

African American History



African American History Instructional Standards Guide

COMMISSIONER OF EDUCATION'S AFRICAN AMERICAN HISTORY TASK FORCE
Revised 2014

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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.	
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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 is on culture and provides 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 is 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 is on broad Geographic, Humanities, and Multicultural perspectives to understand the global connections of the African and African American experiences.
- ❑ **Grades 9-12** focus is 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.

African and African American History

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.





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 (h) (2002) that mandates:

“(h) 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 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:”

Perspective on the African and African American History Framework

The study of African Americans' contributions to the culture of the United States and the world as it concerns African Americans' participation's in improving the political, economic, and social development of humanity.

A close scrutiny of the Florida Statute **1003.42 (h)** requires instructions in the history of African Americans, including the history of African peoples, and emphasis on the teaching of ancient African history and connections to African Americans.

However, the model, which follows, clearly points to 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 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) Neo-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.

An Effective Model for African and African American Curriculum

1. Ancient Africa: Pre-Columbus		2. African Exploration of the World: Pre-Columbus	
<input type="checkbox"/> Kingdoms		<input type="checkbox"/> Trade	<input type="checkbox"/> African Explorers in the World
<input type="checkbox"/> Classical Civilization		<input type="checkbox"/> Moors	<input type="checkbox"/> African Presence in Europe, South America, Americas, and the World
<input type="checkbox"/> Diaspora		<input type="checkbox"/> Explorations	
<input type="checkbox"/> Contribution			
3. The Invasion and weakening of Africa: European Colonialism		4. Slavery: Post-Columbus in the Americas	
<input type="checkbox"/> European colonialism	<input type="checkbox"/> Tribal/National Conflicts	<input type="checkbox"/> Slave Trade	
<input type="checkbox"/> European exploitation	<input type="checkbox"/> The Expansion of the Sahara Desert	<input type="checkbox"/> Slavery in North America	
<input type="checkbox"/> Slavery		<input type="checkbox"/> Slavery in South America	
5. Neo-Slavery: Abolition, Civil Rights, and Constitutional Rights		6. The Soul of African and African Americans	
<input type="checkbox"/> Abolition		<input type="checkbox"/> Myths	<input type="checkbox"/> Resources
<input type="checkbox"/> Bill of Rights		<input type="checkbox"/> Values	
<input type="checkbox"/> Struggle for Civil Rights		<input type="checkbox"/> The Harlem Renaissance	
7. Contributions of Africans and African Americans to the United States of America and to the World			
<input type="checkbox"/> Art - Literature - Music - Politics - Science - Religion - Medicine and other areas.			

African and African American History Theme

Culture and Families

Grades K-1

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.

Next Generation Sunshine State Standards

- [SS.K.A.2.2](#): Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
- [SS.2.A.1.2](#): Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- [SS.A.1.2.4](#): Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
- [SS.1.A.2.2](#): Compare life now with life in the past.
- [SS.1.A.2.3](#): Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

Language Arts Florida Standards

Reading Standards for Literature Grade K

- [LAFS.K.RL.1.1](#) With prompting and support, ask and answer questions about key details in a text.
- [LAFS.K.RL.1.2](#) With prompting and support, retell familiar stories, including key details.
- [LAFS.K.RL.1.3](#) With prompting and support, identify characters, settings, and major events in a story.
- [LAFS.K.RL.2.4](#) With prompting and support, ask and answer questions about unknown words in a text.
- [LAFS.K.RL.2.5](#) Recognize common types of texts (e.g., storybooks, poems)

- [LAFS.K.RL.2.6](#) With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
- [LAFS.K.RL.3.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- [LAFS.K.RL.3.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- [LAFS.K.RL.4.10](#) Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text Grade K

- [LAFS.K.RI.1.1](#) With prompting and support, ask and answer questions about key details in a text.
- [LAFS.K.RI.1.2](#) With prompting and support, identify the main topic and retell key details of a text.
- [LAFS.K.RI.1.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [LAFS.K.RI.2.4](#) With prompting and support, ask and answer questions about unknown words in a text.
- [LAFS.K.RI.2.5](#) Identify the front cover, back cover, and title page of a book.
- [LAFS.K.RI.2.6](#) With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- [LAFS.K.RI.3.7](#) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- [LAFS.K.RI.3.8](#) With prompting and support, identify the reasons an author gives to support points in a text.
- [LAFS.K.RI.3.9](#) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- [LAFS.K.RI.4.10](#) Actively engage in group reading activities with purpose and understanding.

Reading Standards for Literature Grade 1

- [LAFS.1.RL.1.1](#) Ask and answer questions about key details in a text.
- [LAFS.1.RL.1.2](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- [LAFS.1.RL.1.3](#) Describe characters, settings, and major events in a story, using key details.
- [LAFS.1.RL.2.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- [LAFS.1.RL.2.5](#) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- [LAFS.1.RL.2.6](#) Identify who is telling the story at various points in a text
- [LAFS.1.RL.3.7](#) Use illustrations and details in a story to describe its characters, setting, or events.
- [LAFS.1.RL.3.9](#) Compare and contrast the adventures and experiences of characters in stories.
- [LAFS.1.RL.4.10](#) With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text Grade 1

- [LAFS.1.RI.1.1](#) Ask and answer questions about key details in a text.
- [LAFS.1.RI.1.2](#) Identify the main topic and retell key details of a text.
- [LAFS.1.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [LAFS.1.RI.2.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- [LAFS.1.RI.2.5](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- [LAFS.1.RI.2.6](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- [LAFS.1.RI.3.7](#) Use the illustrations and details in a text to describe its key ideas.
- [LAFS.1.RI.3.8](#) Identify the reasons an author gives to support points in a text.
- [LAFS.1.RI.3.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- [LAFS.1.RI.4.10](#) With prompting and support, read informational texts appropriately complex for grade 1.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the K-1 Standards indicates that students should be able to do the following:

- Describe in detail what their lives are like.
- Describe cultural and familial traditions.
- Make comparisons between their cultural and familial traditions to that of others.

- Retell stories about their traditions as well as that of others.

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:

- Oral History Interviews
- Collages
- Comparative Collages
- Creative Writing
- Poetry

Recommended Teacher Activities

- Thurgood Marshall and Ruby Bridges: An American Hero and Heroine
- African American Inventors

Recommended Assessment

- Student Posters
- Timelines
- Assessment may occur informally through observations made during the guided discussion.
- Assessment may occur as students offer examples and feedback concerning Ruby Bridges, and Thurgood Marshall.

Resources/Bibliography/References

1. <http://african-americaninventors.org/>
2. http://www.moptopshop.com/earl_lucas.html
3. http://www.hollisterkids.com/uploads/download/Guest_spread_Trailblazers_of_Science_and_Technology.pdf
4. http://www.moptopshop.com/ben_carson.html
5. <http://pics.tech4learning.com/>
6. <http://www.archives.gov/education/lessons/>
7. <http://lcweb2.loc.gov/ammem/today/nov09.html>
8. <http://www.stamps.org/kids/images/thurgood.pdf>
9. www.life.com
10. <http://www.biography.com/articles/Ruby-Bridges-475426>
11. Book(s): This is a true story of an extraordinary six-year old girl. The Story of Ruby Bridges by Robert Coles, ISBN-10: 0439598443, ISBN-13:978-0439598443
12. Ruby Bridges Goes to School by: My True Story by Ruby Bridges, ISBN-10: 0545108551 ISBN-13: 978-0545108553
13. DVD: Disney's Ruby Bridges (1998) ASIN: B0000D23EV

African and African American History Theme

Culture and Families

Grades 2

Theme Culture and Families

Overview The students will focus on Africa, its location, geography, peoples, animals, cultures, economics, and children. The West African focus has been chosen since most African Americans trace their heritage and origins prior to slavery to this region on the continent of

Africa. The instructions will introduce students to life in Africa and compare that with life in the United States of America.

Next Generation Sunshine State Standards

- [SS.2.A.1.1](#): Examine primary and secondary sources.
- [SS.2.A.1.2](#): Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- [SS.2.A.2.5](#): Identify reasons people came to the United States throughout history.
- [SS.2.A.2.8](#): Explain the cultural influences and contributions of immigrants today.
- [SS.2.G.1.3](#): Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

Language Arts Florida Standards

Reading Standards for Literature Grade 2

- [LAFS.2.RL.1.1](#) Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- [LAFS.2.RL.1.2](#) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- [LAFS.2.RL.1.3](#) Describe how characters in a story respond to major events and challenges.
- [LAFS.2.RL.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- [LAFS.2.RL.2.5](#) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- [LAFS.2.RL.2.6](#) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- [LAFS.2.RL.3.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- [LAFS.2.RL.3.9](#) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- [LAFS.2.RL.4.10](#) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 2

- [LAFS.2.RI.1.1](#) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [LAFS.2.RI.1.2](#) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- [LAFS.2.RI.1.3](#) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- [LAFS.2.RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- [LAFS.2.RI.2.5](#) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- [LAFS.2.RI.2.6](#) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- [LAFS.2.RI.3.7](#) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- [LAFS.2.RI.3.8](#) Describe how an author uses reasons to support specific points in a text.
- [LAFS.2.RI.3.9](#) Compare and contrast the most important points presented by two texts on the same topic.
- [LAFS.2.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grade 2 Standards indicate that students should be able to do the following:

- Identify continents, major bodies of water, as well as other significant geographical features on a globe or map.
- Begin to describe verbally and through writing traditions specific to each respective continent or region.
- Research geographical features and wildlife specific to each respective continent or region.
- Write text or make small reports about life on a specific continent or region.

Content the Africans and African Americans in the United States of America and the World

- What is life like in the West Indies?
- What is similar about Ghana and Nigeria?
- How do people meet their basic needs?
- How do people in Africa celebrate holidays?
- How do African Americans celebrate holidays? Are carnivals different?
- How do children/adults play?
- How are schools different?
- How are animals in Africa, the Caribbean, South America, and the United States different or similar?

Recommended Student Activities

- Map labeling
- Animal maps
- Weather/Climate maps
- Tradition maps
- Cultural Maps

Recommended Teacher Activities

- Class reading
- Map labeling
- Family celebration/tradition comparisons

Recommended Assessment

- Map Tests
- Projects
- Posters
- Collages
- Grade level writing activity

Resources/Bibliography/References

1. <http://www.worldatlas.com/webimage/countrys/af.htm>
2. http://events.nationalgeographic.com/media/files/African_Animal_Safari.pdf

3. <http://delightfulchildrensbooks.com/2011/03/31/africa/>

African and African American History Theme

Cultural and Technological Development

Grades 3-5

Theme Cultural and Technological Development

Overview The students will 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.

Next Generation Sunshine State Standards

- [SS.3.A.1.1](#): Analyze primary and secondary sources.
- [SS.3.A.1.2](#): Utilize technology resources to gather information from primary and secondary sources.
- [SS.3.A.1.3](#): Define terms related to the social sciences.
- [SS.3.G.1.3](#): Label the continents and oceans on a world map.
- [SS.3.G.1.4](#): Name and identify the purpose of maps (physical, political, elevation, population).
- [SS.3.G.4.1](#): Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.2](#): Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.3](#): Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- [SS.3.G.4.4](#): Identify contributions from various ethnic groups to the United States.

- [SS.3.C.2.1](#): Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
- [SS.4.A.1.1](#): Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- [SS.4.A.1.2](#): Synthesize information related to Florida history through print and electronic media.
- [SS.4.A.8.1](#): Identify Florida's role in the Civil Rights Movement.
- [SS.5.A.1.1](#): Use primary and secondary sources to understand history.
- [SS.5.A.4.1](#): Identify the economic, political and socio-cultural motivation for colonial settlement.
- [SS.5.A.4.5](#): Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- [SS.5.A.4.6](#): Describe the introduction, impact, and role of slavery in the colonies.
- [SS.5.E.1.1](#): Identify how trade promoted economic growth in North America from pre-Columbian times to 1850

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grades 3-5 Standards indicate that students should be able to do the following:

- Read detailed informational text and summarize it.
- Analyze various sources to obtain information.
- Make inferences from various sources about a specific historical topic.
- Construct narratives based on particular historical events.
- Construct timelines based on informational text and summarize the timeline.
- Explain motivations behind particular historical events.
- Read informational text to describe the relationship between various groups of people in history.
- State and write their opinions regarding historical events as based on informational texts.

Content Africa as a Classical Society

- During grades 3-5 students will focus on examining the development of classical societies and cultures of the world as well as their own country, state, and the county through the study of the historical and physical perspectives (in the areas of social, economic, political and technological perspectives).

- Students will learn about critical events that shape the history of African Americans. This information will provide a general understanding of the contributions of all racial groups, including Africans and African Americans to the world, United States, and Florida.
- The critical examination of immigration, migration, and dispersion of slavery will provide information on how these systems impacted people, including Africans and African Americans.
- Students will view African and African American history prior to the slavery era. For example, Africans lived in kingdoms, cities, and highly developed communities, as well as in a system including agriculture, village, and community life.
- African and African American history and life are often a sensitive and difficult process for teachers to teach. Thus, the focus on Ancient Africa will provide students with a context prior to the enslavement period and a sense that African and African American history evolved before slavery. Teachers are encouraged to view African and African American history as a part of classical world history of the Americas and the United States of America.

Recommended Student Activities

- Map Labeling
- Reading Immigration Maps
- Reading Diaspora Maps
- Vocabulary
- Grade level writing activities
- Reading and Discussion
- Reading Comprehension
- Characterizations

Recommended Teacher Activities

- Triangular Trade Lesson Plan
- Reliving a Legacy Through African and African American Literature Lesson Plan
- Class reading
- Heroes and Heroines
- Phyllis Wheatley
- Exploring Florida's African American Heritage Trail
- Famous African Americans of the Revolution

- Colonization of Jamestown and Slavery

Recommended Assessment

- Write an essay describing the life of a slave during the colonial period to include his/her travel through the middle passage.
- Portraits
- Timelines
- Book Reports
- Map labeling and identification
- Venn Diagrams
- Biographies
- Grammar Exercises

Resources/Bibliography/References

1. http://jamestown.invioni.com/real_index.html
Document of “Original Settlers (May 14, 1607) at Jamestown, listed by occupation.
2. <http://kids.nationalgeographic.com/Games/InteractiveAdventures/John-smith>
On the Trail of Captain John Smith: A Jamestown Adventure
Follow in the footsteps of Captain John Smith to discover what life was like in the Next World 400 years ago!
3. <http://www.jamestown1607.org/storiesnation.asp>
Prequel: The Voyage Game
4. <http://www.apva.org/ngex/location.html>
Location of Jamestown
5. <http://www.virtualjamestown.org/census2a.html>
6. <http://fcit.usf.edu/florida/lessons/african/african1.pdf>
7. <http://www.nps.gov/history/nr/twhp/state.htm#f1>
8. <http://www.pbs.org/wgbh/aia/part1/1p277.html>
9. <http://www.slavenorth.com/profits.htm>
10. <http://www.columbia.k12.mo.us/pke/phillips/colonies/Newenglandliving.htm>
11. http://web.bryant.edu/~ehu/h364proj/fall_98/stump/triangletrade.html
12. <http://www.pbs.org/wgbh/aia/part1/1narr4.html>
13. http://www.africanculturalcenter.org/4_5slavery.html

African and African American History Theme

Culture and Families

Grades 3

Theme Cultural and Families

Overview The students will focus on the Ancient African classical civilizations in Nubia and Egypt (Kemet) with particular emphasis on the contributions of these African civilizations to the sciences, the legal process of justice, religious practices, technology, and literature.

Next Generation Sunshine State Standards

- [SS.3.A.1.1](#): Analyze primary and secondary sources.
- [SS.3.A.1.2](#): Utilize technology resources to gather information from primary and secondary sources.
- [SS.3.A.1.3](#): Define terms related to the social sciences.
- [SS.3.G.1.3](#): Label the continents and oceans on a world map.
- [SS.3.G.1.4](#): Name and identify the purpose of maps (physical, political, elevation, population).
- [SS.3.G.4.1](#): Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.2](#): Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.3](#): Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- [SS.3.G.4.4](#): Identify contributions from various ethnic groups to the United States.
- [SS.3.C.2.1](#): Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Language Arts Florida Standards

Reading Standards for Literature Grade 3

- [LAFS.3.RL.1.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [LAFS.3.RL.1.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- [LAFS.3.RL.1.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- [LAFS.3.RL.2.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- [LAFS.3.RL.2.5](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- [LAFS.3.RL.2.6](#) Distinguish their own point of view from that of the narrator or those of the characters.
- [LAFS.3.RL.3.7](#) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- [LAFS.3.RL.3.9](#) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- [LAFS.3.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text Grade 3

- [LAFS.3.RI.1.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [LAFS.3.RI.1.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [LAFS.3.RI.1.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- [LAFS.3.RI.2.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- [LAFS.3.RI.2.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- [LAFS.3.RI.2.6](#) Distinguish their own point of view from that of the author of a text.
- [LAFS.3.RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- [LAFS.3.RI.3.8](#) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- [LAFS.3.RI.3.9](#) Compare and contrast the most important points presented by two texts on the same topic.
- [LAFS.3.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content

Ancient African Cultures Including Nubia and Egypt: Their Influence on Other World Cultures, Past and Present.

- What role did science and technology play in Ancient Africa?
- What forms of scientific development existed? (i.e., astronomy, iron products, medicine, math, etc.)
- What can we learn from ancient civilizations including Egypt and other African civilizations?
- How was time measured in Ancient African societies?
- How did religion, law, and government function in ancient cultures?
- What was the scientific impact of the pyramids, temples, and other structures in Africa on the world?
- What was the scientific impact of the pyramids, temples, and other structures in Africa on the world?
- What influences did the ancient civilizations and cultures such as Ancient Africa have on today's society?

Recommended Student Activities

- Vocabulary development
- Grade level writing activities
- Class Readings
- Story Webs
- Graffiti Walls
- Posters
- Timelines

- Summaries
- Short Story Development

Recommended Teacher Activities

- Heroes and Heroines
- African American Inventors

Recommended Assessment

- Venn Diagrams
- Biographies
- Portfolios
- Essay Writing

Resources/Bibliography/References

1. <http://african-americaninventors.org/>
2. http://www.moptopshop.com/earl_lucas.html
3. http://www.hollisterkids.com/uploads/download/Guest_spread_Trailblazers_of_Science_and_Technology.pdf
4. http://www.moptopshop.com/ben_carson.html
5. http://web.bryant.edu/~ehu/h364proj/fall_98/stump/triangletrade.html
6. <http://www.pbs.org/wgbh/aia/part1/1narr4.html>
7. http://www.africanculturalcenter.org/4_5slavery.htm

African and African American History Theme

Culture and Technological Development United States and Florida History and Geography

Grades Theme

**4
Culture and Technological Development: United States and Florida History and
Geography**

Overview

The students will focus on the examination of the history of the United States of America and the role of African Americans and Native Americans during the colonial period, the revolutionary period, and the Civil War era. Students will examine the varied roles of African and African Americans played in concert with other ethnic, political, and religious groups.

Next Generation Sunshine State Standards

- [SS.4.A.1.1](#): Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- [SS.4.A.1.2](#): Synthesize information related to Florida history through print and electronic media.
- [SS.4.A.2.1](#): Compare Native American tribes in Florida.
- [SS.4.A.3.2](#): Describe causes and effects of European colonization on the Native American tribes of Florida.
- [SS.4.A.8.1](#): Identify Florida's role in the Civil Rights Movement.
- [SS.4.A.5.1](#): Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
- [SS.4.A.5.2](#): Summarize challenges Floridians faced during Reconstruction.
- [SS.4.A.6.2](#): Summarize contributions immigrant groups made to Florida.
- [SS.4.A.6.3](#): Describe the contributions of significant individuals to Florida.
- [SS.4.A.9.1](#): Utilize timelines to sequence key events in Florida history.
- [SS.4.C.2.1](#): Discuss public issues in Florida that impact the daily lives of its citizens.
- [SS.4.C.2.2](#): Identify ways citizens work together to influence government and help solve community and state problems
- [SS.4.E.1.1](#): Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Language Arts Florida Standards

Reading Standards for Literature Grade 4

- [LAFS.4.RL.1.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- [LAFS.4.RL.1.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- [LAFS.4.RL.1.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- [LAFS.4.RL.2.4](#) Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- [LAFS.4.RL.2.5](#) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- [LAFS.4.RL.2.6](#) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- [LAFS.4.RL.3.7](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- [LAFS.4.RL.3.9](#) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- [LAFS.4.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 4

- [LAFS.4.RI.1.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- [LAFS.4.RI.1.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [LAFS.4.RI.1.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- [LAFS.4.RI.2.4](#) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- [LAFS.4.RI.2.5](#) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- [LAFS.4.RI.2.6](#) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- [LAFS.4.RI.3.7](#) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- [LAFS.4.RI.3.8](#) Explain how an author uses reasons and evidence to support particular points in a text.
- [LAFS.4.RI.3.9](#) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- [LAFS.4.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grade 4 Standards indicate that students should be able to do the following:

- Read detailed informational text and summarize it.
- Analyze various sources to obtain information.
- Make inferences from various sources about a specific historical topic.
- Construct narratives on Native American and African American histories in Florida based on particular historical events.
- Construct timelines based on informational text regarding Native Americans and African Americans, and summarize the timeline.
- Explain motivations behind particular historical events such as the Revolution, slavery, migration.
- Read informational text to describe the relationship between various groups of people in history.
- State and write their opinions regarding historical events as based on informational texts.
- State and write their opinions on topics such as the Civil War, human rights, and civil rights.

Content United States, Florida History, and Geography

- Ancient History of Native Americans in the United States.
- The explorations of Native Americans including those who lived in Florida.
- Contact of the Native Americans with African and European explorers and peoples.
- The role of Africans during the colonial period.

- The Revolutionary period and its impact on African Americans.
- The first African slaves and their segregation in Virginia and other areas of the United States.
- Economic and technological growth and expansion in the United States and Florida, e.g. Citrus farms.
- States' Rights and their impact on African Americans.
- What do we know about Africans in North and South America and their contacts with Florida?
- What influences did different cultures (African, European, and Native American) have on each other in America?
- How did these influence shape life and behavior in Florida?
- What was the nature of the Colonial experience for Africans who were in the slavery system in America, in Florida, and those who were freed?
- What were the connections between slavery and urbanization on the culture of people in the North and South?
- What effect did the Civil War and Reconstruction periods have on the civil rights of African Americans?
- What are some of the influences of the Slave era that continue to impact today's society, thus giving rise to advocacy for human rights, civil rights, equality, and fairness in the treatment of racial and gender groups?

Recommended Student Activities

- Grade level writing
- Use of graphic organizers
- Vocabulary
- Story mapping
- Non-fiction text reading
- Class discussion
- Timelines
- Biographies

Recommended Teacher Activities

- Reliving Legacies Through African And African American Literature
- Florida's African American Heritage Trail

Recommended Assessment

- Students will master Historic Sites: Can You Find Them worksheet with 70% accuracy or higher
- Map labeling and identification
- Student Summaries
- Class timelines
- Projects
- Portfolios

Resources/Bibliography/References

1. American Historic Places: The African American Experience, By- Ray Spangenburg and Diane Moser, ISBN: 0816034000
2. African Americans in Florida, By-Maxine D. Jones and Kevin M. McCarthy, ISBN: 156164031X
3. African American Sites in Florida, By-Kevin M. McCarthy, ISBN: 9781561643851
4. <http://www.nxtbook.com/nxtbooks/milesmedia/floridablackheritage/>
5. http://en.wikipedia.org/wiki/Main_Page
6. www.answers.com
7. www.google.com
8. www.yahoo.com
9. <http://www.nps.gov/history/aahistory/bhm-sites.htm>
10. http://www.teachervision.fen.com/tv/printables/scottforesman/Sci_1_TOP_D1_1.pdf
11. http://www.netstate.com/states/maps/fl_maps.htm
12. <http://www.worldatlas.com/webimage/countrys/namerica/usstates/outline/fl.htm>
13. <http://pics.tech4learning.com/>
14. <http://www.nxtbook.com/nxtbooks/milesmedia/floridablackheritage/>
15. http://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts1.pdf
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18. <http://www.gainesville.com/article/20100207/articles/100209549?p=3&tc=pg>
19. <http://fcit.usf.edu/florida/lessons/african/african1.pdf>
20. <http://www.nps.gov/history/nr/twhp/state.htm#fl>
21. http://www.naturalnorthflorida.com/black_heritage/black_heritage.htm#

African and African American History Theme

Culture and Technological Development United States and Florida History and Geography

Grades 5

Theme Culture and Technological Development: United States and Florida History and Geography

Overview Students will focus on the influences of the Civil War, Urbanization, Industrialization, Civil Rights, and contemporary issues regarding African Americans in the Americas.

Next Generation Sunshine State Standards

- [SS.5.A.1.1](#): Use primary and secondary sources to understand history.
- [SS.5.A.1.2](#): Utilize timelines to identify and discuss American History time periods.
- [SS.5.A.6.6](#): Explain how westward expansion affected Native Americans.
- [SS.5.E.1.3](#): Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Language Arts Florida Standards

Reading Standards for Literature Grade 5

- [LAFS.5.RL.1.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [LAFS.5.RL.1.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- [LAFS.5.RL.1.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- [LAFS.5.RL.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- [LAFS.5.RL.2.5](#) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- [LAFS.5.RL.2.6](#) Describe how a narrator’s or speaker’s point of view influences how events are described.
- [LAFS.5.RL.3.7](#) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- [LAFS.5.RL.3.9](#) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- [LAFS.5.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Informational Text Grade 5

- [LAFS.5.RI.1.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [LAFS.5.RI.1.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [LAFS.5.RI.1.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [LAFS.5.RI.2.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- [LAFS.5.RI.2.5](#) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- [LAFS.5.RI.2.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- [LAFS.5.RI.3.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- [LAFS.5.RI.3.8](#) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- [LAFS.5.RI.3.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- [LAFS.5.RI.4.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grade 5 Standards indicate that students should be able to do the following:

- Read detailed informational text and summarize it.
- Analyze various sources to obtain information.
- Make inferences from various sources about a specific historical topic.
- Construct non-fiction narratives concerning African Americans in history.
- Construct timelines based on informational text regarding African Americans, and summarize the timeline.
- Explain motivations behind particular historical events such as the Civil Rights Movement.
- Read informational text to describe the relationship between various groups of people in history.
- State and write their opinions regarding historical events as based on informational texts.
- State and write their opinions on topics such as Jim Crow Laws and equality.
- Identify and explain the role that African Americans played in industrial and technological advancement throughout United States history.

Content United States and Florida History and Geography since 1880

- How did industrialization feed urbanization, migration, and the lifestyles of African Americans?
- What roles did African Americans play in the advancement of technology and science?
- What were the roles and the responsibilities of African Americans in World War I, World War II, and other wars and conflicts?
- How did the Jim Crow laws impact the equal rights of African Americans?
- What legal precedents shaped the debate on the civil rights of African Americans?
- What were the types of resistance to slavery and apartheid?

- Who are the key African Americans that contributed to the history of Florida in professions of Education, Science, Technology, Social Relations, Politics, and other fields?

Recommended Student Activities

- Grade level writing
- Vocabulary
- Think-Pair-Share
- Story Elements identification and application
- Nexts Articles
- WebQuests
- Almanac Creation
- Research reports
- Dramatizations
- Timeline
- Portraits

Recommended Teacher Activities

- Triangular Trade
- Phillis Wheatley
- Famous Africans in the American Revolution
- Colonization of Jamestown and Slavery

Recommended Assessment

- Write an essay describing the life of a slave during the colonial period to include his/her travel through the middle passage.
- The Voyage Game
- Persuasive Essay
- Journalistic Article
- Anecdotal Notes
- Map skills assessment
- Grammar skills assessment

Resources/Bibliography/References

1. <http://www.pbs.org/wgbh/aia/part1/1p277.html>
2. <http://www.slavenorth.com/profits.htm>
3. <http://www.columbia.k12.mo.us/pke/phillips/colonies/Nextenglandliving.htm>
4. http://web.bryant.edu/~ehu/h364proj/fall_98/stump/triangletrade.html
5. <http://www.pbs.org/wgbh/aia/part1/1narr4.html>
6. http://www.africanculturalcenter.org/4_5slavery.html
7. Phillis Wheatley, Young Revolutionary Poet by Kathryn Kilby Borland and Helen Ross Speicher, Illustrated by Cathy Morrison, Pub. Date: May 2005, ISBN 1-882859-47-2(hc) -48-0(pb), Reading Level: Lexile: 740L Flesch-Kincaid Grade Level: 3.3
8. <http://memory.loc.gov/ammem/collections/continental/timeline.html>
9. <http://www.kidport.com/RefLib/UsaHistory/AmericanRevolution/TeaParty.htm>
10. <http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>
11. Can't You Make Them Behave, King George? By Jean Fritz, Tomie de Paola (Illustrator), Margot Tomes (Illustrator) ISBN-13: 9780698114029 Pub. Date: 09/28/1996
12. <http://wsu.edu/~dee/DIASPORA/REV.HTM>
13. http://www.history.org/history/teaching/eNextsletter/volume5/images/reference_sheet.pdf
14. <http://www.buzzle.com/articles/african-americans-in-the-american-revolution.html>
15. http://www.kidinfo.com/american_history/american_revolution.html
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17. http://www.earlyamerica.com/review/2004_summer_fall/soldiers.htm
18. http://www.kidinfo.com/american_history/american_revolution.html
19. <http://www.patriotresource.com/history.html>
20. <http://www.multied.com/revolt/>
21. http://www.kidinfo.com/american_history/american_revolution.html
22. <http://www.historyplace.com/unitedstates/revolution/>
23. <http://images.google.com/>
24. http://jamestown.invioni.com/real_index.html
25. <http://kids.nationalgeographic.com/Games/InteractiveAdventures/John-smith>
26. <http://www.apva.org/ngex/location.html>
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African and African American Diaspora

Europe, Asia, the Americas, the Caribbean, and Florida

Grades Middle School 6-8

Theme Europe, Asia, the Americas, the Caribbean, and Florida

Overview The students will focus on broad Geographic, Humanities, and Multicultural perspectives to understand the global connections of the African and African American experiences.

- Middle School students are at the development stage in their growth when interpersonal relations are strained or result in conflicts. By developing a broad multicultural perspective, students will enhance their understanding, respect, and appreciation for people of other racial and cultural backgrounds. The use of the five themes of geography will form a framework for examining critical issues common to our county, state, nation, and world communities. Please note although the courses are written with grade specific standards, no course is required to be taught at any particular grade level,
- The goal is to help students develop the necessary skills which will enable them to make positive interpersonal decisions, and participate in social action which benefits all human beings despite race, ethnic origin, gender, cultural, or physical backgrounds.

Content African and African American Theme: A Connected and Interdependent World

- Grade 6: Africa: The human environment, interaction, and movement of Africans in the world.
- Grade 7: The Diaspora and the migration of Africans and African Americans in Europe, Asia, and the Americas.
- Grade 8: The African presence in the United States and in the State of Florida.

African and African American History Theme

Culture, Movement, and Diaspora

Grades 6

Theme Culture and Movement and Diaspora

Overview Africa: The Human Environment, Interaction, and Movement

The students will focus on the geographic, economic, and political changes, including the Sahara Desert and Sub-Saharan regions and ways these factors impacted societies throughout Africa and the world.

Next Generation Sunshine State Standards

- [SS.6.G.1.6](#): Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- [SS.6.G.1.7](#): Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- [SS.6.G.2.1](#): Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- [SS.6.G.2.2](#): Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- [SS.6.G.2.3](#): Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- [SS.6.G.2.4](#): Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- [SS.6.G.2.5](#): Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

- [SS.6.G.2.6](#): Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- [SS.6.G.2.7](#): Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- [SS.6.G.3.1](#): Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- [SS.6.G.4.1](#): Explain how family and ethnic relationships influenced ancient cultures.
- [SS.6.G.5.2](#): Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- [SS.6.G.6.1](#): Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- [SS.6.W.2.5](#): Summarize important achievements of Egyptian civilization.

Language Arts Florida Standards

Reading Standards for Literature Grade 6

- [LAFS.6.RL.1.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.6.RL.1.2](#) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- [LAFS.6.RL.1.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- [LAFS.6.RL.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- [LAFS.6.RL.2.5](#) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- [LAFS.6.RL.2.6](#) Explain how an author develops the point of view of the narrator or speaker in a text.
- [LAFS.6.RL.3.7](#) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- [LAFS.6.RL.3.9](#) Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- [LAFS.6.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 6

- [LAFS.6.RI.1.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.6.RI.1.2](#) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- [LAFS.6.RI.1.3](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- [LAFS.6.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- [LAFS.6.RI.2.5](#) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- [LAFS.6.RI.2.6](#) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- [LAFS.6.RI.3.7](#) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- [LAFS.6.RI.3.8](#) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- [LAFS.6.RI.3.9](#) Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- [LAFS.6.RI.4.10](#) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content The Culture and Geography of the African Continent

- The uneven physical and environmental changes which impacted the economic and social developments of the African continent.
- The uneven economic development, focusing on Egypt, Gold Coast, Nigeria, Ghana, etc.
- The role of Colonialism and the response of Nationalism as a survival mechanism

- The influences of diverse religions on African life, in particular Christianity and Islam.
- The riches and economic well being of Africa, and its exploration by the European nations.
- The system of Apartheid in Africa.
- The tribal conflicts in Africa.
- The freedom and independence movements on the African continent and the Diaspora i.e. Caribbean, Central America, South America and North America.
- The examination of the ethnic diversity in Africa.
- The study of the Savannahs, rainforests, and their contributions to the social and economic well-being of people.

Recommended Student Activities

- Grade level writing
- Vocabulary
- Document analysis
- Oral Presentations
- Research
- RAFT activities
- Artifact analysis
- Venn Diagrams
- Artistic expressions
- Cooperative learning with roles

Recommended Teacher Activities

- People of African Descent: Diaspora
- East African Kingdoms
- Description of the Nubian People
- Ancient Nubia: Material Adaptation to Their Environment
- Ancient Nubian Physical Environment
- Africa Eco Challenge
- Tobacco and Slavery: Voices from the Past

Recommended Assessment

- Projects
- Portfolios
- Grade level essay writing
- Photo response
- Archeology Questionnaire
- Journaling
- Artistic Rendering
- Novel response

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5. African Code- <http://www.africancode.org>
6. African Kingdoms- <http://www.africkingdoms.com>
7. Kingdom of Kush- <http://www.africa.mrdonn.org/kush.html>
8. Empire of Aksum- <http://www.theearthtraveler.com/empire-of-aksum-africa-history-and-religion.html>
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African and African American History Theme

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

Grades 7

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

Overview The students will focus on the contributions of Africans and African Americans to the United States of America and the world regarding matters of citizenship, civics, and the formation as well as implementation of citizenship based documents.

Sunshine State Standards

- [SS.7.G.4.1](#): Use geographic terms and tools to explain cultural diffusion throughout North America.
- [SS.7.G.4.2](#): Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States
- [S.7.C.1.4](#): Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- [SS.7.C.2.12](#): Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- [SS.7.C.3.14](#): Differentiate between local, state, and federal governments' obligations and services.

Language Arts Florida Standards

Reading Standards for Literature Grade 7

- [LAFS.7.RL.1.1](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.7.RL.1.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- [LAFS.7.RL.1.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- [LAFS.7.RL.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- [LAFS.7.RL.2.5](#) Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- [LAFS.7.RL.2.6](#) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- [LAFS.7.RL.3.7](#) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- [LAFS.7.RL.3.9](#) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- [LAFS.7.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 7

- [LAFS.7.RI.1.1](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.7.RI.1.2](#) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- [LAFS.7.RI.1.3](#) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- [LAFS.7.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- [LAFS.7.RI.2.5](#) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- [LAFS.7.RI.2.6](#) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- [LAFS.7.RI.3.7](#) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- [LAFS.7.RI.3.8](#) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- [LAFS.7.RI.3.9](#) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- [LAFS.7.RI.4.10](#) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content **The Contributions and Roles of African Americans to Ideas of Citizenship**

- The understanding of the citizenship based concepts such as voting, freedom, and opportunity.
- The impact of resistance to African American rights.
- The exploration of local and national issues involving African Americans and their quest for first-class citizenship.

Recommended Student Activities

- Grade level writing
- Vocabulary
- Political cartoon analysis
- Primary and secondary source analysis
- Timeline creation
- Class discussion
- Cooperative Learning Groups
- Dramatization
-

Recommended Teacher Activities

- Jim Crow Challenges: Ocoee, 1920
- Women and Jim Crow
- The American Revolution and the Meaning of Equality
-

Recommended Assessment

Essay writing
Research paper
Biography creation

Resources/Bibliography/References

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5. Book: James W. Loewan. Sundown Towns: A Hidden Dimension of American Racism. Austin, TX: Touchstone Publishing, 2006. (Chapter 7 briefly discusses the Ocoee Race Riot) <http://www.pbs.org/wnet/jimcrow/index.html>

African and African American History Theme

Culture, Movement, Diaspora, and Florida's History

Grades 8

Theme Culture, Movement, Diaspora, and Florida's History

Overview The students will focus on the peoples of Florida by tracing the history of the Native Americans (i.e. Seminoles and others) and African Americans. Further study will include people of African descent who migrated to Florida from the Caribbean, South America, and Central America.

Next Generation Sunshine State Standards

- [SS.8.A.1.1](#): Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- [SS.8.A.1.2](#): Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- [SS.8.A.1.3](#): Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- [SS.8.A.1.4](#): Differentiate fact from opinion; utilize appropriate historical research and fiction/nonfiction support materials.
- [SS.8.A.1.5](#): Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- [SS.8.A.4.11](#): Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- [SS.8.A.4.12](#): Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- [S.8.A.4.17](#): Examine key events and peoples in Florida history as each impact this era of American history.
- [SS.8.A.4.18](#): Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- [SS.8.A.4.2](#): Describe the debate surrounding the spread of slavery into western territories and Florida.
- [SS.8.A.4.3](#): Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- [SS.8.A.4.4](#): Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- [SS.8.A.5.2](#): Analyze the role of slavery in the development of sectional conflict.
- [SS.8.A.5.7](#): Examine key events and peoples in Florida history as each impact this era of American history.
- [SS.8.E.2.3](#): Assess the role of Africans and other minority groups in the economic development of the United States.

Language Arts Florida Standards

Reading Standards for Literature Grade 8

- [LAFS.8.RL.1.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.8.RL.1.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [LAFS.8.RL.1.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [LAFS.8.RL.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [LAFS.8.RL.2.5](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- [LAFS.8.RL.2.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [LAFS.8.RL.3.7](#) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- [LAFS.8.RL.3.9](#) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- [LAFS.8.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text Grade 8

- [LAFS.8.RI.1.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.8.RI.1.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [LAFS.8.RI.1.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- [LAFS.8.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- [LAFS.8.RI.2.5](#) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- [LAFS.8.RI.2.6](#) Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- [LAFS.8.RI.3.7](#) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- [LAFS.8.RI.3.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- [LAFS.8.RI.3.9](#) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- [LAFS.8.RI.4.10](#) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Content Florida and the Caribbean: Florida’s Challenges and Choices

- How did the Native Americans relate to freed Africans and enslaved Africans?
- How did the Florida experience impact the lives of people of Caribbean descent?
- How can we support a multicultural and ethnically diverse community in Florida?
- What economic challenges impact our community today?
- What were the Florida immigration patterns of people from the Caribbean, Central and South America who came to the United States?
- What were the contributions of the people of the Caribbean, Central and South America to Florida and the United States of America?
- How did cultural pluralism develop as a concept in multicultural education in Florida?
- What are the Caribbean cultures and their influence on the cultures of Florida?
- What was the nature of the struggle by African Americans for equity and social justice in the state of Florida and in the United States?
- What are the holidays and festivals of the peoples in the Caribbean, Central and South American cultures?
- How was the resistance to slavery and colonialism from the people in the Caribbean (especially Haiti) demonstrated?

- How was Haiti involved in helping the resistance movements in North, Central and South America and the Caribbean?

Recommended Student Activities

- Grade level writing
- Vocabulary
- Primary source analysis
- Document analysis
- Timelines
- Journaling
- Document creation
- Classroom debate
- SOAPSTONE activity
- Chalk Talk activity

Recommended Teacher Activities

- Haitian Revolution Helps Expand America
- Early Colonial Labor Force: Indentured Servants and Slaves
- Africans in Early American Military History: American Revolution
- Fugitive Slave Act and the Case of Anthony Burns
- Frederick Douglass' Speech: What to a Slave is the 4th of July
- The American Revolution and the Meaning of Equality
- The First African American Township in the US

Recommended Assessment

- Projects
- Students create PowerPoint presentations
- Research report
- Essays
- 1st Person Narrative Writing
- Creative Writing
- Responsive writing

Resources/Bibliography/References

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4. <http://www.hartford-hwp.com/archives/43a/102.html>
5. <http://memory.loc.gov/ammem/amlaw/louisianapurchase.html>
6. <http://www.churchoftrueisrael.com/pgr/pgr-07.html>
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9. <http://www.123helpme.com/view.asp?id=23439>
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19. <http://memory.loc.gov/ammem/aahtml/exhibit/aopart2b.html>
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23. http://www.archives.gov/digital_classroom/teaching_with_documents.html
24. <http://caho.columbia.edu/main/topics/NCHS-4-2-D/>
25. <http://www.harrietbeecherstowecenter.org/pdf/victims.pdf>
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30. <http://teachingamericanhistory.org/library/index.asp?document=162>
31. <http://faculty.stuartschool.org/~leckstrom/SOAPStoneAnalysisStrategy.htm>
32. <http://fcit.usf.edu/Florida/lessons/african/african1.htm>
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34. <http://library.thinkquest.org/CR0213580/fortmose2.html>
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36. <http://www.fortmose.org/history/timeline.html>
37. <http://library.thinkquest.org/CR0213580/fortmose2.html>
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African and African Americans in Transition

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

Grades High School 9-12

Theme The Abolition of Slavery, Civil Rights, 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.

Next Generation Sunshine State Standards

- [SS.912.A.1.1](#): Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- [SS.912.A.1.2](#): Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- [SS.912.A.1.3](#): Utilize timelines to identify the time sequence of historical data.
- [SS.912.A.1.4](#): Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- [SS.912.A.1.5](#): Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- [SS.912.G.4.7](#): Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- [SS.912.W.1.6](#): Evaluate the role of history in shaping identity and character.
- [SS.912.W.3.10](#): Identify key significant economic, political, and social characteristics of Ghana.

- [SS.912.W.3.11](#): Identify key figures and significant economic, political, and social characteristics associated with Mali.
- [SS.912.W.3.13](#): Compare economic, political, and social developments in East, West, and South Africa.
- [SS.912.W.6.6](#): Analyze the causes and effects of imperialism.

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.

- **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.

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

- **Neo-Slavery: Abolition, Civil Rights and Constitutional Rights**-- This 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. 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 continue 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. 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.
- **Contributions of African and African Americans to the Untied 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).

Recommended Student Activities

- Grade level writing
- Vocabulary
- Research project
- Primary and secondary source analysis
-

Recommended Teacher Activities

- Minorities and Movement
-

Recommended Assessment

- Graph formation
- Essay Writing
-

Resources/Bibliography/References

1. http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_submenuId=datasets_5&_lang=en&_ts=
2. <http://www.texasbeyondhistory.net/osborn/world.html>
3. <http://www.loc.gov/exhibits/african/afam011.html>
4. <http://www.loc.gov/exhibits/african/afam009.html>
5. <http://memory.loc.gov/ammem/fsahtml/fachap01.html>

AFRICAN AND AFRICAN AMERICAN HISTORY

Civilization of the African Empires

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

Grades 9

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

Overview The students will focus on the developmental of classical African American civilizations and the dynasties and kingdoms that flourished in Africa.

- Africa before the pyramid period
 - a) The building of the pyramids in Africa, including Giza, etc.
 - b) The development of literature, sciences, medicine, and other areas.
 - c) The establishment of universities and centers of learning in Ancient Africa before 700 B.C.

Next Generation Sunshine State Standards

- [SS.912.A.1.1](#): Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- [SS.912.A.1.2](#): Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- [SS.912.A.1.3](#): Utilize timelines to identify the time sequence of historical data.
- [SS.912.A.1.4](#): Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- [SS.912.A.1.5](#): Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- [SS.912.G.4.7](#): Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- [SS.912.W.1.6](#): Evaluate the role of history in shaping identity and character.

- [SS.912.W.3.10](#): Identify key significant economic, political, and social characteristics of Ghana.
- [SS.912.W.3.11](#): Identify key figures and significant economic, political, and social characteristics associated with Mali.
- [SS.912.W.3.13](#): Compare economic, political, and social developments in East, West, and South Africa.
- [SS.912.W.6.6](#): Analyze the causes and effects of imperialism.
- [SS.912.W.3.2](#): Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- [SS.912.W.3.3](#): Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- [SS.912.W.3.4](#): Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- [SS.912.W.3.5](#): Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- [SS.912.W.3.6](#): Describe key economic, political, and social developments in Islamic history.
- [SS.912.W.3.7](#): Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- [SS.912.W.3.8](#): Identify important figures associated with the Crusades.
- [SS.912.W.3.9](#): Trace the growth of major sub-Saharan African kingdoms and empires.

Language Arts Florida Standards

Reading Standards for Literature Grade 9

- [LAFS.9.RL.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.9.RL.1.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [LAFS.9.RL.1.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [LAFS.9.RL.2.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- [LAFS.9.RL.2.5](#) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- [LAFS.9.RL.2.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [LAFS.9.RL.3.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [LAFS.9.RL.3.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [LAFS.9.RL.4.10](#) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 9

- [LAFS.9.RI.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.9.RI.1.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [LAFS.9.RI.1.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- [LAFS.9.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- [LAFS.9.RI.2.5](#) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- [LAFS.9.RI.2.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- [LAFS.9.RI.3.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

- [LAFS.9.RI.3.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- [LAFS.9.RI.3.9](#) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- [LAFS.9.RI.4.10](#) By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

- Grade level writing
- Vocabulary
- Document analysis
- Research
- Data collection using government sites
- Venn Diagram

Recommended Teacher Activities

- In Search of Opportunity: Minorities and Migration

Recommended Assessment

- Graph creation
- Essay

Resources/Bibliography/References

1. http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_submenuId=datasets_5&_lang=en&_ts=
2. <http://www.texasbeyondhistory.net/osborn/world.html>
3. <http://www.loc.gov/exhibits/african/afam011.html>
4. <http://www.loc.gov/exhibits/african/afam009.html>
5. <http://memory.loc.gov/ammem/fsahtml/fachap01.html>

Africa in Transition

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 The students will focus on the factors, which led to the weakening of Africa through invasions from European and Arab countries. An examination of the advent of slavery in the late fourteenth and early fifteenth centuries will provide perspectives on the slave trade, abolition and resistance to slavery.

Next Generation Sunshine State Standards

- [SS.912.A.1.1](#): Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- [SS.912.A.1.2](#): Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- [SS.912.A.1.3](#): Utilize timelines to identify the time sequence of historical data.
- [SS.912.A.1.4](#): Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- [SS.912.A.1.5](#): Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- [SS.912.G.4.7](#): Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- [SS.912.W.1.6](#): Evaluate the role of history in shaping identity and character.
- [SS.912.W.3.13](#): Compare economic, political, and social developments in East, West, and South Africa.
- [SS.912.W.6.6](#): Analyze the causes and effects of imperialism.
- [SS.912.A.2.4](#): Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- [SS.912.A.2.5](#): Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- [SS.912.A.2.6](#): Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

Language Arts Florida Standards

Reading Standards for Literature Grade 10

- [LAFS.10.RL.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.10.RL.1.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- [LAFS.10.RL.1.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- [LAFS.10.RL.2.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- [LAFS.10.RL.2.5](#) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- [LAFS.10.RL.2.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [LAFS.10.RL.3.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [LAFS.10.RL.3.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [LAFS.10.RL.4.10](#) By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Reading Standards for Informational Text Grade 10

- [LAFS.10.RI.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [LAFS.10.RI.1.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [LAFS.10.RI.1.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- [LAFS.10.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- [LAFS.10.RI.2.5](#) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- [LAFS.10.RI.2.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- [LAFS.10.RI.3.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [LAFS.10.RI.3.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- [LAFS.10.RI.3.9](#) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- [LAFS.10.RI.4.10](#) By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Content

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

- Trade with the Europeans and African countries and kingdoms.
- The factors of climate (Sahara Desert), tribal conflicts, and political changes brought on by colonialism.
- The beginning of African slavery by the Portuguese in the late 1490’s and early 1500’s.
- The expansion of the slave trade to the Americas (i.e., South America, Caribbean and Central America).
- The advent of slavery in the American Colonies of 1613 in Jamestown, Virginia.
- The differences of the slave trade in South America, the Caribbean, Central America and the United States of America.
- The slave rebellions, Turner’s revolt of 1831; Fugitive Slave Act of 1850; and other revolts.
- The first successful slave rebellion in Haiti, and the establishment of Haiti as the first Black Nation in the Western World.
- The Jim Crow laws and their impact on African Americans.
- Neo-Slavery and the push from emancipation from slavery in the Americas.
- The abolitionist movements in the Americas.
- The 13th and 14th Amendments to the Constitution of the United States of America.
- The legal abolishment of slavery with the 15th Amendment of 1865.

- The education of African Americans during slavery.
- The education of African Americans after the Emancipation and the constructional abolishment of slavery.
- The impact of liberation movements in the world on rights and freedom of African Americans in the United States of America.
- The role of the courts and the religious intuitions in redressing, protecting, and advocating for the rights of African Americans.
- The Reconstruction and the role of African Americans during this era of American History.
- The political developments in the African continent during this period of 1800-1900.

Recommended Student Activities

- Grade level writing
- Vocabulary
- Chart and graph creation
- Document analysis
- Primary and Secondary Source Analysis

Recommended Teacher Activities

- Innovations of the Gilded Age
- Power of the Vote
- Reconstruction: Controlling African Americans Strange Fruit

Recommended Assessment

- Essay Writing
- Campaign Creation

Resources/Bibliography/References

1. <http://www.blackinventor.com/pages/miriambenjamin.html>
2. <http://www.blackinventor.com/pages/sarah-boone.html>
3. <http://www.blackinventor.com/pages/charles-brooks.html>
4. <http://www.blackinventor.com/pages/henry-brown.html>
5. <http://www.blackinventor.com/pages/thomas-elkins.html>
6. <http://www.blackinventor.com/pages/henry-faulkner.html>

7. <http://www.blackinventor.com/pages/david-fisher.html>
8. <http://www.blackinventor.com/pages/sarah-goode.html>
9. <http://www.blackinventor.com/pages/george-grant.html>
10. <http://www.blackinventor.com/pages/lewis-latimer.html>
11. <http://www.blackinventor.com/pages/jan-matzeliger.html>
12. <http://www.blackinventor.com/pages/garrett-morgan.html>
13. <http://www.blackinventor.com/pages/cj-walker.html>
14. [http://www.finalcall.com/artman/publish/Perspectives_1/Willie Lynch letter The Making of a Slave.shtml/](http://www.finalcall.com/artman/publish/Perspectives_1/Willie_Lynch_letter_The_Making_of_a_Sl_ave.shtml/)
15. <http://memory.loc.gov/ammem/aap/aappolit.html>
16. <http://memory.loc.gov/learn/lessons/rec/rteach.html#overview>
17. <http://memory.loc.gov/ammem/aap/timeline.html>
18. <http://memory.loc.gov/ammem/aap/aappolit.html>

African and African Americans in Transition

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 the varied Civil Rights movements and non-violent protests in seeking equal rights for African Americans. Students will examine the legal, economic, religious, personal, and institutional efforts to rid the United States of America of historic racial discrimination against African Americans and other citizens solely based on their national origin, race, and ethnicity.

Next Generation Sunshine State Standards

- [SS.912.A.1.1](#): Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- [SS.912.A.1.2](#): Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- [SS.912.A.1.3](#): Utilize timelines to identify the time sequence of historical data.
- [SS.912.A.1.4](#): Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- [SS.912.A.1.5](#): Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- [SS.912.A.3.8](#): Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- [SS.912.A.4.8](#): Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- [SS.912.A.4.9](#): Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- [SS.912.A.5.10](#): Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- [SS.912.A.5.6](#): Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- [SS.912.A.5.7](#): Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- [SS.912.A.5.8](#): Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- [SS.912.A.6.9](#): Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- [SS.912.A.7.2](#): Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- [SS.912.A.7.5](#): Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

- [SS.912.A.7.6](#): Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- [SS.912.A.7.7](#): Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- [SS.912.A.7.8](#): Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- [SS.912.A.7.9](#): Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Language Arts Florida Standards

Reading Standards for Literature Grade 11

- [LAFS.11.RL.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [LAFS.11.RL.1.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [LAFS.11.RL.1.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- [LAFS.11.RL.2.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [LAFS.11.RL.2.5](#) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- [LAFS.11.RL.2.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- [LAFS.11.RL.3.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [LAFS.11.RL.3.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
- [LAFS.11.RL.4.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text Grade 11

- [LAFS.11.RI.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [LAFS.11.RI.1.2](#) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- [LAFS.11.RI.1.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [LAFS.11.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- [LAFS.11.RI.2.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- [LAFS.11.RI.2.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [LAFS.11.RI.3.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [LAFS.11.RI.3.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and

- dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- [LAFS.11.RI.3.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
 - [LAFS.11.RI.4.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content

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

- The Fifteenth Amendment of 1870 gave legal rights to African Americans, including abolition of any vestige of slavery.
- The Civil Rights Act of 1964 and the Amendment in 1972.
- The Great Debate between Booker T. Washington and W.E.B. Dubois.
- The role of religion and the church during the Civil Rights era (Southern Christian Leadership Conference).
- The role of Dr. Martin Luther King, Jr. and others in the Civil Rights movement.
- The legal cases (i.e. Road to Brown, Brown vs. Board of Education, Plessy vs. Ferguson, Bakke vs. Regents of California).
- The Freedom struggles of Blacks in the Caribbean, Central and South America, and the world.
- The building of coalitions with Whites and other racial groups.
- The role of women in the Civil Rights struggle (i.e., Fannie Lou Hamer, Rosa Parks, Harriett Tubman, Sojourner Truth, Susan Anthony, Angela Davis, Patricia Harris, Shirley Chisholm, May Angelou, Barbara Jordan, and others.)
- The economic and political characteristics of the Civil Rights era.
- The role of literature and communication for informing the population about Civil Rights (e.g., A Raisin in the Sun, The Autobiography of Miss Jane Pittman, “I have a Dream Speech” by Dr. Martin Luther King, and Uncle Tom’s Cabin).
- The non-violent movement of the Civil Rights struggle in the U.S.A.
- The Resistance to the Civil Rights movement by such groups as the Klu Klux Klan (KKK).

- The role of politics, federal, state, and local governments in the protection of the rights of African Americans and all citizens.
- The development of timelines for the Civil Rights Movement from 1771 to the present day.

Recommended Student Activities

- Grade level writing
- Vocabulary
- Primary and secondary source analysis
- Oral History Projects
- Class debate

Recommended Teacher Activities

- A Conversation With...
- Art and Poetry of the Harlem Renaissance
- Hitler's Template: The Jim Crow and Nuremberg Laws

Recommended Assessment

- Oral History Projects
- Essay writing
- Non-fiction writing
- Presentation
- Research essay with scholarly support
- Magazine cover design
- Creation of multimedia source based on historical event

Resources/Bibliography/References

1. www.webdubois.org
2. www.notablebiographies.com
3. www.landandfreedom.org/ushistory/us15.htm
4. www.civilwarhome.com/sherbio.htm
5. www.pbs.org/stantonanthony/
6. www.sojournertruthmemorial.org/history.html
7. www.harriettubman.com/cwood.html

8. www.nyhistory.com/harriettubman/life.htm
9. www.strangefruit.org/
10. www.lkwdpl.org/wihohio/anth-sus.htm
11. www.digital.library.upenn.edu/women/truth/1850/1850.html
12. www.library.csi.cuny.edu/dept/history/lavender/wells.html
13. www.greatwomen.org/women.php?action=viewone@id=167
14. www.pbs.org/wnet/jimcrow/stories_people_wells.html
15. <http://www.poets.org/poet.php/prmPID/83>
16. http://www.csus.edu/owl/index/mla/mla_format.htm
17. http://www.csus.edu/owl/index/mla/mla_reference.htm
18. <http://www.thedailybeast.com/Nextsweek/galleries/2008/01/16/photos-segregation-in-america.html>
19. <http://frank.mtsu.edu/~baustin/nurmlaw2.html>

Contemporary Issues

Contemporary Issues Impacting Africans and African Americans

Grades 12

Theme Contemporary Issues Impacting Africans and African Americans

Overview The students will focus on the contributions of Africans and African Americans, which have been lost in the history books. Careful examination of well-documented evidence by Rogers (1991), Van Sertima (1990), and others will show that Africans and African Americans have contributed in meaningful ways in the areas of art, music, science, literature, politics, and inventions which have shaped America's future. The soul of Africans and African Americans is an important concept to explore by studying the myths, stories, and history, which characterize the values and beliefs in the culture of the people of African descent by celebration and cultural values such as Juneteenth, Kwanzaa, and the MA'AT.

Next Generation Sunshine State Standards

- [SS.912.A.1.1](#): Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- [SS.912.A.1.2](#): Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- [SS.912.A.1.3](#): Utilize timelines to identify the time sequence of historical data.
- [SS.912.A.1.4](#): Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- [SS.912.A.1.5](#): Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- [SS.912.A.4.9](#): Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- [SS.912.A.5.10](#): Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- [SS.912.A.5.6](#): Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- [SS.912.A.5.7](#): Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- [SS.912.A.5.8](#): Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- [SS.912.A.6.9](#): Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- [SS.912.A.7.5](#): Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- [SS.912.A.7.6](#): Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- [SS.912.A.7.7](#): Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- [SS.912.A.7.8](#): Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- [SS.912.A.7.9](#): Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

- [SS.912.G.4.7](#): Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

Language Arts Florida Standards

Reading Standards for Literature Grade 12

- [LAFS.12.RL.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [LAFS.12.RL.1.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- [LAFS.12.RL.1.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- [LAFS.12.RL.2.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- [LAFS.12.RL.2.5](#) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- [LAFS.12.RL.2.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- [LAFS.12.RL.3.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [LAFS.12.RL.3.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics
- [LAFS.12.RL.4.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading Standards for Informational Text Grade 12

- [LAFS.12.RI.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [LAFS.12.RI.1.2](#) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- [LAFS.12.RI.1.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [LAFS.12.RI.2.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- [LAFS.12.RI.2.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- [LAFS.12.RI.2.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [LAFS.12.RI.3.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [LAFS.12.RI.3.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- [LAFS.12.RI.3.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- [LAFS.12.RI.4.10](#) By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

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 the “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 statues of African descent peoples.

Recommended Student Activities

- Primary Source Analysis

Recommended Teacher Activities

- Power of the Vote

Recommended Assessment

- Campaign creation/formation

Resources/Bibliography/References

1. <http://memory.loc.gov/learn/lessons/rec/rteach.html#overview>
2. <http://memory.loc.gov/ammem/aap/timeline.html>
3. <http://memory.loc.gov/ammem/aap/aappolit.html>