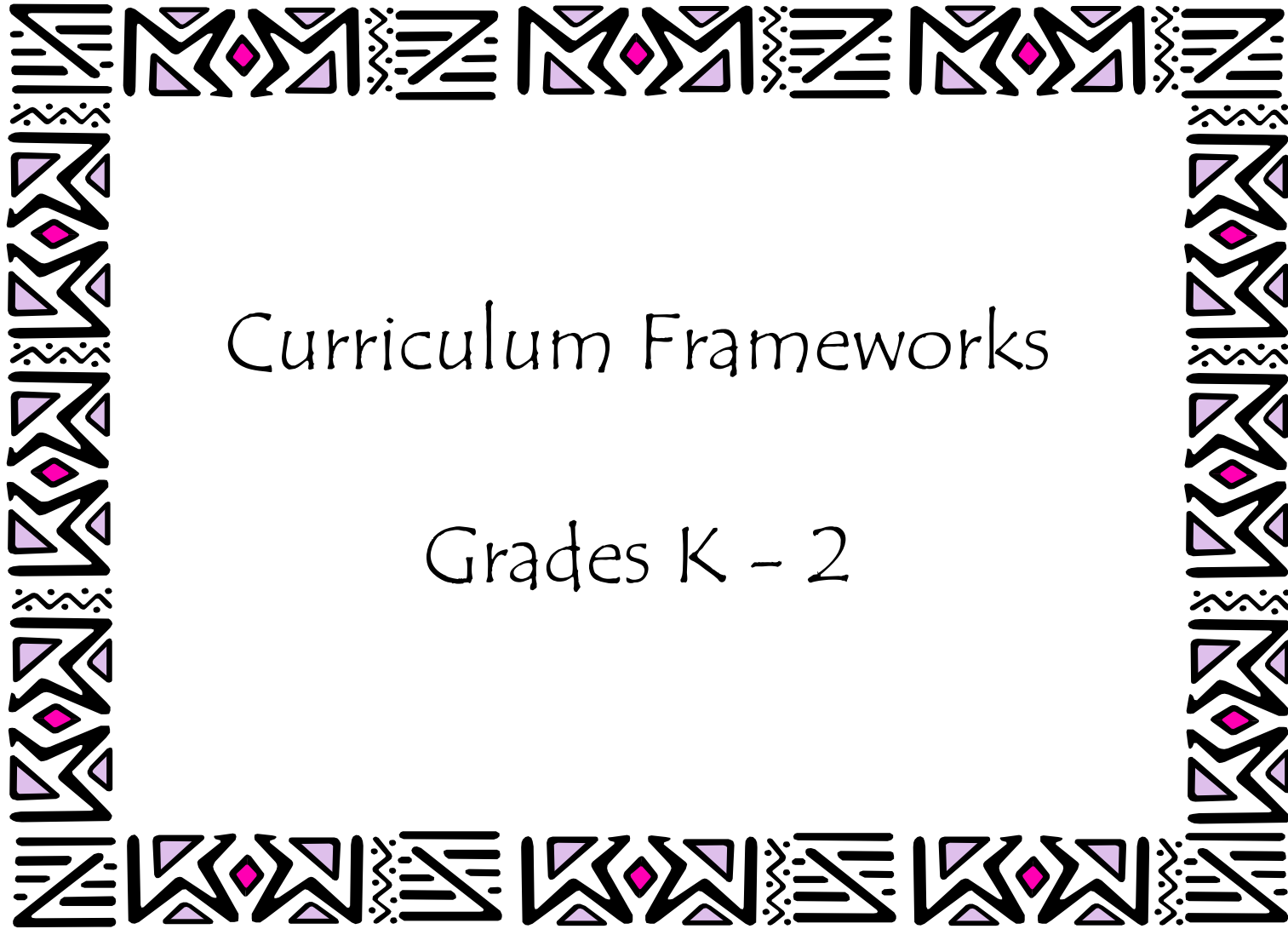
- Slave resistance
- Slave Acts
- Struggle to be free
- Slave Revolts
- The Underground Railroad - Harriet Ross Tubman
- The Constitutional Provisions 13, 14, 15 Amendments to the United States Constitution
- Haitian Revolt and freedom from French Slavery
- Role of the Church, Civic and other groups
- 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 K - 2

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 K-2; the theme is Culture and Families. 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 American History Curriculum Frameworks

Culture and Families

Grades K-2

Theme Culture and Families

Overview The students will focus on culture and families, the basic beliefs, customs, and traditions of their own families, and African and African American families through the use of stories, legends, and myths.

Sunshine State Standards

- **LA.A.1.1.1:** Predicts what a passage is about on its title and illustrations.
- **LA.A.1.1.3:** Uses knowledge of appropriate grade, age, and developmental-level vocabulary in reading.
- **LA.A.1.1.4:** Increases comprehension by rereading, retelling, and discussion.
- **LA.A.2.1.1:** determines the main idea or essential message from text and identifies supporting information.
- **LA.A.2.1.4:** knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.
- **LA.B.1.1.1:** makes a plan for writing that includes a central idea and related ideas.
- **LA.B.1.1.2:** drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.
- **LA.B.1.1.3:** produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.
- **LA.B.2.1.1:** writes questions and observations about familiar topics, stories, or new experiences.

- **LA.B.2.1.2:** uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.
- **LA.B.2.1.3:** uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing.
- **LA.C.1.1.2:** recognizes personal preferences in listening to literature and other material.
- **LA.C.1.1.3:** carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.
- **LA.C.1.1.4:** retells specific details of information heard, including sequence of events.
- **LA.E.1.1.1:** knows the basic characteristics of fables, stories, and legends.
- **LA.E.1.1.2:** identifies the story elements of setting, plot, character, problem, and solution/resolution.
- **LA.E.2.1.1:** uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.
- **LA.E.2.1.2:** recognizes rhymes, rhythm, and patterned structures in children's texts.

Grade Level Expectations

Content Knowing about Me and Others

- Who am I?
- Who is my family?
- Who are the different people in my community and school?
- Who are my ancestors?
- Why did my ancestors come to America?
- How did my ancestors change the United States of America?
- How did the United States of America change my ancestors?
- How did other people/racial groups travel to the Americas?
- What are the commonalities shared by all racial and ethnic groups in the United States of America?

Recommended Student Activities

FCAT Strategies

Recommended Teacher Activities

Recommended Assessment

Resources/Bibliography/References

African and African American History Curriculum Frameworks

Everybody Cooks Rice

Grades Kindergarten

Theme Differences are only skin deep. Food can bring us together. Reading helps us understand about people, cultures, food, and our world.

Overview In this lesson students will read two separate books and compare and contrast the two stories. It also celebrates multicultural families and how we are tied together by a common theme, in this case, rice. Students have a chance to discuss their families and finally come together to share rice recipes with stories about their experiences.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard:** The uses the reading process effectively. **(LA.A.1.1)**
- **Benchmarks:** LA.A.1.1.1, LA.A.1.1.2, LA.A.1.1.3, LA.A.1.1.4

- **Standard:** The student constructs meaning from a wide range of texts. **(LA.A.2.1)**
- **Benchmarks:** LA.A.2.1.1, LA.A.2.1.2, LA.A.2.1.3

- **Strand:** C - Listening, Viewing, and Speaking
- **Standard:** The student uses listening strategies effectively. **(LA.C.1.1.1)**
- **Benchmarks:** LA.C.1.1.1, LA.C.1.1.2

- **Strand:** E - Literature
- **Standard:** The student understands the common features of a variety of literary forms. **(LA.E.1.1)**
- **Benchmark:** LA.E.1.1.2

- **Standard:** The student responds critically to fiction, nonfiction, poetry and drama. **(LA.E.2.1)**
- **Benchmark:** LA.E.2.1.1

Grade Level Expectations/Content Covered

The student:

- will use a graphic organizer to web two books.
- recognize similarities and differences in cultures in the classroom.
- compare and contrast rice dishes after sampling them.
- hypothesize what is in rice recipes.
- compare and contrast differences in the two books.
- recall a special family meal in pictorial and written form.
- use quality tools.

Recommended Student Activities

- Show the class a large bag of rice and ask if any of them have ever had rice for dinner. Allow them time to explain how the rice was cooked and when they ate it. Tell them you are going to read a story about rice. Discuss how every family and culture is similar.
- Read the book ***Everybody Cooks Rice***. Have students predict what the story is about from the pictures. Discuss the essential message, whether the story is true and whether they think the recipes will be good and allow them, to figure out difficult words and practice chunking strategies. Use appropriate strategies for prereading. Read the story and have students **retell** the story in their own words. Use the phrase **main idea**. After reading the story share the recipes at the end of the book.

- Use the story map, either on the overhead, chalkboard, or chart paper to recall details of the story. Discuss the story map. Discuss the **story elements**.
- Read the story **Feast for 10**. Have students predict what the story is about from the pictures. Use appropriate strategies for prereading. Read the story and have students retell the story in their own words. Use the phrase **main idea**. Discuss the family meal and how the family in the family in the book shopped.
- Use the story map, either on the overhead, chalkboard, or chart paper to recall details of the story. Discuss the story using the map.
- Allow the children to discuss the **similarities and differences** in the two stories. **Compare and contrast** the stories. Make graph of which story the children liked better.
- Explain to the children they will be cooking different rice recipes and tasting each.
- Assign students to work groups to do the cooking with parent volunteers. Allow them to measure the ingredient as a math activity.
- When all recipes have been cooked, serve samples of each to all the students. Have students do an affinity diagram for each sample.
- Place both books in the class library for students to read or check out and take home share.

FCAT Strategies

- Main idea
- Facts and details
- Plot/Development/Resolution
- Compare and contrast
- Similarities/Differences with Text
- Retelling

Recommended Teacher Activities

- Gather the following materials for the lesson: bag of rice, cooking utensils, health department approved kitchen, spoons, plates, drawing paper, markers or crayons, story map outline, and two books - **Everybody Cooks Rice** and **Feast for 10**.
- Enlist parent volunteers to help cook rice.
- Lead student discussions about their experience.
- Have students construct a class big book at the end of the lesson. Bind copies for each student to take home. Teachers may want to have an author's signing party if this is the first book they have written.

Recommended Assessment

- Have the students make a big book, or individual books telling about a special family dinner they have had and why it is special to them. Each student's story can be a page with illustration, in the class big book, or students can make their own books for presentation to their families.
- The stories for the big book will be graded for grammar, spelling, and sentences connected to the theme/story.

Resources/Bibliography/References

Everybody Cooks Rice by Norah Dooley ISBN 0876145918

Feast For 10 by Cathryn Falwell ISBN 0395620376

African and African American History Curriculum Frameworks

Jambo

Grades 1

Theme Language and miles may separate people, but under the skin we are alike. People come from all over the to make up our country and we need to respect and celebrate our differences.

Overview Swahili is a major language group in Africa. Some of the countries that speak Swahili are Burundi, Central African Republic, Democratic Republic of the Congo and it is the national language of Kenya. Jambo means hello: Swahili alphabet book introduces students to another language (and other places) they are not familiar with. It opens the door for them to share words in languages other than English and to share commonalities not only in words, but traditions. They can share differences and develop a respect for them in a classroom setting.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard:** The uses the reading process effectively. **(LA.A.1.1)**
- **Benchmarks:** LA.A.1.1.1, LA.A.1.1.2, LA.A.1.1.4

- **Strand:** E - Literature
- **Standard:** The student responds critically to fiction, nonfiction, poetry and drama. **(LA.E.2.1)**
- **Benchmark:** LA.E.2.1.1

- **Strand:** B - Geography
- **Standard:** The student the world in spatial terms. **(SS.B.1.1)**
- **Benchmark:** SS.B.1.1

- **Standard:** The student understands the interactions of people and the physical environment. **(SS.B.2.1)**
- **Benchmark:** SS.B.2.1.1, SS.B.2.1.3, SS.B.2.1.4

Grade Level Expectations/Content Covered

The student:

- recalls letter of the alphabet.
- retells the story after it is read to them.
- identifies letter in Swahili and their meanings.
- understands cultural differences and shows respect for differences in others.
- uses Swahili words appropriately.
- locates Africa, east Africa and Swahili speaking countries on a map.
- extends the Swahili alphabet to construct an alphabet meaningful to them.

Recommended Student Activities

- Locate Africa on a map and determine where Swahili is spoken. Locate Florida and the United States to see where they are in relation. Discuss what language we speak and ask if anyone speaks, or knows someone who speaks another language. Share some words from another language and practice along with Swahili in class.
- Read the book . Identify the letters before each page is read. Say the Swahili word that represents each letter and have selected students be responsible for that letter. After the story is read, say the letter and the selected student say the word (with help, if necessary) that goes with each letter.
- Make a class alphabet book to share with other first grade classes or kindergarten classes. Possible choices might be to make an animals of Africa book, or school things book. Make an alphabet book to take home and to share with other students in the class.

- After **jambo means hello: Swahili Alphabet Book** has been read, use some Swahili words in the classroom, draw pictures that represent the words used. Put the drawings outside the classroom for others to see.
- Bring in *embe* (mango) into the lass for everyone to taste.

FCAT Strategies

- Facts and details
- Author's Purpose
- Compare and Contrast

Recommended Teacher Activities

- Read the book and identify words to practice each letter and its pronunciation.
- Make a sign to go over the classroom door. It should say **heshima** (respect). This can be a pledge each day as they enter. Discuss what the word means after **jambo means hello** has been read and why it is an important trait to possess. Lead students to understand all cultures believe respect is for all living things is important.
- Ask students to compare traditions and why they are important to us after they have read the book. Begin with **arusi** (wedding) like the book. Challenge them to discuss family traditions and have them draw pictures of traditions of other countries represented in the class.
- Discuss the **author's purpose** in writing this book. Introduce words from the book such as: **heshima** (respect), **watoto** (children), **karibu** (welcome others), **rafiki** (friend), **shule** (school). People are alike and different by all should be respected. Differences are to be learned about and appreciated, not made fun of.
- Review the facts and details from the book by using Swahili words--**Chakula** (food), **embe** (mango), **baba** (father).
- Place book in class library for students to read at school or take home to share.

Recommended Assessment

- Students should be able to write a journal entry, a short story, either as a class, or individually, about the book **jambo means hello**.
- Students writing will be graded for spelling, grammar and construction.

Resources/Bibliography/References

Jambo Means Hello: Swahili Alphabet Book by Muriel Feelings. ISBN 0140546529

African and African American History Curriculum Frameworks

New Heroes

Grades 2

Theme Heroes come from all walks of life and do all kinds of things. You can be famous too.

Overview Students need to learn that heroes and heroines are normal people who overcome obstacles and make a difference in the world. This lesson will use literature to introduce them to the Tuskegee Airmen.

The Tuskegee Airmen were the first African American pilots in the armed forces in the United States of America. They graduated from flight school on March 7, 1942. Their first missions were flown on June 2, 1942. The Tuskegee group was not restricted to men but included several women. Willa Brown later trained pilots and Janet Waterford Brogs, a registered nurse, also graduated from training. This group of African American airmen was organized into four squadrons called the 100th, 301st and 302nd and 332nd Fighter group nicknamed the Red Tails. Benjamin O. Davis, Jr. was commander of the 99th Fighter Squadron, a group of pilots the army believed would never be able to handle the rigors of flight. The Airmen flew over 1,500 missions supporting bomber groups on their way from London to Berlin.

Other heroes and heroines in the lesson include: Elijah McCoy, Zora Neal Hurston, George Washington Carver, Rose Parks, and Jackie Robinson. Elijah McCoy was an inventor who invented an engine lubricator for trains that worked so well when imitators sprung up no one wanted them thereby coining the phrase “the real McCoy.” He earned fifty-seven other

patents including the ironing board and lawn sprinkler, Zora Neal Hurston writer and member of the Harlem Renaissance born in Eatonville, Florida. George Washington Carver, an agricultural chemist who developed new uses for peanuts, sweet potatoes, and soybeans. Coincidentally his university was Tuskegee. Rosa Parks, a Montgomery, Alabama seamstress refused to give up her bus seat on December 1, 1955. This act led to the Montgomery Bus Boycott. On October 23, 1945 Jack Roosevelt Robinson signed with the Brooklyn Dodgers of the National League. This act made him the first African American to cross the color line from the Negro National League to the National League.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard:** The student uses the reading process effectively. **(LA.A.1.1)**
- **Benchmarks:** LA.A.1.1.1 and LA.A.1.1.4

- **Standard:** The student constructs meaning from a wide range of texts. **(LA.A.2.1)**
- **Benchmarks:** LA.A.2.1.1 and LA.A.2.1.4

- **Strand:** E - Literature
- **Standard:** The student understands the common feature of a variety of literary forms. **(LA.E.1.1)**
- **Benchmark:** LA.E.1.1.2

- **Standard:** The student responds critically to fiction, nonfiction, poetry and drama. **(LA.E.2.1)**
- **Benchmark:** LA.E.2.1.1

- **Strand:** A - History
- **Standard:** The student understands historical chronology and the historical perspective. **(SS.A.1.1)**
- **Benchmark:** SS.A.1.1.1 and SS.A.1.1.4

- **Standard:** The students understand US history from 1880 to the present day. **(SS.A.5.1)**
- **Benchmark:** SS.A.5.1.1

- **Strand:** C - Civics and Government
- **Standard:** The student understands the role the citizen in American democracy. **(SS.C.2.1)**
- **Benchmark:** SS.C.2.1.1

Grade Level Expectations/Content Covered

The student:

- defines the terms hero and heroine.
- determines what makes a hero or heroine.
- predicts what events made people famous.
- predicts what a story is about by examining illustrations.
- discovers whether information is correct by checking another source.
- identifies the elements of a story.
- understands historical chronology and historical perspective.
- identifies significant individuals.
- knows and understands the role of the citizen in American democracy.
- correctly writes personal stories using appropriate conventions..

Recommended Student Activities

- Do a teacher read aloud for the ***Tuskegee Airmen***. Show pictures first with the text covered. Ask students to predict what the story is about. Allow all responses. Read the book, revisit their answers to determine whether they correctly predicted the story line. Identify the **story elements**. Ask what the **main idea** of the book is. Have students recall as many **facts** and **details** of the story as they can. Make a class chart of their answers. Discuss what time period is being written about. Ask if anyone has friends or relatives in the military. Make a Venn diagram to compare and contrast the military of the Airmen to that of today. If no one has any military connection invite a recruiter into talk with the class.
- Make a story web of the book. Use the web worksheet provided, or make one on chart paper, or white board.
- Invite military personnel in to discuss modern day military. If a grandparent, or older friend and come in, invite them in to share stories of military experiences. Discuss why things have changed. Have students brainstorm to come up with questions to ask the visitors. Have each student write one to five questions they would like to ask. This may be done in pairs or groups depending on student ability. Collect questions with answers after the guest has visited class.
- Make a graffiti wall to allow comments about the story, or the military personnel that spoke to the class.
- Write class thank you letters to all visitors.
- Draw an enlisted poster for the Tuskegee Airmen.
- Do research to find out the accomplishments of the Tuskegee Airmen, what type of planes they flew, where they flew them, number of missions they flew, etc.
- Place ***The Tuskegee Airmen*** book in the reading center. Allow students time to reread the book. Place 3x5 cards near the book and have them generate questions about the book. Place in the class Battle of the Books box to use in a competition later.
- Read ***The Real McCoy***. Predict what the story is about before you read. Discuss what the world was like when Elijah McCoy invented the lubricating cup and why he had trouble getting jobs. Locate where he was born, where he worked, etc. on a map. Discuss the saying “The Real McCoy”. Make a class time line and place where he lived in it and compare it to them time the Tuskegee Airmen were living and working. Have students , or teams make a chart to compare Elijah McCoy’s world to the Airmen. Topics decided by the teacher.
- Write a short story about “The Real McCoy”, collect and grade.
- Read ***Zora Neal Hurston and the Chinaberry Tree***. Predict who she was and what she did to become famous from her pictures. After reading the book, discuss what the students believe to be the lesson to be learned from

both parents. Discuss what hurdles and obstacles she had to overcome on her way to fame. Discuss her accomplishments and achievements. Have students write a letter to Zora encouraging her to pursue her dreams, or write about a time someone encouraged them. Add Zora Neal Hurston to the timeline and to the class compare and contrast chart.

- Read ***A Weed is a Flower: The Life of George Washington Carver***. Discuss his life, achievements and why he is a hero. Discuss what hurdles and obstacles he had to overcome on his way to fame. Have the students plant peanuts, or some other plant to care for. They can chart the growth and graph its growth. Add George Washington Carver to the timeline. Add him to the class compare and contrast chart.
- Read ***A Picture Book of Rosa Parks***. Discuss her life, achievements and why she is a hero. Discuss what hurdles and obstacles she had to overcome on her way to fame. Ask the students if they have ever felt strongly about something. Allow them time to share. Add Rosa Parks to the timeline and add her to the class compare and contrast chart.
- Read ***A Picture Book of Jackie Robinson***. Discuss his life, achievements and why he is a hero. Discuss what hurdles and obstacles he had to overcome on his way to fame. Discuss baseball today. Discuss how the game would not be the same if Jackie Robinson hadn't broken the color barrier. Add Jackie Robinson to the timeline and add him to the class compare and contrast chart.
- Add each student's name to the timeline. Have them write a story about what they will do to become a hero someday. Post all stories in a public place for all to read. Bind them into a class book and give one to each student.
- Have a Night of Heroes/Heroines. Students can dress as their favorite hero either from stories they have read or one they admire. Have them do a show board (science fair board) to honor their heroes. Invite parents and school board members in. Have students stand next to their boards and explain to the public about their choice of heroes.

FCAT Strategies

- Main idea
- Facts and details
- Chronological order.
- Retelling
- Cause and Effect

- Plot/Development/Resolution
- Author's Purpose

Recommended Teacher Activities

- Collect all books necessary for the lesson.
- Read books to students.
- Invite military personnel to class, may be relatives of students or anyone in uniform. Try to get younger and retired military personnel to attend so students can compare and contrast similarities. Have students write questions to ask, type them up and give to all students to take notes, or just have them read and teacher can write response for students to distribute later.
- Place butcher paper on wall for graffiti wall.
- Help students research the Internet for Tuskegee Airmen, World War II, airplanes, etc. Help them record information in a class big book to be reviewed during silent reading time or checked out and taken home to share.
- Purchase age appropriate model airplanes, have volunteers available to assist students in construction and hanging of WWII airplanes in the room.
- Provide 3x5 cards for the students to use when they write questions about the books they read for class competition later. Questions can include the following FCAT skills: main idea, facts and details, chronological order, author's purpose, plot/development/resolution, cause and effect, retelling questions, etc. Have Jeopardy like competition with teams and use all of the books they have read. Allow teams to work together to answer questions with different point values. Keep questions in a file box for students to practice whenever they wish.
- Repeat many of the above activities for other books on little known heroes/heroines. Discuss how they got to be heroes/heroines and what obstacles they overcame. Have students prepare for a Night of Heroes/Heroines so they can share their learning with parents, school administrators, supervisors and school board members. Have students prepare invitations, see that they are mailed, or delivered, get cookies and punch (and volunteers to serve), for students and guests. Make sure you tell the custodians so they can prepare your location. Get show boards for students and allow class time, or home time for preparation. Advertise in your school newsletter and call your local newspaper, or television station.

Recommended Assessment

- Class participation in discussion
- Completion of Venn diagram of two heroes/heroines
- Written questions for interview of visitors and after visitation answers
- Written thank you notes
- Enlistment poster
- Student story about the Tuskegee Airmen
- Internet research--ability to find information for a purpose
- Student biography
- Participation in a Night of Heroes
- Correct answers during team Battle of the Books.
- Focus of the assessment will be grammar, spelling, sentence construction and connectedness.

Resources/Bibliography/References

The Tuskegee Airmen Story by Lynn M. Homan and Thomas Reilly, ISBN 1589800052.

The Real McCoy by Wendy Towle, ISBN 0590481029

Zora Neal Hurston and the Chinaberry Tree by William Miller. A Reading Rainbow book. Done in Spanish and translated to English, ISBN 1880000334

A Picture Book of George Washington Carver by David Adler, ISBN 0823414299.

A Weed is a Flower: The Life of George Washington Carver. by Alike, ISBN 0671664905.

A Picture Book of George Washington Carver by David Adler, ISBN 082341177X.

African and African American History Curriculum Frameworks

African Heritage: The Soul of People of African Descent

Grades K-2

Theme African Heritage: The Soul of People of African Descent

Overview Focus on African and African American culture and provides students with exposure to the basic beliefs, customs, and traditions of their own, and exploring the lifestyle of Africans and African-American families through use of stories, legends and myths.

Sunshine State Standards

- **Strand: A** -Reading
 - **Standard:** The student uses the reading process effectively. **(LA.A.1.1)**
 - **Benchmarks:** LA.A.1.1.1, LA.A.1.1.2, and LA.A.1.1.3

- **Strand: B** - Writing
 - **Standard:** The student uses writing processes effectively. **(LA.B.1.1)**
 - **Benchmarks:** LA.B.1.1.1 and LA.B.1.1.3

- **Strand: C** - Listening, Viewing, and Speaking
 - **Standard:** The student uses listening strategies effectively. **(LA.C.1.1)**
 - **Benchmarks:** LA.C.1.1.1 and LA.C.1.1.4

- **Strand: E** - Literature
- **Standard:** The student understands the common features of a variety of literary forms. **(LA.E.1.1)**
- **Benchmarks:** LA.E.1.1.1 and LA.E.1.1.2

Grade Level Expectations Content Covered

The student:

- Uses pre-reading strategies before reading
- Makes predictions about purpose and organization using background and text structure knowledge
- Reads and predicts from graphic representations
- Uses context and word structure clues to interpret words and ideas in text.
- Uses graphic organizers
- Uses basic elements of phonetic analysis
- Uses beginning letters and patterns as visual cues for decoding
- Uses context clues to construct meaning
- Cross check visual, structural and meaning cues to figure out unknown words
- Contribute ideas during a group writing activity
- Use Recognize similarities and differences in cultures in the classroom.
- Recall family activities and compare similarities and differences of activities of families from other culture.
- Spells frequently used words correctly
- Uses reference to edit writing
- Uses conventions of punctuation
- Capitalizes initial words of sentences, the pronoun “I”, and proper nouns
- Revises and edits for sentence structure and age appropriate usage
- Uses strategies to “finish” a piece of writing

Content Covered

The Value Slaves Brought to the Americans

- The MA'AT (*Justice, Truth, Balance, Order, Reciprocity, Righteousness, and Equality*)
- Kwanzaa Values (*Umoja*, unity or belonging to a family and community, nation, and race. *Kujichagulia*, self-determination, define, create, and speak for selves instead of being defined, named, and created for, and spoken by others. *Ujima*, collective work and responsibility, maintain community together and make sisters' and brother's problems our problems and to solve them together. *Ujamaa*, to build and maintain own stores, shops, and other businesses and to profit from them together. *Nia*, make collective vocation of building, developing community in order to restore traditional greatness. *Kuumba*, always do the best we can in order to leave the community more beautiful and beneficial when we inherited it. *Imani*, believe with all our heart in our people, our parents, our teachers, our leaders, and the righteousness of victory of our struggle
- The Harlem Renaissance
- The Values of Civil and Human Rights
- The Spiritual Life of African Descent People
- The Role of Art, Music and the Humanities in Shaping the Value System

Recommended Student Activities

Allow the students to use the library or Internet to find African or African American stories. Provide students with the following experiences:

- Compare and contrast differences in the two books
- Predict what the fable/folk tale is about based on the title and illustrations
- Identify key words by matching word and picture
- Explain if a word is substituted whether the word makes sense or not
- Read the selected fable/folk tale and share the reading with the class
- Discuss differences and similarities of composition and responsibilities of members of own family and other families of different ethnic background
- Move to the beat of recording of traditional African music and dance
- Draw pictures of African musical instruments based on pictures shown by the teacher
- Listen to passage about African and African American patriots

- Retell sequence of events in passages accurately
- Draw and color pictures of pyramids
- Students follow FCAT strategies as prompted by teacher

FCAT Strategies

- Main idea
- Facts and details
- Plot/Resolution/Development
- Author's purpose
- Cause and effect
- Vocabulary
- Chronological Order
- Compare and Contrast
- Similarities/Differences in Text
- Retelling
- Multiple Representation of Information
- Fact and Opinion

Recommended Teacher Activities

- Research several activities done by families from different ethnic groups.
- Select a book and read story ahead of time.
- Activate prior knowledge of students before reading the story.
- Introduce vocabulary before reading the story.
- Discuss daily family activities of students to activate their prior knowledge.
- Discuss key words of selected book and their meanings.
- Provide example and non-example usage of key word selected.
- Formulate questions of higher-level thinking.
- Integrate FCAT strategies when planning for activities.

- Implement Guided Reading /Shared Reading Strategies.
- Model simple story mapping/webbing as an organizer before a writing activity.
- Model how to place events in chronological order.
- Utilize a Venn diagram to compare and contrast character behavior and attitude.
- Discuss which of the characters' dialogue was a fact and was an opinion.
- Discuss story using story map to recall details in the story/fable/folk tale.
- Encourage the class to come into a consensus of the author's purpose

Recommended Assessment

- Role-play appropriate or inappropriate behaviors depicted in the fable/folk tale.
- Act-out elements of the story through puppetry.
- Recreate African rhythms or chants.
- Create an African Village as a class project.
- Create a collage utilizing collected pictures of Africans and African Americans.
- Re-create specific African Celebrations.
- Write a class story about an African and African American patriot.
- Retell an African American folk tale.
- Sequence pictures from an African and African American story.
- Play an African game provided by the teacher.
- Grade each work based on grammar, spelling, sentence construction, and connectedness to the main idea.

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African and African American History Curriculum Frameworks

Sample Lesson Plan

Grade K-2

Objective To expose students to an aspect of Africans and African American culture.

Sunshine State Standards

- **LA.A.1.1.1** Predicts what a passage is about based on its title and illustrations.
- **LA.A.1.1.2** Identifies words and constructs meaning from text, illustrations, graphics and charts using the strategies of phonics, word structure and context clues.
- **LA.A.1.1.3** Uses knowledge of appropriate grade, age, and developmental level in vocabulary in reading.
- **LA.A.1.1.4** Increases comprehension by rereading, retelling, and discussion.
- **LA.A.2.1.1** Determines the main idea or essential message from text and identifies supporting information.
- **LA.A.2.1.2** Selects material to read for pleasure.
- **LA.A.2.1.3** Reads for information to use in performing a task and learning a new task.
- **LA.C.1.1.1** Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems and following rules.
- **LA.C.1.1.2** Retells specific details of information heard, including sequence of events.
- **LA.E.1.1.2** Identifies the story elements of setting, plot, character problem, and solution/resolution.
- **LA.A.2.1.1** Uses personal perspective in responding to a work of literature such as relating to characters and simple events in a story as relating characters and simple events in a story or biography to people or events in his or her own life.

Materials

- Book
- Art Supplies: Brown paper, paint, glue, string, and markers
- African Musical Instruments: drum, sticks, flutes
- Digital Camera
- Bookbinding machine

Procedure/Activities

- Record all experiences on the digital camera for the book at the end of the project or to put in parent newsletters of the school newsletter.
- On three separate days, read aloud each of the folk tales from Africa. Make time to discuss each and have the students create a mind map of each story for memory recall.
- After reading all of the stories and reviewing mind maps, have the students select the story they would like to recreate and do a performance for another class or to parents for Open House.
- Work with the students in selecting parts of the play and characters for the part.
- Collaborate with the art and music teacher to create costumes (masks) and record an African music that is appropriate for the play.
- Practice the play. Send out invitations to other classes, parents, and desired audience for the play.
- Write an article about the performance on the newsletter or local newspaper.

Assessment

The students will:

- retell the African tales read to them.
- explain the moral of the story.
- illustrate mind map to recall details of the story.
- perform a play depicting one of the African folk tales.
- design and construct masks for the play.

Teacher Resources

Book: Weber, Louis, *African American Children Stories: A Treasury of Tradition and Pride*, Publications international, Ltd., 2001. (ISBN 0-853-5239-2)

pp.69-78 “Two Ways to Count to Ten”

Moral: It is not always the biggest and the strongest who wins the prize, but the smartest.

pp.39-48 “How it Pays Sometimes to be Small”

Moral: There is always an advantage to be small.

pp.179-18 “The Drum Song”

The story is about an African boy who played a drum song and gained friends that provided food for his family.

African and African American History Curriculum Frameworks

FCAT Reminder

The FCAT strategies are intended to provide teachers with sample instructional and learning strategies that could be used to ensure that the instructional content and process build continuously the required and relevant FCAT skills in each student.

These FCAT strategies will be repeated at each grade level to ensure that the teaching of African American History is linked to the ongoing FCAT strategies of the school.

Of course these FCAT strategies do not represent the total strategies available to teachers. Ultimately, each teacher must decide on the relevant FCAT strategy that is linked to the lesson being presented.

African and African American History Curriculum Frameworks

Sample FCAT Activities

FCAT STRATEGIES: (Coggins, Patrick C., *Resource Manual on FCAT*, Palm Beach County School District, 1999)

- **VOCABULARY:** The teacher develops questions that would determine the correct meaning of a word in context, based on vocabulary of the text.
 - ❑ What is meant by this word?
 - ❑ What does the word _____ mean?
 - ❑ Which two words in the sentence are similar/different?
 - ❑ Retell in own words the meaning of _____?
 - ❑ Choose the word that means the same/opposite.

The teacher provides students the with following learning experiences:

- ❑ Use synonyms/antonyms to understand words
 - ❑ Use word attack skills.
 - ❑ Use computer-assisted definitions to enhance vocabulary
 - ❑ Use thesaurus and dictionary for definition, synonyms, antonyms, and homonyms of key words.
 - ❑ Retell in own words the meaning of the key word
 - ❑ Read sentence from the text using key vocabulary words.
 - ❑ Prompt students to read and write complete sentences from the text in responding to high level thinking questions.
- **MAIN IDEA:** The teacher designs questions such as the following that require students to find the idea of a passage.
 - ❑ What is another good title for the passage you just read?
 - ❑ Retell the main idea of the passage.
 - ❑ Tell the summary of the story

The teacher provides the students with the following learning experiences:

- Write one-sentence summaries.
- Practice retelling the main idea.
- Encourage students to work cooperatively in pairs and triads.
- Prepare one-sentence summaries on the main ideas in the passage
- Think and write cooperatively.

➤ **FACTS AND DETAILS**: The teacher designs questions for which students must use the skill of identifying facts and details in order to form an answer.

- Who did something?
- What happened?
- Where did someone/something go?
- When did an event occur?
- Why did someone/something happen?
- Who did the act(s)?

The teacher provides the students with the following learning experiences:

- Highlight key points in the text.
- Identify dates and events that are important.
- Chart showing roles of each character.
- Design a concept map identifying key elements.

➤ **CHRONOLOGICAL ORDER**: The teacher designs questions for which students must use skill of sequencing in order to form an answer.

- What happened just before _____?
- What happened just after _____?
- What happened first?
- What happened between and _____?
- What is the first step in _____?
- What is the order of events in question?

The teacher provides students the following learning experiences:

- Develop story map
- Identify the order that events occurred.
- Identify what happened first, second, and last.
- Prepare time-line of dates and events.
- Trace and outline the step-by-step development in the text.

➤ **COMPARE AND CONTRAST**: The teacher designs questions which require students to compare and/or contrast information in the text.

- How is _____ like _____?
- How is _____ different from _____?
- How is _____ both similar to and from _____?
- How is _____ both similar to and different from?

The teacher provides the students the following learning experiences:

- Develop a Venn Diagram
- Identify Things/People/Ideas that are alike and different
- Use a chart to identify differences and similarities.

➤ **FACT AND OPINION**: The teacher

- The teacher designs questions that require the students to identify the differences between fact and opinion
- Distinguish which is fact or opinion on the text.
- Read selected sentences from the text; write one opinion and one fact.
- Write a question based on fact from the text.

The teacher provides the students the following learning experiences:

- Use a Venn Diagram
- Practice identifying all facts and opinions.
- Use key words to learn and explain.
- Use didactic skills.

- **PLOT DEVELOPMENT/RESOLUTION**: The teacher designs questions that require students to identify problem ((s), the solution(s), and the parties involved in the story.
 - ❑ What was the problem in the story?
 - ❑ Who were involved in the problems?
 - ❑ How was the problem solved?
 - ❑ Who was involved in the solution?

The teacher provides the students the following learning experiences:

- ❑ Retelling of a story in stages
- ❑ Venn Diagram
- ❑ Develop story maps individually or in groups.
- ❑ Concept mapping.
- ❑ Flow charts

- **SIMILARITIES/DIFFERENCES IN TEXT**: The teacher utilizes questions that require students to find similarities or differences in characters, setting, or events in various texts.
 - ❑ How is _____ similar to _____?
 - ❑ How is _____ different from _____?
 - ❑ Who is similar or different from _____?
 - ❑ What is _____ identical to _____?

The teacher provides the students the following experiences:

- ❑ Use a Venn diagram individually and in groups.
- ❑ Prepare a chart individually and in groups.
- ❑ Use webbing of the text information.
- ❑ Design concept mapping.
- ❑ Outline and illustrate behaviors by characters.

- **RETELLING**: The teacher utilizes questions that ask the students to retell a portion of the text.
 - ❑ Retell your favorite part of the story.
 - ❑ Retell the portion of the story from _____ to _____.

- ❑ Rewrite information in your own words.

The teacher provides the students the following learning experiences:

- ❑ Use one-sentence summaries.
- ❑ Think Write-Pair-Share
- ❑ Retell point of view with own words.

➤ **AUTHOR'S PURPOSE**: The teacher utilizes questions that require students to explain the author's purpose as this relates to the specific information from the text.

- ❑ What does the author mean when he/she writes _____?
- ❑ Why did the author write the article?
- ❑ Why did the author say...?
- ❑ How was the author able to accomplish his/her purpose?
- ❑ What is the author's purpose?

The teacher provides the students the following learning experiences:

- ❑ Use webbing of the text information.
- ❑ Identify key points of the author in each paragraph.
- ❑ Write and practice listing author's views and purpose.
- ❑ Use a concept map.
- ❑ Practice listing author's views/purpose.

➤ **CAUSE AND EFFECT**: The teacher utilizes questions that require students to describe the cause or effect of an action or event.

- ❑ What are the events that caused_____?
- ❑ What might happen if _____is done or not done?
- ❑ Why did/does _____happen?
- ❑ What caused _____ to _____?

The teacher provides the students the following learning experiences:

- ❑ Practice identifying cause and effect from a passage.
- ❑ Independently identify cause and effect from a selected passage
- ❑ Design a cause and effect chart.
- ❑ Design a cause and effect chain of events.
- ❑ Identify responsible parties for the results.
- ❑ Identify who caused for the results.
- ❑ Mind mapping.

➤ **MULTIPLE REPRESENTATION OF INFORMATION:** The teacher utilizes questions that require students to use a variety of materials, including multiple representations of information such as maps, charts, caption and photos to analyze and synthesize information.

- ❑ Read/Refer to the caption (map, chart, graph) on page ____ to answer the question.

The teacher provides the students the following learning experiences:

- ❑ Develop charts/concept maps.
- ❑ Design graphs of information.
- ❑ Identify textbook captions.
- ❑ Analyze items in illustrations.
- ❑ Analyze items on illustrations and photos.
- ❑ Review footnotes.