

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



African and African American History Curriculum Frameworks

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MISSION STATEMENT

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

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

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

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Foreword

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

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

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

Signed,

Dr. Patrick C. Coggins
Project Director

Introduction

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

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

Required Instruction

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

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

“(g) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of Africans to society.”

1003.42. Required Instruction

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

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

Vision Statement

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

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

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

Purpose

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

The Objectives of the Curriculum Framework:

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

Perspective on the African and African Americana History Model

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

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

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

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

THE MODEL FOR AFRICAN AND AFRICAN AMERICAN HISTORY CURRICULUM

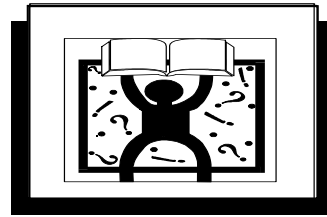
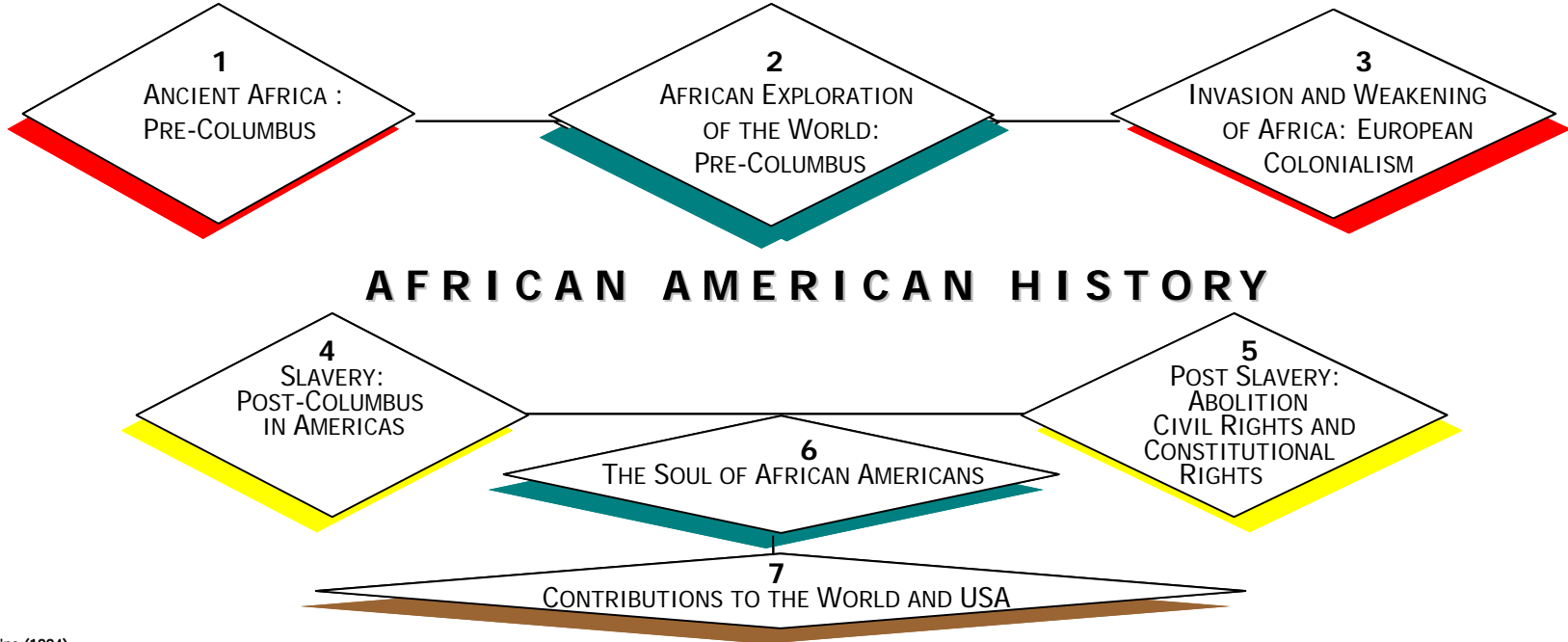


FIGURE 1



(c) Dr. P. Coggins (1994)

An Effective Model for African and African American Curriculum

Figure 2 - Outline

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

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

The Model for Teaching African and African American History

1. Ancient Africa

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

2. African Exploration of the World

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

3. Invasions and Weakening of Africa

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

4. Slavery

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

5. Post Slavery-Abolition

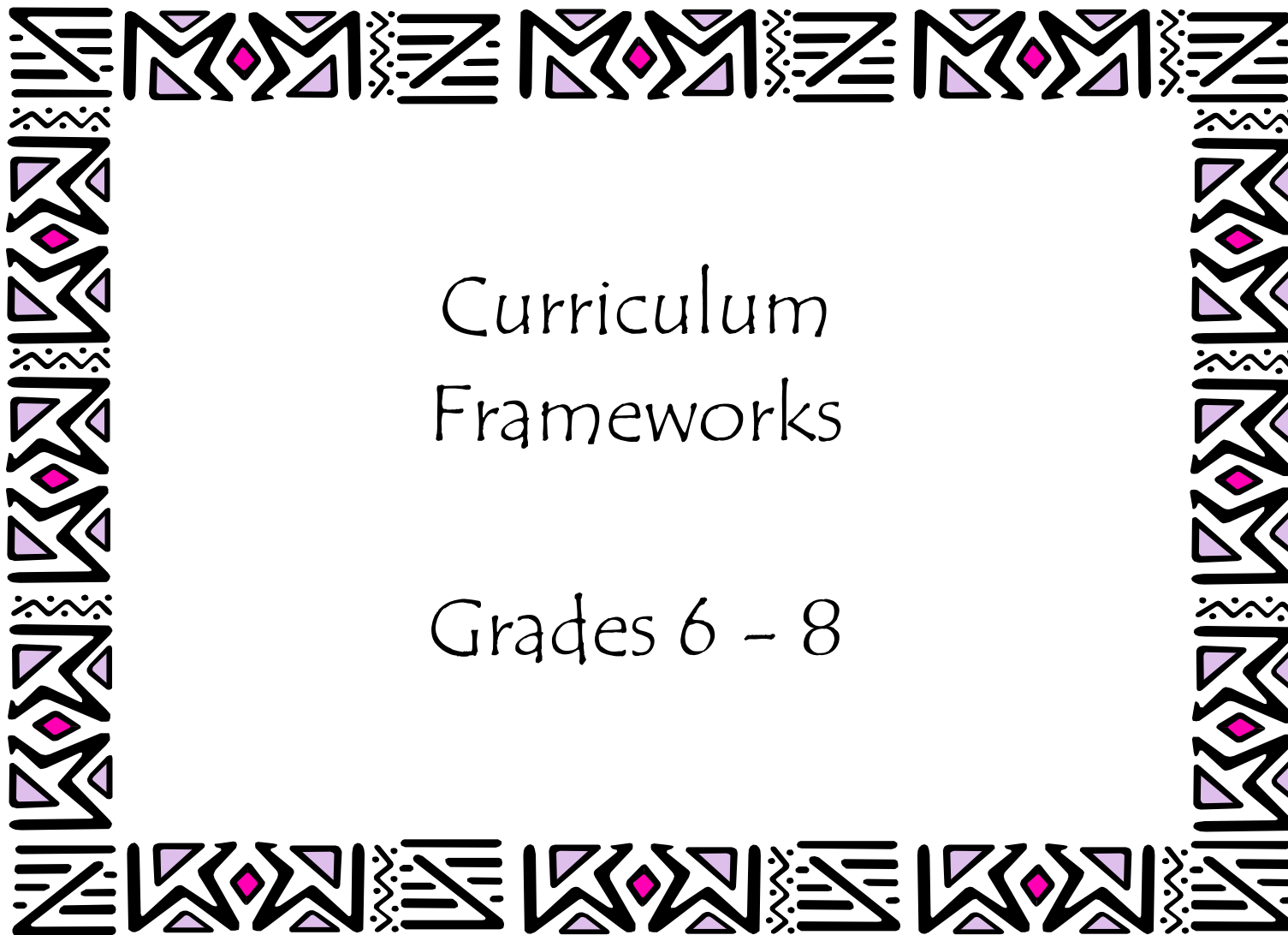
- Slave resistance
- Slave Acts
- Struggle to be free
- Slave Revolts
- The Underground Railroad - Harriet Ross Tubman
- The Constitutional Provisions 13, 14, 15 Amendments to the United States Constitution
- Haitian Revolt and freedom from French Slavery
- Role of the Church, Civic and other groups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

6. Soul of Africans and African Americans

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

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

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



Curriculum
Frameworks

Grades 6 - 8

African and African American History Curriculum Frameworks

The curriculum frameworks are organized in a teacher-friendly format by providing the focus of the subject content areas. For example, this section focuses on grades 6-8; the theme is Europe, Asia, the Americas, the Caribbean, and Florida. While you can add additional Sunshine State Standards and Benchmarks, a recommended list is provided. Additionally, Grade Level Expectations, Content Areas, Recommended Student Activities, FCAT Strategies, Recommended Teacher Activities, Recommended Assessment, and Resources/Bibliography/References are included in this section.

African and African American 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.
- 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.

Sunshine State Standards

- **LA.A.1.3.1:** uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.
- **LA.A.1.3.3:** demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

- **LA.A.1.3.4:** uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.
- **LA.A.2.3.1:** determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- **LA.A.2.3.2:** identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
- **LA.A.2.3.6:** uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.
- **LA.B.1.3.1:** organizes information before writing according to the type and purpose of writing.
- **LA.B.1.3.2:** drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.
- **LA.B.1.3.3:** produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.
- **LA.B.2.3.1:** writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
- **LA.B.2.3.3:** selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
- **LA.B.2.3.4:** uses electronic technology including databases and software to gather information and communicate new knowledge.
- **LA.C.1.3.2:** selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
- **LA.C.3.3.3:** speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

- **LA.E.1.3.1:** identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.
- **LA.E.2.3.2:** responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
- **LA.E.2.3.3:** knows that a literary text may elicit a wide variety of valid responses.
- **LA.E.2.3.5:** recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.
- **LA.E.2.3.8:** knows how a literary selection can expand or enrich personal viewpoints or experiences.

Grade Level Expectations

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.

Recommended Student Activities

FCAT Strategies

Recommended Teacher Activities

Recommended Assessment

Resources/Bibliography/References

African and African American History Curriculum Frameworks

Second American Revolution: Abolition, Post Slavery, and Civil Rights

Grades 6

Theme Second American Revolution: Abolition, Post Slavery, and Civil Rights

Overview Students will read the passage “The Tallahassee Bus Boycott, 1956” from the text *African Americans in Florida*. Students will engage in various research activities based on the reading.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 1:** The student uses the reading process effectively.
- **Benchmarks:** LA.A.2.3.1, LA.A.2.3.5, LA.A.2.3.6, LA.A.2.3.7, and LA.A.2.3.8

Grade Level Expectations/Content Covered

The student:

- predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses prediction as the story progresses.
- uses prereading strategies before reading.
- makes predictions about purpose and organization using background knowledge and text structure knowledge.
- reads and predicts from graphic representations.

- uses context and word structure clues to interpret words and ideas in text.
- make inferences and generalizations about what is read.
- uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.

Recommended Student Activities

- Identify difficult vocabulary. Attempt to define words based in context clues.
- Record thoughts, ideas, feelings, and questions during reading.

FCAT Strategies

- Main idea
- Theme
- Facts and details
- Facts and opinions
- Compare and contrast
- Author's purpose
- Cause and effect
- Retelling
- Multiple representation of data

Recommended Teacher Activities

- Think-Pair-Share: Allow students to brainstorm. Place students in cooperative groups to discuss the passage. Then generate classroom discussion. Question - What would you do if you were one of the students denied service?
- Have students conduct library research about other groups of people who have protested during different periods in American History. Tell students to create a timeline of protestors.

Recommended Assessment

- Rewrite the passage with the students as the character.
- Have students create Venn diagrams.

Resources/Bibliography/References

- Jones, Maxine and McCarthy, Kevin. *African Americans in Florida*. Pineapple Press, Sarasota, FL. 1993, 193pp. (ISBN156164031X)

African and African American History Curriculum Frameworks

African Heritage: The Soul of African descent peoples on the Americas

Grades 6

Theme African Heritage: The Soul of African descent peoples on the Americas

Overview Students will read and analyze the poem “Little Black Boy,” to reinforce the concepts of main idea, tone, point of view, imagery, and voice. Students will then apply these concepts into creating their own poetry.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 2:** The student constructs meaning from a wide range of texts.
- **Benchmarks:** LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.3, and LA.A.2.3.4.

Grade Level Expectations/Content Covered

The student:

- determines a text’s major ideas and how those ideas are supported with details.
- draws inferences and supports them with text evidence and experience (for example conclusions or generalizations).
- paraphrases and summarizes text to recall, inform, or organize ideas.

- analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).
- discusses the meaning and role of point of view in a variety of texts.
- states the author's purpose and relates it to specific details from the text.
- recognizes persuasive techniques in text.
- develops personal reading preferences through exploring a variety of prose, poetry, and nonfiction.

Recommended Student Activities

- Allow students to use the library or Internet to find an African or African American poem. Allow the students to look at the title of the passage and any graphics. Instruct students to look at illustrations, bold faced and/or italicized words, and context clues. Emphasize the importance of these words.
- Create a Venn diagram comparing and contrasting "Little Black Boy" and "Black Baby."
- Allow students to read the poem. Tell students to write the main idea, theme, author's purpose, main characters, and setting in the poem.

FCAT Strategies

- Main idea
- Theme
- Facts and details
- Chronological order-sequence
- Facts and opinions
- Author's purpose
- Plot/Development/Resolution
- Cause and effect
- Retelling
- Multiple representation of data

Recommended Teacher Activities

- Play the poem “Little Black Boy” and “Black Baby” (Shades of Mahogany CD Audra Wells Mark) for students.
- Conduct a discussion on the author’s purpose. Why do you think the author wrote these poems?
- Tell the students to write down a positive statement using the words Black is... Allow students to read their statements aloud.

Recommended Assessment

- Allow students to get into cooperative groups and retell the story in their words.
- Tell students to write a poem that tells a story.

Resources/Bibliography/References

- Shades of Mahogany CD - Audra Wells Mark
Audra Wells Mark
Shades of Mahogany
P.O. Box 697
Boynton Beach, FL 33435
561-364-0321

African and African American History Curriculum Frameworks

African Heritage: The Soul of African descent peoples on the Americas

Grades 7, 8

Theme African Heritage: The Soul of African descent peoples on the Americas

Overview Students will read and analyze the poem “Untitled,” to reinforce the concepts of main idea, tone, point of view, voice, tone, and imagery. Students will then apply their understanding to the creation of a poem that incorporates the concepts.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 2:** The student constructs meaning from a wide range of texts.
- **Benchmarks:** LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.3, and LA.A.2.3.4.

Grade Level Expectations/Content Covered

The student:

- extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks.
- refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.
- understands ways the author’s perspective or point of view affects a text.
- states the author’s purpose and relates it to specific details from the text.

- identifies persuasive and propaganda techniques in text.
- delineates the strengths and weaknesses of an argument in persuasive text.
- recognizes ethical and unethical statements in a text.
- know the difference between logical and illogical and ethical and unethical statements in a piece of text.
- develops and personal reading preferences through exploring a variety of prose, poetry, and nonfiction.

Recommended Student Activities

- Identify difficult vocabulary: use context clues to hypothesize about definitions.
- Students should summarize the poem in their own words.

FCAT Strategies

- Main idea
- Theme
- Facts and details
- Chronological order-sequence
- Facts and opinions
- Plot/Development/Resolution
- Cause and effect
- Retelling

Recommended Teacher Activities

- Ask students what the poem is about. One approach is through KWL if groups are desired. Follow with a discussion.
- Ask the question, "What does the poem make you think of?" Allow students to read their thoughts.
- Use the poem to reinforce FCAT strategies through comprehensive questions. Example: What time period is the poem set in? Tell students to provide evidence.

Recommended Assessment

- Tell students to create their own sample test that includes their own poem and questions that address the major concepts of the grade level expectations.
- Write a persuasive composition that addresses why African or African American History should be taught in schools.

Resources/Bibliography/References

- Dictionary
- Thesaurus

"Untitled"

I've just had a vision, of a highway winding in monotony,
Suddenly, engulfed by the great white expanse.
In those fields I can see the shadows,
Being beaten by the rays of the overseer.
Their faces are haunting my shallow world,
Yet touching the heart with painful experience.
It's 96° in the shade,
On those backs fortunes were made.

Written by: Brandt Robinson

African and African American History Curriculum Frameworks

Second American Revolution: Abolition, Post Slavery, and Civil Rights

Grades 7, 8

Theme Second American Revolution: Abolition, Post Slavery, and Civil Rights

Overview Students will read aloud passage, from famous African-American writers during the Harlem Renaissance. Students will then use FCAT Strategies and dramatization to better understand the Harlem Renaissance literary period.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 2:** The student uses the reading process effectively.
- **Benchmarks:** LA.A.2.3.5, LA.A.2.3.5, LA.A.2.3.7, and LA.A.2.3.8.

Grade Level Expectations/Content Covered

The student:

- refines previously learned knowledge and skills of the sixth grade with increasingly complex reading texts and assignments and tasks.
- extends previously learned knowledge and skills of the sixth grade with increasingly complex reading texts and assignments and tasks.
- gathers information from a variety of sources, including primary sources.

- evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).
- compiles information using an organizer (for example, a spreadsheet).
- compares and contrasts elements within or across texts.
- records bibliographic information using a format such as source cards.
- evaluates and uses information from a variety of sources.
- classifies and records information.
- organizes and summarizes information using a format.
- cites, examines, and discusses the use of and differences between fact and opinion within a text.
- knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.
- understands the influence of personal values on the conclusions an author draws.
- extends previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks.

Recommended Student Activities

- Allow students to use the library to find writings by a prominent African-American writer during the Harlem Renaissance.
- Ask students to examine a passage and differentiate facts from opinions, Students will use a blank piece of paper and write facts on one side and opinions on the other side.

FCAT Strategies

- Main idea
- Theme
- Facts and details
- Facts and opinions
- Author's purpose
- Similarities and difference in text
- Retelling
- Multiple representation of data

Recommended Teacher Activities

- Allow students to read the passages aloud and discuss the meaning of the passages.
- Allow students to dress like one of the famous artists during the Harlem Renaissance. Tell students to record bibliographical information on note cards and dramatize the person chosen.

Recommended Assessment

- Assign students to write reports about a famous African-American during the Harlem Renaissance. Allow students to then create a play and perform the play using the famous African-Americans as main characters.

Resources/Bibliography/References

- Internet
- Encyclopedia
- Dictionary

African and African American History Curriculum Frameworks

Ancient Africa

Grades 7, 8

Theme Ancient Africa

Overview In order for students to grasp the development of slavery in the New World and the economic, social and political contributions of African people on the New World, it is essential they have a fundamental understanding of the three great West African empires that pre-dated European contact. The project requires students to research one or all (optional) of the empires of Ghana, Mali and Songhay and create a book about the subject.

Sunshine State Standards

- **Strand:** A - Reading
- **Standard 2:** The student constructs meaning from a wide variety of texts.
- **Benchmarks:** LA.A.2.3.5; LA.A.2.3.6

Grade Level Expectations/Content Covered

The student:

- chooses reference materials appropriate for research purposes
- uses multiple sources to locate information relevant to research questions (including electronic texts, experts and print resources)
- evaluates and uses information from a wide variety of sources (including primary sources)

Recommended Student Activities

- Students will brainstorm in a K-W-L format, or Think-Pair-Share format, what they know about Africa today.
- Students will then brainstorm in either format what they know about ancient Africa, as well as what they would like to know.
- Allow students time to research one or all of the empires of Ghana, Mali or Songhay, with emphasis on geography, economy, government, important people, arts, education and the people.
- Students will create a book about the civilization or civilizations they chose, which meet the requirements found on the teacher rubric.

FCAT Strategies

- Facts and Ideas
- Chronological Order
- Compare and Contrast
- Similarities/Differences with text
- Cause and Effect
- Retelling
- Multiple Representation of Data

Recommended Teacher Activities

- Use Graphic Organizer to introduce the unit/project.
- Use K-W-L or Think-Pair-Share to gauge student understanding about Africa today and Ancient Africa. Provide a blank map of Africa to spark prior knowledge.
- Provide students with a handout of the research project, which includes the following requirements:
 - students must complete the entire project by hand; no computer assistance!
 - the book must contain a table of contents, with chapters and page numbers
 - the book must contain one map of the region which contains major physical and political features

- the book must contain two illustrations
- a glossary of ten key vocabulary terms must be included
- Provide students with a rubric indicating the itemized assessment for the entire project.

Recommended Assessment

Resources/Bibliography/References

Wonders of the African World. www.pbs/wonders

African Voices. www.mnh.si.edu/africanvoices

A Gateway to African American History. www.charter.uchicago.edu/AAH

Map of Africa for K-W-L/Think-Pair-Share



African and African American History Curriculum Frameworks

Sample Lesson Plan

What are Civil Rights?

Grade 7, 8

Theme The Second American Revolution

Overview Using short biographical vignettes of various civil rights leaders from the text *African Americans in Florida*, students will enhance reading skills by researching the theme of civil rights, apply the theme to more in-depth research and make the connection between civil rights in the past and present.

Subject Area Reading

Sunshine State Standards

- **Strand:** LA.A.2.3
- **Standard:** The student constructs meaning from a wide range of texts.
- **Benchmark:** 5

Lesson A

Part One. Introduce the unit. Working alone first, students should:

1. define civil right
2. write down everything they think of when they hear the term

Part Two: Break students into groups.

1. Have students share parts one and two with each other, adding any other important information.
2. Have each group come to consensus about the term civil right.

Part Three: Class discussion.

1. Have each group report on their definition of civil right. Come to consensus.
2. Generate discussion based on what they think of when they hear the term.
3. Once they understand the concept, be sure during discussion to have them think of the state of civil rights today. Important questions to ask for the unit would include:
 - a. What are some civil rights you have today?
 - b. What are some examples of civil rights violations today?
 - c. What is their role in upholding civil rights for themselves and for others?

Lesson B

Each student will be provided with one biography from the text *African Americans in Florida*. These will be either Mary McLeod Bethune, page 60; James Weldon Johnson, page 75; Blanche Armwood, page 87; Harry T. Moore, page 106; Reverend C.K. Steels, page 108).

Part One: Students will be asked to read the biography and do the following:

1. record difficult vocabulary
2. write down or outline the major points from the reading
3. record questions they have about the person or the time in which they lived

Part Two: Group students who have the same biography

1. Have students use dictionaries to grasp difficult vocabulary; teacher's should assist if necessary

2. Students should share their outlines, major points and questions; again teacher assistance will be important
3. Students should then answer the following questions
 - a. What was the condition of civil rights at the time the person was alive?
 - b. What approaches did this person take to change the status of civil rights?
 - c. How successful do you think the person was?
 - d. What would you have done if you had been alive at the time?

Lesson C

Students will compile information and prepare a microteach and quiz.

Part One: Microteach. Students will be asked to prepare a microteach or short presentation about the person that includes the following:

1. early life
2. the condition of civil rights
3. the reaction of the person to those conditions
4. how the person went about trying to improve civil rights
5. the results of those actions
6. the group's opinions about the person and his/her actions

Part Two: Quiz – Each group will also be asked to create a five question oral quiz for the other group's to answer at the end of microteaches. These oral answers will lead into the next part of the unit.

Part Three: Class discussion.

1. First focus the discussion on the different strategies and approaches used by the subjects. Students should be encouraged to share their thoughts about what they would have done.
2. Change the focus to civil rights today. What are the student's thoughts about civil rights? This will reinforce the discussion from Part One and lead into the final part of the unit.

Lesson D

Outside research – this can be set up according to the teacher’s needs and time constraints; this may be done individually or in groups.

1. In the school media center, students will be asked to research a current subject related to civil rights. This could be a person, court case, event or some other issue.
2. Students will be asked to create a poster based on their research that includes the following:
 - a. major points behind the issue
 - b. some graphic representation to bring the subject matter to life
 - c. a box for difficult vocabulary
3. Posters should be shared and a discussion generated about civil rights. Emphasis should be on the connections between this subject matter and the biographies they began the unit with.

Assessment

After completing the unit, students will:

1. form and revise questions for investigations (including but not limited to questions arising from readings)
2. use print and/or electronic sources to locate books, documents and articles
3. organizes and interprets information from a variety of sources for a school or real world task

Suggested Resource

Jones, Maxine and McCarthy, Kevin. *African Americans in Florida*. Pineapple Press, Sarasota, FL. 1993, 193pp. (ISBN156164031X)

African and African American History Curriculum Frameworks

Sample Lesson Plan

The Middle Passage

Grade 8

Theme People of African Descent: The Diaspora

Overview Students will be introduced to the Middle Passage by reading and examining various sources. In doing so, they will evaluate the methods used by the authors to make their case.

Sunshine State Standards

Strand: A - Reading

Standard 2: The student constructs meaning from a wide variety of texts

Benchmarks: LA.A.2.3.1; LA.A.2.3.2; LA.A.2.3.3; LA.A.2.3.4

Grade Level Expectations/Content Covered

The student:

1. Discuss the meaning and role of point of view in a variety of texts
2. State the author's purpose and relate it to specific details from the text
3. Understand ways the author's perspective or point of view affects a text

Recommended Student Activities

Students participate in a K-W-L or Think-Pair -Share activity about their knowledge of the slave trade and slavery in the New World.

Each student will read Document One. As they read, they should circle difficult vocabulary, underline words or phrases that make the reading more powerful and record questions they have.

In groups, students will compare their vocabulary, key words/phrases and questions. Each group must make a basic outline of Document One.

1. Explain that students will be studying a period in history that saw millions of Africans being brought to the New World to become enslaved persons. You will be emphasizing the Middle Passage, the Trans-Atlantic trade of Africans from Africa to the New World.
2. Explain that students will be reading different accounts by people who were witnesses to the Middle Passage.
3. Explain that students will be focusing on the different ways that people wrote about the Middle Passage and how their points of view were related to the texts.
4. Begin with a K-W-L about students' knowledge of the slave trade; this can and should include knowledge about how Africans became slaves, as well as their knowledge of slavery in the United States/New World.

Lesson B

1. Students should first be given a copy of Document One, which is an overview of the slave trade by a historian.
2. Have each student read the passage. In the margin, circle difficult vocabulary, underline words or phrases that make the reading more powerful or effective and write down questions they may have.
3. Break students into groups and have them compare their vocabulary and questions.
4. Students will answer the following questions in their groups:
 - i. How effective was the reading? Why or why not?
 - ii. What did the author do to make the reading effective? details, adjectives, verbs, organization
 - iii. What is the author's point of view?
5. Students participate in discussion based on all of the above from Document One.
6. Students begin reading one of the three remaining documents individually, following the same steps from above.

7. Students join groups so that all three documents are represented in each group.
 8. Each group is responsible for the following:
 - a. Within each group, students should begin by discussing their assigned sections so that the group as a whole understands the main idea, point of view and importance of each. Students should emphasize details, words or passages that made the reading powerful or effective.
 - b. Performance Reading: Each group will be required to synthesize the three passages into a two-minute performance reading to be done before the class. Performance reading asks students to synthesize a reading or readings into their own words and add creative details. In doing so, students gain meaning by making the key aspects of texts their own. The reading must meet the following requirements:
 - i. Students must synthesize aspects of each of the three readings to form a cohesive presentation that they will read/enact.
 - j. The presentation does not have to include all details but the details they choose should be organized and clear.
 - k. The presentation must be completely written in the words of the group members.
 - l. The presentation must make use of three visual prompts.
- Most important: THE PRESENTATION MUST FOCUS ON DETAILS.

FCAT Strategies

1. Main Idea
2. Facts and Details
3. Fact and Opinion
4. Compare and Contrast
5. Theme
6. Author's Purpose
7. Similarities/Differences With Text
8. Cause and Effect
9. Retelling
10. Multiple Representation of Data

Recommended Teacher Activities

1. Provide Students with Graphic Organizer for Lesson.
2. Explain that students will be reading different accounts by people who were witnesses to the Middle Passage and different aspects of slavery.
3. Explain that students will be focusing on the different ways that people wrote about the Middle Passage and how their points of view were related to the texts.
4. Use K-W-L or Think-Pair-Share to begin student brainstorming/discussion.
5. Provide students with a copy of Document One. Stress that this differs from the other documents in that it was written by a historian and is not a primary source. Be sure that students are given ample time to address difficult vocabulary and present questions from Doc. One.
6. Generate discussion about the questions listed above.
7. Reiterate the remainder of the assignment using the three remaining documents.
8. Prepare an overhead that stresses the important steps each group must take in analyzing the documents:
 - a. circle difficult vocabulary
 - b. underline important details or words and phrases that make the reading more powerful
 - c. outline/record the main idea of each reading
 - d. identify the author's point of view
 - e. record major questions from each reading
 - f. consider the effectiveness of each reading
9. Address difficult vocabulary and take questions

10. Hand out assignment for Performance Reading Group Presentation. Performance reading asks students to synthesize a reading or readings and put it into their own words and add details for comprehension. Students will focus on key words, phrases or passage that made each reading powerful. Students will create a three minute performance reading that meets the following requirements:
- Students must synthesize aspects from each of the three reading to form a cohesive presentation they will enact.
 - The details chosen from each reading must be clear and well organized.
 - The presentation must be completely written in the words of the group members.
 - The presentation must make use of three visual prompts. Encourage students to be as creative as possible.

Suggested Resources/Resource Bank

Document One: A present-day historian discusses the Middle Passage.

For weeks, months, sometimes as long as a year, they waited in the dungeons of the slave factories scattered along Africa's western coast. They had already made the long, difficult journey from Africa's interior -- but just barely. Out of the roughly 20 million who were taken from their homes and sold into slavery, half didn't complete the journey to the African coast, most of those dying along the way.

And the worst was yet to come.

The captives were about to embark on the infamous Middle Passage, so called because it was the middle leg of a three-part voyage -- a voyage that began and ended in Europe. The first leg of the voyage carried a cargo that often included iron, cloth, brandy, firearms, and gunpowder. Upon landing on Africa's "slave coast," the cargo was exchanged for Africans. Fully loaded with its human cargo, the ship set sail for the Americas, where the slaves were exchanged for sugar, tobacco, or some other product. The final leg brought the ship back to Europe.

The African slave boarding the ship had no idea what lay ahead. Africans who had made the Middle Passage to the plantations of the New World did not return to their homeland to tell what happened to those people who suddenly disappeared. Sometimes the captured Africans were told by the white men on the ships that they were to work in the fields. But this was difficult to believe, since, from the African's experience, tending crops took so little time and didn't require many hands. So what were they to believe? More than a few thought that the Europeans were cannibals.

The slaves were branded with hot irons and restrained with shackles. Their "living quarters" was often a deck within the ship that had less than five feet of headroom -- and throughout a large portion of the deck, sleeping shelves cut this limited amount of headroom in half. Lack of standing headroom was the least of the slaves' problems, though. With 300

to 400 people packed in a tiny area -- an area with little ventilation and, in some cases, not even enough space to place buckets for human waste -- disease was prevalent.

Faced with the nightmarish conditions of the voyage and the unknown future that lay beyond, many Africans preferred to die. But even the choice of suicide was taken away from these persons. From the captain's point of view, his human cargo was extremely valuable and had to be kept alive and, if possible, uninjured. A slave who tried to starve him or herself was tortured. If torture didn't work, the slave was force fed with the help of a contraption called a *speculum orum*, which held the mouth open.

Despite the captain's desire to keep as many slaves as possible alive, Middle Passage mortality rates were high. Although it's difficult to determine how many Africans died en route to the New World, it is now believed that between ten and twenty percent of those transported lost their lives.

Source: Africans In America. www.pbs.org/aia.wgbh

Document Two: From “The Life of Gustavus Vassa”, a man who lived through the Middle Passage and later wrote about his experience.

Upon being brought onto a slave ship, Vassa reflects:

“I was immediately handled and tossed up to see if I was sound, by some of the crew; and I was now persuaded that I had got into a world of bad spirits, and that they were going to kill me...Indeed such were the horrors of my views and fears at the moment...When I looked around the ship too, and saw a large furnace of copper boiling and a multitude of black people, of every description, chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck, and fainted....I was soon

put down under the decks, and there I received such a salutation in my nostrils as I had ever experienced in my life: so that, with the loathsomeness of the stench, and with my crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me.... [O]n my refusing to eat, one of the [white] men held me fast by the hands, and laid me across...and tied my feet, which the other flogged me severely...I had never seen among any people such instances of brutal cruelty...The closeness of the place [down below], and the heat of the climate, added to the number in the ship, being so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves,

of which many died.... The shrieks of the women, and the groans of the dying, rendered it a scene of horror almost unconceivable.”

Document Three: "THE MEN NEGROES...ARE...FASTENED TOGETHER...BY HANDCUFFS", by Alexander Falconbridge, a surgeon aboard slave ships and later the governor of a British colony for freed slaves in Sierra Leone, offers a vivid account of Middle Passage.

“The men Negroes, on being brought aboard the ship, are immediately fastened together, two and two, by handcuffs on their wrists and by irons riveted on their legs. They are then sent down between the decks and placed in an apartment partitioned off for that purpose. The women also are placed in a separate apartment between the decks, but without being ironed. An adjoining room on the same deck is appointed for the boys. Thus they are all placed in different apartments.

About eight o'clock in the morning the Negroes are generally brought upon deck. Their irons being examined, a long chain, which is locked to a ring- bolt fixed in the deck, is run through the rings of the shackles of the men and then locked to another ring- bolt fixed also in the deck. By this means fifty or sixty and sometimes more are fastened to one chain in order to prevent them from rising or endeavoring to escape. If the weather proves favorable they are permitted to remain in that situation till four or five in the afternoon when they are disengaged from the chain and sent below.

The diet of the Negroes while on board, consists chiefly of horse beans boiled to the consistency of a pulp; of boiled yams and rice and sometimes a small quantity of beef or pork. The latter are frequently taken from the provisions laid in for the sailors. They sometimes make use of a sauce composed of palm- oil mixed with flour, water and pepper, which the sailors call slabber- sauce. Yams are the favorite food of the Eboe [Ibo] or Bight Negroes, and rice or corn of those from the Gold or Windward Coast; each preferring the produce of their native soil....

They are commonly fed twice a day; about eight o'clock in the morning and four in the afternoon. In most ships they are only fed with their own food once a day. Their food is served up to them in tubs about the size of a small water bucket. They are placed round these tubs, in companies of ten to each tub, out of which they feed themselves with wooden spoons. These they soon lose and when they are not allowed others they feed themselves with their hands. In favorable weather they are fed upon deck but in bad weather their food is given them below. Numberless quarrels take place among them during their meals; more especially when they are put upon short allowance, which frequently happens if the passage from the coast of Guinea to the West Indies islands proves of unusual length. In that case, the weak are obliged to be content with a very scanty portion. Their allowance of water is about half a pint each at every meal. It is handed round in a bucket and given to each Negro in a pannekin, a small utensil with a straight handle, somewhat similar to a sauce- boat. However, when the ships approach the islands with a favourable breeze, the slaves are no longer restricted.

Upon the Negroes refusing to take sustenance, I have seen coals of fire, glowing hot, put on a shovel and placed so near their lips as to scorch and burn them. And this has been accompanied with threats of forcing them to swallow the coals if they any longer persisted in refusing to eat. These means have generally had the desired effect. I have also been credibly informed that a certain captain in the slave- trade, poured melted lead on such of his Negroes as obstinately refused their food.

Exercise being deemed necessary for the preservation of their health they are sometimes obliged to dance when the weather will permit their coming on deck. If they go about it reluctantly or do not move with agility, they are flogged; a person standing by them all the time with a cat- o'- nine- tails in his hands for the purpose. Their music, upon these occasions, consists of a drum, sometimes with only one head; and when that is worn out they make use of the bottom of one of the tubs before described. The poor wretches are frequently compelled to sing also; but when they do so, their songs are generally, as may naturally be expected, melancholy lamentations of their exile from their native country.

The women are furnished with beads for the purpose of affording them some diversion. But this end is generally defeated by the squabbles which are occasioned in consequence of their stealing from each other. On board some ships the common sailors are allowed to have intercourse with such of the black women whose consent they can procure. And some of them have been known to take the inconstancy of their paramours so much to heart as to leap overboard and drown themselves. The officers are permitted to indulge their passions among them at pleasure and sometimes are guilty of such excesses as disgrace human nature....

The hardships and inconveniences suffered by the Negroes during the passage are scarcely to be enumerated or conceived. They are far more violently affected by seasickness than Europeans. It frequently terminates in death, especially among the women. But the exclusion of fresh air is among the most intolerable. For the purpose of admitting this needful refreshment, most of the ships in the slave trade are provided, between the decks, with five or six air- ports on each side of the ship of about five inches in length and four in breadth. In addition, some ships, but not one in twenty, have what they denominate wind- sails. But whenever the sea is rough and the rain heavy is becomes necessary to shut these and every other conveyance by which the air is admitted. The fresh air being thus excluded, the Negroes' rooms soon grow intolerable hot. The confined air, rendered noxious by the effluvia exhaled from their bodies and being repeatedly breathed, soon produces fevers and fluxes which generally carries off great numbers of them.

During the voyages I made, I was frequently witness to the fatal effects of this exclusion of fresh air. I will give one instance, as it serves to convey some idea, though a very faint one, of their terrible sufferings....Some wet and blowing weather having occasioned the port- holes to be shut and the grating to be covered, fluxes and fevers among the Negroes ensued. While they were in this situation, I frequently went down among them till at length their room became so extremely hot as to be only bearable for a very short time. But the excessive heat was not the only thing that rendered

their situation intolerable. The deck, that is the floor of their rooms, was so covered with the blood and mucus which had proceeded from them in consequence of the flux, that it resembled a slaughter-house. It is not in the power of the human imagination to picture a situation more dreadful or disgusting. Numbers of the slaves having fainted, they were carried upon deck where several of them died and the rest with great difficulty were restored....

As very few of the Negroes can so far brook the loss of their liberty and the hardships they endure, they are ever on the watch to take advantage of the least negligence in their oppressors. Insurrections are frequently the consequence; which are seldom expressed without much bloodshed. Sometimes these are successful and the whole ship's company is cut off. They are likewise always ready to seize every opportunity for committing some acts of desperation to free themselves from their miserable state and notwithstanding the restraints which are laid, they often succeed.

Source: Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa* (London, 1788).

Document Four: From *Thoughts On Slavery*, Reverend John Wesley, 1774. John Wesley was a minister in who witnessed the arrival of Africans in the United States.

“When the vessels arrive at their destined port, the Negroes are again exposed naked to the eyes of all that flock together, and the examination of their purchasers. Then they are separated to the plantations of their several masters, to see each other no more. Here you may see mothers hanging over their daughters, bedewing their naked breasts with tears, and daughters clinging to their parents, till the whipper soon obliges them to part. And what can be more wretched than the condition they then enter upon? Banished from their country, from their friends and relations for ever, from every comfort of life, they are reduced to a state scarce anyway preferable to that of beasts of burden. In general, a few roots, not of the nicest kind, usually yams or potatoes, are their food; and two rags, that neither screen them from the heat of the day, nor the cold of the night, their covering. Their sleep is very short, their labour continual, and frequently above their strength; so that death sets many of them at liberty before they have lived out half their days. The time they work in the West Indies, is from day-break to noon, and from two o'clock till dark; during which time, they are attended by overseers, who, if they think them dilatory, or think anything not so well done as it should be, whip them most unmercifully, so that you may see their bodies long after wealed and scarred usually from the shoulders to the waist. And before they are suffered to go to their quarters, they have commonly something to do, as collecting herbage for the horses, or gathering fuel for the boilers; so that it is often past twelve before they can get home. Hence, if their food is not prepared, they are sometimes called to labour again, before they can satisfy their hunger. And no excuse will avail. If they are not in the field

immediately, they must expect to feel the lash. Did the Creator intend that the noblest creatures in the visible world should live such a life as this? Are these thy glorious work, Parent of Good?