

# African American History



# African American History Instructional Standards Guide

COMMISSIONER OF EDUCATION'S AFRICAN AMERICAN HISTORY TASK FORCE  
*Revised July 2021*

**Introduction** .....

This infusion model is organized and designed according to the developmental stages, 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.

3

☐ **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

3.

☐ **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, timelines, and critical events in Science, Literature, Technology and Culture. Particular attention will be paid to how these developments impacted the rest of the world.

3

☐ **Grades 6-8** focus is on broad Geographic, Humanities, and Multicultural perspectives to understand the global connections of the African and African American experiences

3.

☐ **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. 3

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**Florida Legislature F.S. 233.061 Sec. (1) (G) (1994) as amended by F.S. 1003.42 (2)(h) (2002, 2020) that mandates**.....5.

**“(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.*”**

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**“(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***

5

***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:***

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

### **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 selection of textbooks for adoption by the state, provide training, and build supportive partnerships.

**The State of Florida Commissioner of Education's  
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## Foreword

This African and African American History Curriculum Frameworks provide the reader with the answers to the critical questions that are related to the instruction of the content based on the vision of the Florida Commissioner of Education Task Force on African and African American History and linkages to the Florida B.E.S.T Curriculum Standards. It is therefore advisable that each teacher and administrator becomes familiar with the intent and perspective of the Curriculum Framework that are described in this resource guide.

The information provided in this Curriculum Frameworks have been prepared by public schools and Universities experts whose ultimately goal is merely to provide a resource guide from which the teacher and administrator at the school level can build its lesson plans and instructional designs in order to provide students with the necessary background and contemporary knowledge of the history and contributions of Africans and African Americans in the Diaspora and African Americans in the State of Florida and the United States of America..

Although the content is focused on Language Arts and Civics it is suggested that various activities could be infused in other subject areas. Please note that the Social Studies Standards remain unchanged until the State provides the revised B.E.S.T. Standards for use by teachers who are encouraged to infuse other core subject contents such as Science, Math, and the Humanities. (For example, Social Studies when these revised Standards are approved teachers will be able to include lessons in this subject area.)

Signed,

Dr. Patrick C. Coggins  
Project Director  
Stetson University

## Vision Statement of the African American History Task Force

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, Math, Sciences and Social Studies and the Humanities.

Additionally, there is adequate evidence that African and African American History is not taught "efficiently and faithfully" and this content is not consistently included in the district-wide examinations.

Thus, it is our vision to:

- ❑ To develop a systematic Curriculum Framework for the teaching of African and African American History in the state 's 67 School Districts.
- ❑ To advocate for the circulation of these Curriculum Frameworks in each school in each School District.
- ❑ To continue to provide summer institutes and staff development workshops for educators in the state.
- ❑ To post on our website 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.

## 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 Community and Working Together” Students will be provided with content and 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 Ancient Africa and African Americans in the Americas with respect to country, state, and the biographies, timelines, and critical events in science, literature, technology, and culture. Particular attention will be paid to how Ancient Africa influenced the rest of the world. In Fourth Grade students will focus on Florida History and Studies and in Fifth Grade students will focus on United States History to 1850
  
- **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, 2002, and 2020.

Florida Statute 233.061 Sec. (1) (g) (1994) as amended by F.S. 1003.42.  
(h) (2002) and (2020) 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 enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of passage to America, the contributions of Africans to society.”***

### **1003.42. Required Instruction**

***“(1) Each District school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standard in the following subject areas: reading, and other language arts, mathematics, sciences, social studies, foreign languages, health, physical education, and the arts.***

***“(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district board, shall teach efficiently and faithfully, using the books and materials required to meet the highest standards for professionalism and historical accuracy, 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) (1994, 2002, and 2020)** requires instruction of the essential contributions of African Americans to the United States of America, including the history of African peoples, and emphasis on the teaching of ancient African history, Africans in the Diaspora including Latin America, the Caribbean, and connections to African American in North America.

However, the model, which follows, clearly points to fact that ancient African history precede the enslavement period and abolition of slavery. The documentation 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, medicine, 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 were 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 foci 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) Enslavement in the Americas: Post Columbus 5) Abolition, Civil Rights, and constitutional Rights 6) The experiences of African Americans, And 7) Contributions of African Americans to the Local, State, United States of America and to the World.

## An Effective Model for African and African American Curriculum

<b>1. Ancient Africa: Pre-Columbus</b>		<b>2. African Exploration of the World: Pre-Columbus</b>	
<ul style="list-style-type: none"> <li>❑ Kingdoms</li> </ul>	<ul style="list-style-type: none"> <li>❑ Trade</li> </ul>	<ul style="list-style-type: none"> <li>❑ African Explorers in the World</li> </ul>	
<ul style="list-style-type: none"> <li>❑ Classical Civilization</li> <li>❑ Developments in the North, Southeast and West Africa</li> <li>❑ Geography as the second largest continent</li> <li>❑ Origins of Human beings on the continent</li> </ul>	<ul style="list-style-type: none"> <li>❑ Moors</li> <li>❑ Pacific Islands</li> <li>❑ Hawaii</li> <li>❑ Asia</li> </ul>	<ul style="list-style-type: none"> <li>❑ African Presence in Europe, South America, Americas, and the World</li> <li>❑ Olmecs in the Americas</li> </ul>	
<ul style="list-style-type: none"> <li>❑ Diaspora</li> <li>❑ Contribution</li> </ul>	<ul style="list-style-type: none"> <li>❑ Explorations</li> </ul>		
<b>3. The Invasion and weakening of Africa: European Colonialism</b>		<b>4. Slavery: Post-Columbus in the Americas</b>	
<ul style="list-style-type: none"> <li>❑ European colonialism</li> </ul>	<ul style="list-style-type: none"> <li>❑ Tribal/National Conflicts</li> </ul>	<ul style="list-style-type: none"> <li>❑ Slave Trade</li> </ul>	
<ul style="list-style-type: none"> <li>❑ European exploitation</li> </ul>	<ul style="list-style-type: none"> <li>❑ The Expansion of the Sahara Desert</li> </ul>	<ul style="list-style-type: none"> <li>❑ Slavery in North America</li> </ul>	
<ul style="list-style-type: none"> <li>❑ Slavery</li> </ul>		<ul style="list-style-type: none"> <li>❑ Slavery in South America</li> </ul>	
<b>5. Abolition, Civil Rights, and Constitutional Rights</b>		<b>6. The Experiences of African and African Americans</b>	
<ul style="list-style-type: none"> <li>❑ Abolition</li> <li>❑ Women Suffrage</li> </ul>	<ul style="list-style-type: none"> <li>❑ Myths</li> </ul>	<ul style="list-style-type: none"> <li>❑ Resources</li> </ul>	
<ul style="list-style-type: none"> <li>❑ Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li>❑ Values</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Struggle for Civil Rights</li> </ul>	<ul style="list-style-type: none"> <li>❑ The Harlem Renaissance</li> </ul>		
<ul style="list-style-type: none"> <li>▪ The Children's March</li> </ul>	<ul style="list-style-type: none"> <li>❑ Ocoee and, Rosewood Massacres</li> </ul>		
<b>7. Contributions of Africans and African Americans to the local state, United States of America and to the World</b>			
<ul style="list-style-type: none"> <li>❑ Art - Literature - Music - Politics - Science - Religion - Medicine and other areas.</li> </ul>			

## African and African American History Curriculum Outcomes

What are the keys to successful implementation of the curriculum on African and African American Studies? Successful African and African American History Curriculum will focus on the following:

1. Know the elements of the Florida law, F.S 1003.42,1994 as amended, 2002, 2020.
2. Believe that all students have a right to be taught their heritage.
3. Infuse African American Studies 180+ days where it fits naturally within the standards and content in the curriculum.
4. Use a curriculum infused strategy and link content and lessons to the state standards.
5. Focus on all seven elements of the model by Coggins (1994) as described herein.
6. Ensure American and World History are accurate and includes history of African and African Americans and all peoples previously omitted.

## Curriculum Process Recommendations

The following process recommendations clarify the implementation process of the African and African American Curricula Infusion:

1. The mandate applies to all PreK-12 subject areas.
2. Materials and content are infused into existing or new curricula.
3. Infusion is defined by themes appropriate to each grade level.
4. Implementation addresses appropriate instructional materials.
5. Training should include all schools' personnel at every level in the school and district.
6. Curriculum and instructional strategies should:
  - Relate to the cognitive developmental age of students.
  - Provide staff with professional development based on Culturally Responsive Teaching and other Instructional Models.

- Be flexible and adapt to the needs and experiences of the student through the essential concepts of all disciplines.
  - Use humanities, visual arts, music, social studies, mathematics, science, and literature at all grade levels to ensure the sharing of common cultural references, and.
  - Infused where it naturally fits into the required curriculum, rather than be treated in isolation or as an appendage.
  - Allow for research and document the many reasons people of African descent came to the United States of America.
  - Examine the historical contributions of people of African descent and African Americans to the United States of America.
  - Use online and public library resources.
7. Students will study the definitions of culture, acculturation, and assimilation in order to understand social justice, basic rights, and responsibilities. Students will be encouraged to respect, appreciate, and develop positive perceptions and behaviors towards people from other cultures.

## African and African American History Curriculum Frameworks

The curriculum frameworks are organized in a teacher-friendly format by providing the focus of the subject content areas. For example, this section focuses on grades K-2; the theme is Culture and Families. While you can add additional Sunshine State Standards and Benchmarks, a recommended list is provided. Additionally, Grade Level Expectations, Content Areas, Recommended Student Activities, B.E.S.T Strategies, Recommended Teacher Activities, Recommended Assessment, and Resources/Bibliography/References are included in this section.

***“WITHOUT EDUCATION HE LIVES WITHIN THE NARROW, DARK AND GRIMY WALLS OF IGNORANCE...EDUCATION ON THE OTHER HAND MEANS EMANCIPATION.IT MEANS LIGHT AND LIBERTY.IT MEANS THE UPLIFTING OF THE SOUL OF MAN INTO THE GLORIOUS LIGHT OF TRUTH. THE LIGHTBY WHICH MEN CAN ONLY BE MADE FREE. TO DENY EDUCATION TO ANY PEOPLE IS ONE OF THE GREATESTCRIMES AGAINST HUMAN NATURE. IT IS EASY TO DENY THEM THE MEANS OF FREEDOM AND THE RIGHTFUL PURSUIT OF HAPPINESS AND TO DEFEAT THE VERY END OF THEIR BEING.”***

***-FREDERICK DOUGLASS***

## ***BLESSINGS OF LIBERTY AND EDUCATION SPEECH OF 1894***

“Florida’s B.E.S.T. Standards encourage educators to act on Douglass’s reminder of the ultimate purpose of education. His words confirm that education must be enlightening, noble, and good. He speaks from a tradition that holds education in the highest regard. The Latin root of the word education is *educare*, which means “to bring forth, to bring up.” Douglass understood that education is the way to bring forth our greatest capacities. Knowledge is the pathway to liberty, which is a fundamental value guaranteed by our government. Florida’s B.E.S.T. Standards promote Douglass’s noble view of education. The implementation of these standards will encourage schools, districts, and educators to adopt and build a rich, deep, and meaningful curriculum that “uplifts the soul.” It is important to note that these standards are only the framework. It is up to Florida educators to use these standards to build knowledge-rich curricula that will nurture students by immersing them in the study of great works of literature, history, and the arts. The goal of these standards is to restore teachers to their true calling: educating the hearts, souls, and minds of their students, bringing them “into the glorious light of truth.” In the words of John Adams, “Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write.” (B.E.S.T. Standards P.6)

### **Leadership Matters (Florida’s B.E.S.T. Standards PP. 7-8, 2020)**

“Governor DeSantis, upon taking office, realized that for an education system to be successful, choice and excellence had to be the pillars of the system. Recognizing that our students and their families required and deserved more from their education, he issued the executive order to create the best standards in the nation. The Florida B.E.S.T. Standards are the pathway. In moving forward, the Florida Department of Education is committed to maximizing student potential and creating citizens well-poised to shape the future of Florida and the world.”

### **Design of Standards**

“The standards are designed to be user-friendly, so every stakeholder will understand what students are expected to master. Taken together, the benchmarks, clarifications, and appendices represent the expected outcomes for the students of Florida and carry the full weight of the standards.

Florida’s B.E.S.T. Standards for ELA are built on the following premises:

- ❑ English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.
- ❑ The standards are clear and concise, so they are easily understood by every stakeholder.
- ❑ The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
- ❑ Standards should not stand alone as a separate focus for instruction but should be combined purposefully.” (B.E.S.T. Standards ELA P. 7)

### **Benchmarks for the Standards**

“The benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.” (B.E.S.T. Standards ELA P. 7)

“The reading and writing standards have been written in such a way that they progress together, and students are able to use the texts they are reading as accompanying texts for their writing. As a part of that focus, rhetoric will be introduced earlier, now during 6th grade, so that students will understand the appeals – logos, pathos, and ethos – when starting argumentative writing. It is vital that students have the tools of understanding how argumentation works as they are learning to write arguments. Foundational reading standards are included for secondary students who have a reading deficiency and need targeted instruction. These standards will apply to elective intensive reading and intensive language arts course codes, not core ELA.” (B.E.S.T. Standards ELA P. 8)

African and African  
American History  
Curriculum Frameworks  
Grades K – 2

# African and African American History Theme

## Culture and Families: Our Community and Beyond

### Grades K

#### Theme Culture and Families: Our Community and Beyond

**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 using stories, legends, and myths. Students will examine diverse families and explore how people work together to make our community function well.

#### 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.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.

#### B.E.S.T. Standards English Language Arts

- [ELA.K.F.1.1](#) Demonstrate knowledge of the basic concepts of print. Locate a printed word on a page. Distinguish letters

from words within sentences. Match print to speech to demonstrate that language is represented by print. Identify parts of a book (front cover, back cover, title page). Move top to bottom and left to right on the printed page, returning to the beginning of the next line. Identify all upper- and lowercase letters of the alphabet. Recognize that print conveys specific meaning and pictures may support meaning.

- [ELA.K.R.1.1](#) Describe the main character(s), setting, and important events in a story.
- [ELA.K.R.1.3](#) Explain the roles of author and illustrator of a story.
- [ELA.K.R.2.1](#) Use titles, headings, and illustrations to predict and confirm the topic of texts.
- [ELA.K.R.2.2](#) Identify the topic of and multiple details in a text.
- [ELA.K.R.2.4](#) Explain the difference between opinions and facts about a topic.
- [ELA.K.R.3.1](#) Identify and explain descriptive words in text(s).
- [ELA.K.R.3.2](#) Retell a text orally to enhance comprehension: Use main character(s), setting, and important events for a story. Use topic and details for an informational text.
- [ELA.K.R.3.3](#) Compare and contrast characters experiences in stories.
- **Writing**
- [ELA.K.C.1.1](#) Print many upper- and lowercase letters.
- [ELA.K.C.1.2](#) Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.
- [ELA.K.C.1.3](#) Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.
- [ELA.K.C.1.4](#) Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.
- [ELA.K.C.1.5](#) With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.
- [ELA.K.C.4.1](#) Recall information to answer a question about a single topic.
- [ELA.K.C.5.1](#) Use a multimedia element to enhance oral or written tasks.

## **Standards Civics and Government 2021**

- [SS.7.CG.2](#) Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.
- [SS.7.CG.2.1](#) Define the term “citizen,” and explain the constitutional means of becoming a U.S. citizen.
- [SS.7.CG.2.2](#) Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- [SS.7.CG.2](#) Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.

## **Grade Level Expectations**

**A synthesis of the B.E.S.T Standards indicate that students should be able to do the following:**

- Describe in detail who their chosen Freedom Fighter is and what they did in history.
- Describe events that took place during their Freedom Fighters life
- Make comparisons and differences between their cultural and family events that took place before and after their Freedom Fighter made history.

## **Content Knowing about Me and Others**

- Who am I?
- Who is my family?
- Who are the different people in my community and school?
- What am I able to do today that was not as easy for others to do in the past?
- 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?
- What can I do today that shows my acceptance of one another?

## **Recommended Student Activities**

- Whole group book studies on famous African Americans
- Graphic Organizers
- Fact Sheets
- Creative Writing
- Thurgood Marshall and Ruby Bridges: An American Hero and Heroine
- African American Inventors

## **Recommended Teacher Activities**

- Thurgood Marshall and Ruby Bridges: An American Hero and Heroine
- African American Inventors biographies per student
- Show the YouTube on African American inventors
  
- Mural Digital Tools to create a presentation on Freedom Fighters using applications to create a mural and writing piece as if they were their Freedom Fighter.
- Prepare a power point on Freedom Fighter and the Inventors

## **Recommended Assessment**

### **Writing Assessment**

- Student Posters/Murals
- Timelines
- Formative Assessment may occur informally through observations made during the guided discussion.
- Assessment will be the final picture and writing along with the digital presentation.
- Assessment may occur as students offer examples and feedback concerning Ruby Bridges, and Thurgood Marshall.

### **Resources/Bibliography/References**

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

Ruby Bridges Goes to School by: My True Story by Ruby Bridges, ISBN-10: 0545108551 ISBN-13: 978-0545108553

VD: Disney's Ruby Bridges (1998) ASIN: B0000D23EV

1. <http://african-americaninventors.org/> BOOKS FOR THIS LESSON (CAN FIND STORIES ON YOUTUBE)
2. <https://redtri.com/black-history-books-for-kids/slide/6>
3. <https://apps.apple.com/us/app/chatterpix-kids/id734046126>
4. <http://www.stamps.org/kids/images/thurgood.pdf>
5. [www.life.com](http://www.life.com)
6. <http://www.biography.com/articles/Ruby-Bridges-475426>

## African and African American History Theme

### Culture and Families

**Grades** 1

**Theme** Culture and Families: Who we are as Diverse Americans.

**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 enslavement to this region on the continent of North and South America

## B.E.S.T. ENGLISH LANGUAGE STANDARDS 2021

### Reading Standards for Literature Grade and English

- ❑ **[ELA.1. F.1](#) Learning and Applying Foundational Reading Skills**
- ❑ **[ELA.1. F.1.1](#)**: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
- ❑ **[ELA.1. F.1.2](#)**: Demonstrate phonological awareness.
- ❑ **[ELA.1. F.1.3](#)**: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
- ❑ **[ELA.1. F.1.4](#)**: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
- ❑ **[ELA.1. R.1](#) Reading Prose and Poetry**
- ❑ **[ELA.1. R.1.1](#)**: Identify and describe the main story elements in a story.
- ❑ **[ELA.1. R.1.2](#)**: Identify and explain the moral of a story.
- ❑ **[ELA.1. R.1.3](#)**: Explain who is telling the story using context clues.
- ❑ **[Poetry ELA.1. R.1.4](#)**: Identify stanzas and line breaks in poems.
- ❑ **[ELA.1. R.2](#) Reading Informational Text**

## Reading Standards for Writing Grade 1

- ❑ **Structure** [ELA.1. R.2.1](#): Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
- ❑ **Central Idea**
- ❑ [ELA.1. R.2.2](#): Identify the topic of and relevant details in a text.
- ❑ **Purpose and Perspective**
- ❑ [ELA.1. R.2.3](#): Explain similarities and differences between information provided in visuals and words in an informational text.
- ❑ **Argument**
- ❑ [ELA.1. R.2.4](#): Identify an author's opinion(s) about the topic.
- ❑ **ELA.1. R.3 Reading Across Genres Interpreting**
- ❑ [ELA.1. R.3.1](#): Identify and explain descriptive words and phrases in text(s).
- ❑ [ELA.1. R.3.2](#): Retell a text in oral or written form to enhance comprehension.
- ❑ [ELA.1. R.3.3](#): Compare and contrast two texts on the same topic.
- ❑ **ELA.1. C.1 Communicating Through Writing**
- ❑ [ELA.1. C.1.1](#): Print all upper- and lowercase letters.
- ❑ [ELA.1. C.1.2](#): Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
- ❑ [ELA.1. C.1.3](#): Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
- ❑ [ELA.1. C.1.4](#): Write expository texts about a topic, using a source, providing facts and a sense of closure.
- ❑ [ELA.1. C.1.5](#): With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.
- ❑ **ELA.1. C.2 Communicating Orally Oral**
- ❑ [ELA.1. C.2.1](#): Present information orally using complete sentences and appropriate volume.
- ❑ **ELA.1. C.4 Researching**
- ❑ [ELA.1. C.4.1](#): Participate in research to gather information to answer a question about a single topic.
- ❑ **ELA.1. C.5 Creating and Collaborating**
- ❑ [ELA.1. C.5.1](#): Use a multimedia element to enhance oral or written tasks.
- ❑ [ELA.1. C.5.2](#): Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
- ❑ **ELA.1. V.1 Finding Meaning**
- ❑ [ELA.1. V.1.3](#): Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

## **CIVICS AND GOVERNMENT STANDARDS 2021**

Grade 1 Standard 1: SS.1.CG.1 Foundations of Government, Law, and the American Political System

- ❑ [SS.1.CG.1.1](#) Explain the purpose of rules and laws in the home, school, and community.
- ❑ [SS.1.CG.1.2](#) Describe how the absence of rules and laws impacts individuals and the community.
- ❑ [SS.1.CG.2](#) Civic and Political Participation
- ❑ [SS.1.CG.2.1](#) Explain the rights and responsibilities students have in the school community.
- ❑ [SS.1.CG.2.2](#) Describe the characteristics of citizenship in the school community.
- ❑ [SS.1.CG.2.3](#) Recognize ways citizens can demonstrate patriotism.
- ❑ [SS.1.CG.2.4](#) Recognize symbols and individuals that represent the United States.
- ❑ [SS.1.CG.2.5](#) Recognize symbols and individuals that represent Florida.
- ❑ [SS.1.CG.3](#) Structure and Functions of Government
- ❑ [SS.1.CG.3.1](#) Recognize that the United States and Florida have Constitutions.
- ❑ [SS.1.CG.3.2](#) Explain responsible ways for individuals and groups to make decisions.

## **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 commonalties 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
- Develop a timeline and share with students.
- Assign each student or pairs to develop a biography of an important leader.
- Using maps capture the journey in terms of miles and days.

### **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**

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

Ruby Bridges Goes to School by: My True Story by Ruby Bridges, ISBN-10: 0545108551 ISBN-13: 978-0545108553

DVD: Disney's Ruby Bridges (1998) ASIN: B0000D23EV

<http://african-americaninventors.org/>

[http://www.moptopshop.com/earl\\_lucas.html](http://www.moptopshop.com/earl_lucas.html)

[http://www.hollisterkids.com/uploads/download/Guest\\_spread\\_Trailblazers\\_of\\_Science\\_and\\_Technology.pdf](http://www.hollisterkids.com/uploads/download/Guest_spread_Trailblazers_of_Science_and_Technology.pdf)

[http://www.moptopshop.com/ben\\_carson.html](http://www.moptopshop.com/ben_carson.html)

<http://pics.tech4learning.com/>

<http://www.archives.gov/education/lessons/>

<http://lcweb2.loc.gov/ammem/today/nov09.html>

<http://www.stamps.org/kids/images/thurgood.pdf>

[www.life.com](http://www.life.com)

<http://www.biography.com/articles/Ruby-Bridges-475426>

# African and African American History Theme

## Culture and Families

### Theme: Culture and Families: Who we are as Diverse Americans

Grade Level: 2

#### Overview:

It is expected that once students reach 2<sup>nd</sup> grade, students have mastered concepts of print and phonological awareness. Therefore, in terms of foundational skills, the 2<sup>nd</sup> grade B.E.S.T ELA Standards emphasize phonics and fluency. The concept of theme is introduced, building upon students' learning of finding the moral in 1<sup>st</sup> grade. The concept of author's purpose in informational text is introduced. Students begin to use transitional words in narrative writing.

#### 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.

#### B.E.S.T. Standards English Language Arts

##### ❑ Reading (Literary Text and Informational Text)

- ❑ [ELA.2. R.1.1](#): Identify plot structure and describe main story elements in a literary text.
- ❑ [ELA.2. R.1.2](#): Identify and explain a theme of a literary text.
- ❑ [ELA.2. R.1.3](#): Identify different characters' perspectives in a literary text.
- ❑ [ELA.2. R.1.4](#): Identify rhyme schemes in poems.
- ❑ [ELA.2. R.2.1](#): Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
- ❑ [ELA.2. R.2.2](#): Identify the central idea and relevant details in a text.
- ❑ [ELA.2. R.2.3](#): Explain an author's purpose in an informational text.
- ❑ [ELA.2. R.2.4](#): Explain an author's opinion(s) and supporting evidence.
- ❑ [ELA.2. R.3.1](#): Identify and explain similes, idioms, and alliteration in text(s).
- ❑ [ELA.2. R.3.2](#): Retell a text to enhance comprehension.
- ❑ [ELA.2. R.3.3](#): Compare and contrast important details presented by two texts on the same topic or theme.

##### ❑ Communication

- ❑ [ELA.2. C.1.1](#): Demonstrate legible printing skills.
- ❑ [ELA.2. C.1.2](#): Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.
- ❑ [ELA.2. C.1.3](#): Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.
- ❑ Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.
- ❑ [ELA.2. C.1.5](#): Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
- ❑ [ELA.2. C.2.1](#): Present information orally using complete sentences, appropriate volume, and clear pronunciation.
- ❑ [ELA.2. C.3.1](#): Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- ❑ [ELA.2. C.4.1](#): Participate in research to gather information to answer a question about a single topic using multiple sources.
- ❑ [ELA.2. C.5.1](#): Use one or more multimedia element(s) to enhance oral or written tasks.
- ❑ [ELA.2. C.5.2](#): Use digital tools to produce and publish writing individually or with peers and with support from adults.

#### ❑ **Vocabulary**

- ❑ [ELA.2. V.1.1](#): Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
- ❑ [ELA.2. V.1.2](#): Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
- ❑ [ELA.2. V.1.3](#): Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.

### **Standards for Civics and Government 2021**

#### **Standard 1: SS.2.CG.1 Foundations of Government, Law, and the American Political System**

- ❑ [SS.2.CG.1.1](#): Explain why people form governments.
- ❑ [SS.2.CG.1.2](#): Explain how the U.S. government protects the liberty and rights of American citizens.

#### **Standard 2: SS.2.CG.2 Civic and Political Participation**

- ❑ [SS.2.CG.2.1](#): Explain what it means to be a U.S. citizen.
- ❑ [SS.2.CG.2.2](#): Describe the characteristics of responsible citizenship at the local and state levels.
- ❑ [SS.2.CG.2.3](#): Explain how citizens demonstrate patriotism.
- ❑ [SS.2.CG.2.4](#): Recognize symbols, individuals and documents that represent the United States.
- ❑ [SS.2.CG.2.5](#): Recognize symbols, individuals and documents that represent Florida.

#### **Standard 3: SS.2.CG.3 Structure and Functions of Government**

- ❑ [SS.2.CG.3.1](#): Identify the Constitution of the United States as the supreme law of the land.

### **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 American and the World**

- What is lifelike 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
- Class Constitution (SS.2.CG.2.4; ELA.2. V.1.1, ELA.2. C.5.1, ELA.C.5.2)
- Teachers can use the resources at: <https://freedomfactor.org/pages/constitution-for-kids-to-introduce-students-to-the-concept-of-a-constitution-and-specifically-the-u.s.-constitution>.
- [Students then work collaboratively to create a class constitution that includes an agreed upon preamble statement as well as a “bill of rights” for all students in the class. Students sign at the bottom as did the Founding Fathers. Students can complete a thinking map \(e.g., a web\) to brainstorm/organize their thoughts on what should belong in the class constitution\).](#)
- One-pager activity (digital or paper-based) (ELA.2. R.1.2; ELA.2. R.2.2; ELA.2. R.2.3; ELA.2. R.2.4)
  - In a one-pager activity, students respond to a text selection (literary or informational) individually or collaboratively with others using a combination of visuals and writing to convey their understanding of a text.
  - This activity can be used for 2<sup>nd</sup> grade students to demonstrate their understanding of the theme, point of view, or author’s purpose, for example.

- Can be completed digitally using PowerPoint or Google Slides, or PicEDU app on an iPad/tablet, for example. This activity can also be paper based using construction paper or small poster board.
- The one-pager includes: The title of the text, visual images that relate to the text, a border that represents the theme of the text, an “I believe” statement, and 2 questions for others to reflect upon. Students then complete a “gallery walk” to view the work of their peers as well as the questions posed.
- EdPuzzle can be used with external videos (e.g., YouTube) to embed discussion questions whilst students view a video.
- Provide students with questions stems that student can use to generate questions for the one-pager.

### **Recommended Teacher Activities**

- Use timelines with events, people, and impact on local citizens.
- Use quizzes.
- Using a matrix, students will develop a poster board with key figures.
- Student will write a short story about one of the famous people.
- Teacher will show an age-appropriate version of the Universal declaration of Human Rights.
- Use of video clips from BrainPOP Jr. or YouTube to supplement selected literary and informational texts.
- Modeling structured notetaking using graphic organizers and text annotation (2-column or 3-column notes, Venn diagrams, thinking maps) to organize thinking and to set a purpose for reading.
- Teacher provides success criteria and a rubric for one-pager activity.

### **Recommended Assessment**

- Map Tests
- Projects
- Posters
- Collages
- Grade level writing activity
- Point rubrics can be used for the activities above to assess students’ one-pager for evidence of understanding and for the thinking map used for the class constitution.

### **Resources/Bibliography/References**

1. <http://www.worldatlas.com/webimage/countrys/af.htm>
2. [http://events.nationalgeographic.com/media/files/African\\_Animal\\_Safari.pdf](http://events.nationalgeographic.com/media/files/African_Animal_Safari.pdf)
3. <http://delightfulchildrensbooks.com/2011/03/31/africa/>

- Book List: These are sample texts suggested in the B.E.S.T. Standards for ELA for grade 3 that pertain to African and African American history
  - *Wanted Dead or Alive: The True Story of Harriet Tubman* by Ann McGovern
  - Additional sample texts:
  - *Martin’s Big Words* by Doreen Rappaport
  - *Wilma Unlimited* by Kathleen Krull

- These are sample texts suggested in the B.E.S.T. Standards for ELA for grade 3 that pertain to historical heroes and/or civics education.
- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro
- *Father of the Constitution: A Story about James Madison* by Barbara Mitchell
- *Susan B. Anthony: Fighter for Freedom and Equality* by Suzanne Slade
- *The Congress of the United States* by Christine Taylor-Butler
- *Vote!* by Eileen Christelow
- *We the Kids: The Preamble of the Constitution of the United States* by David Catrow
- Web/internet resources
  - BrainPOP Jr. – Features short, animated videos.
  - <https://jr.brainpop.com/socialstudies/americanhistory/>
  - <https://jr.brainpop.com/socialstudies/biographies/>
  - ReadWorks – Online resource for free reading passages for grade levels K-12. Includes a range of texts on historical heroes, notable African and African Americans, women, and Hispanic heritage, for example. Contains fiction, non-fiction, and poetry.
- <https://www.readworks.org/find-content#!q:/g:/t:/pt:/features:/>
  - EdPuzzle – online platform that allows for users to embed questions on a video resource (e.g., YouTube)
- <https://edpuzzle.com/home> Constitution for Kids
  - <https://freedomfactor.org/pages/constitution-for-kids>

African and African American  
History  
Curriculum Frameworks  
Grades 3-5

## **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, South America, and North America with respect to country, state, and the biographies, timelines, and critical events in Science, Literature, Technology and Culture. Particular attention will be paid to how these developments impacted the rest of the world. Students will examine early Africans in South America, the Caribbean, and North America. Life of Free Africans in Fort Mose, Florida's Civil Rights movements and African American

contribution to Florida Grade 5 will focus on United States History to 1850 including Enslavement, African's involvement in the American Revolution, Slave resistance and Abolition of slavery movements.

### **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 summarized 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 colonization in Jamestown and Fort Mose
- ❑ Heroes and Heroines
- ❑ Phyllis Wheatley
- ❑ Exploring Florida's African American Heritage Trail
- ❑ Famous African Americans of the Revolution

## 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](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#fl>
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](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](http://www.africanculturalcenter.org/4_5slavery.html)

# African and African American History Theme

## Culture and Families

**Grades** 3

**Theme** Cultural and Technological Development

**Overview** The 3<sup>rd</sup> grade ELA and CIVICS B.E.S.T Standards continue to focus on foundational reading skills. Reading comprehension becomes a primary focus where students learn about how the elements of a text help create meaning. Students also begin to conduct their own research independently or with teacher provided materials. The students will also 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.

### B.E.S.T. Standards English Language Arts

#### Reading Literary Text and Informational Text

- ❑ [ELA.3. R.1.1](#): Explain how one or more characters develop throughout the plot in a literary text.
- ❑ [ELA.3. R.1.2](#): Explain a theme and how it develops, using details, in a literary text.

- ❑ [ELA.3. R.1.3](#): Explain different characters' perspectives in a literary text.
- ❑ [ELA.3. R.2.1](#): Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
- ❑ [ELA.3. R.2.2](#): Identify the central idea and explain how relevant details support that idea in a text.
- ❑ [ELA.3. R.2.3](#): Explain the development of an author's purpose in an informational text.
- ❑ [ELA.3. R.2.4](#): Identify an author's claim and explain how an author uses evidence to support the claim.
- ❑ [ELA.3. R.3.1](#): Identify and explain metaphors, personification, and hyperbole in text(s).
- ❑ [ELA.3. R.3.2](#): Summarize a text to enhance comprehension.
- ❑ [ELA.3. R.3.3](#): Compare and contrast how two authors present information on the same topic or theme.

### **Communication**

- ❑ [ELA.3. C.1.2](#): Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
- ❑ [ELA.3. C.1.3](#): Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
- ❑ [ELA.3. C.1.4](#): Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.
- ❑ [ELA.3. C.1.5](#): Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
- ❑ [ELA.3. C.2.1](#): Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ❑ [ELA.3. C.4.1](#): Conduct research to answer a question, organizing information about the topic from multiple sources.
- ❑ [ELA.3. C.5.1](#): Use two or more multimedia elements to enhance oral or written tasks.
- ❑ [ELA.3. C.5.2](#): Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

### **Vocabulary**

- ❑ [ELA.3. V.1.1](#): Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
- ❑ [ELA.3. V.1.2](#): Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
- ❑ [ELA.3. V.1.3](#): Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

## **Civics and Government Standards 2021**

### **Standard 1: SS.3.CG.1 Foundations of Government, Law, and the American Political System**

- ❑ [SS.3.CG.1.1](#): Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.

- ❑ [SS.3.CG.1.2](#): Describe how the U.S. government gains its power from the people.

**Standard 2: SS.3.CG.2 Civic and Political Participation**

- ❑ [SS.3.CG.2.1](#): Describe how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues.
- ❑ [SS.3.CG.2.2](#): Describe the importance of voting in elections.
- ❑ [SS.3.CG.2.3](#): Explain the history and meaning behind patriotic holidays and observances.
- ❑ [SS.3.CG.2.4](#): Recognize symbols, individuals, documents, and events that represent the United States.
- ❑ [SS.3.CG.2.5](#): Recognize symbols, individuals, documents, and events that represent the State of Florida.

**Standard 3: SS.3.CG.3 Structure and Functions of Government**

- ❑ [SS.3.CG.3.1](#): Explain how the U.S. and Florida Constitutions establish the structure, function, powers, and limits of government.
- ❑ [SS.3.CG.3.2](#): Recognize that government has local, state, and national levels.

## **Content 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**

- ❑ One-pager activity (ELA.3. R.3.2; ELA.3. C.5.1, ELA.3. V.1.1):
  - ❑ In a one-pager activity, students respond to a text selection (literary or informational) individually or collaboratively with others using a combination of visuals and writing to convey their understanding of a text.
  - ❑ Can be completed digitally using PowerPoint, Google Slides, or Adobe Post, for example, or can be paper based.
  - ❑ The one-pager includes: The title of the text or chapter, visual images that relate to the text or chapter, a border that represents the theme of the text, an "I believe" statement, and 2 questions for others to reflect upon. Students then complete a "gallery walk" to view the work of their peers as well as the questions posed.
- ❑ Flipgrid Video Discussions (ELA.3. V.1.1; ELA.3. C.2.1; ELA.3. C.4.1; ELA.3. C.5.1)

- ❑ Flipgrid is an online video discussion platform in which students can respond orally to a prompt presented by the teacher in relation to one or more texts. Students can also complete short video reports on a given topic or a topic of choice (for example, a historical hero from one of the suggested texts listed below or a text selected from Common Lit).
- ❑ Students can record their video and respond to other students in their class or group that is set up in advance by the teacher.
  
- ❑ Socratic Seminars (ELA.3. V.1.1; ELA.3. C.2.1; all ELA R standards)
  - ❑ Socratic seminars provide students the opportunity to engage in discussion with their classmates and promote critical thinking on a selected text. Students read a pre-selected text and develop questions to pose during the seminar.
  - ❑ The questions are used to guide the discussion during the seminar, which can take on various seating arrangements (circle, fishbowl, pilots/triads). Students converse with their peers to answer the questions using text evidence and deepen their understanding.
  - ❑ Students debrief and complete a summary and/or reflection after the seminar is complete.

### **Recommended Teacher Activities**

- ❑ Heroes and Heroines
- ❑ African American Inventors
- ❑ Vocabulary development
- ❑ Grade level writing activities
- ❑ Class Readings
- ❑ Story Webs
- ❑ Graffiti Walls
- ❑ Posters
- ❑ Timeline

- ❑ Modeling structured notetaking using graphic organizers and text annotation (2-column or 3-column notes, Venn diagrams, thinking maps) to organize thinking and to read for a purpose.
- ❑ Use of video clips from BrainPOP or YouTube to supplement the literary and informational texts.
- ❑ Pre-select texts for use during a Socratic seminar
  - ❑ Summaries
  - ❑ Short Story Development

### **Recommended Assessment**

- ❑ Venn Diagrams
- ❑ Biographies
- ❑ Portfolios
- ❑ Essay Writing
- ❑ Matrix for presentations on selected topics
- ❑ Teacher provides success criteria.
- ❑ Point rubrics can be used for the activities above to assess students' final products and evidence of understanding.
- ❑ Summaries and reflections from Socratic seminars

### **Resources/Bibliography/References**

#### **Book List:**

These are sample texts suggested in the B.E.S.T. Standards for ELA for grade 3 that pertain to African and African American history

- ❑ *Frederick Douglass Fights for Freedom* by Margaret Davidson
- ❑ *If You Traveled on the Underground Railroad* by Ellen Levine
- ❑ *Rosa Parks* by Eloise Greenfield
- ❑ *The Real McCoy: The Life of an African American Inventor* by Wendy Towle

These are sample texts suggested in the B.E.S.T. Standards for ELA for grade 3 that pertain to historical heroes.

- ❑ *To the Moon and Back* by Buzz Aldrin
- ❑ *Who was Betsy Ross?* by James Buckley, Jr.
- ❑ *Revolutionary Friends: General George Washington and the Marquis de Lafayette* by Selene Castrovilla

#### **Web/internet resources**

BrainPOP – Features short, animated videos.

- <https://www.brainpop.com/socialstudies/blackhistory/>
- <https://www.brainpop.com/socialstudies/famoushistoricalfigures/>
- <https://www.brainpop.com/socialstudies/latinamericanheritage/>

- <http://african-americaninventors.org/>
- [http://www.moptopshop.com/earl\\_lucas.html](http://www.moptopshop.com/earl_lucas.html)
- [http://www.hollisterkids.com/uploads/download/Guest\\_spread\\_Trailblazers\\_of\\_Science\\_and\\_Technology.pdf](http://www.hollisterkids.com/uploads/download/Guest_spread_Trailblazers_of_Science_and_Technology.pdf)
- [http://www.moptopshop.com/ben\\_carson.html](http://www.moptopshop.com/ben_carson.html)
- [http://web.bryant.edu/~ehu/h364proj/fall\\_98/stump/triangletrade.html](http://web.bryant.edu/~ehu/h364proj/fall_98/stump/triangletrade.html)
- <http://www.pbs.org/wgbh/aia/part1/1narr4.html>
- [http://www.africanculturalcenter.org/4\\_5slavery.html](http://www.africanculturalcenter.org/4_5slavery.html)

Common Lit – Online resource for free reading passages for grade levels 3-12. Includes a variety of texts on historical heroes, notable African and African Americans, women, and Hispanic heritage, for example. [www.commonlit.org](http://www.commonlit.org)

Flipgrid – online video discussion platform [www.flipgrid.com](http://www.flipgrid.com)

EdPuzzle – online platform that allows for users to embed questions on a video resource (e.g., YouTube) <https://edpuzzle.com/>

# 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.

# **B.E.S.T ENGLISH LANGUAGE ARTS STANDARDS 2021**

## **GRADE 4**

### **ELA.4. R.1 Reading Prose and Poetry**

- [ELA.4. R.1.1](#): Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
- [ELA.4. R.1.2](#): Explain a stated or implied theme and how it develops, using details, in a literary text.
- [ELA.4. R.1.3](#): Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.
- [ELA.4. R.1.4](#): Explain how rhyme and structure create meaning in a poem.

### **ELA.4. R.2 Reading Informational Text**

- [ELA.4. R.2.1](#): Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
- [ELA.4. R.2.2](#): Explain how relevant details support the central idea, implied or explicit.
- [ELA.4. R.2.3](#): Explain an author’s perspective toward a topic in an informational text.
- [ELA.4. R.2.4](#): Explain an author’s claim and the reasons and evidence used to support the claim.

### **ELA.4. R.3 Reading Across Genres**

- [ELA.4. R.3.1](#): Explain how figurative language contributes to meaning in text(s).
- [ELA.4. R.3.2](#): Summarize a text to enhance comprehension.
- [ELA.4. R.3.3](#): Compare and contrast accounts of the same event using primary and/or secondary sources.

### **ELA.4. C.1 Communicating Through Writing**

- [ELA.4. C.1.2](#): Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.
- [ELA.4. C.1.3](#): Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.
- [ELA.4. C.1.4](#): Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

### **ELA.4. C.2 Communicating Orally**

- [ELA.4. C.2.1](#): Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

#### **ELA.4. C.4 Researching**

- ❑ [ELA.4. C.4.1](#): Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

#### **ELA.4. C.5 Creating and Collaborating**

- ❑ [ELA.4. C.5.1](#): Arrange multimedia elements to create emphasis in oral or written tasks.
- ❑ [ELA.4. C.5.2](#): Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

## **CIVICS AND GOVERNMENT STANDARDS 2021**

### **GRADE 4**

#### **Standard 1: SS.4.CG.1 Foundations of Government, Law, and the American Political System**

- ❑ [SS.4.CG.1.1](#): Explain why the Florida government has a written Constitution.

#### **Standard 2: SS.4.CG.2 Civic and Political Participation**

- ❑ [SS.4.CG.2.1](#): Identify and describe how citizens work with local and state governments to solve problems.
- ❑ [SS.4.CG.2.2](#): Explain the importance of voting, public service and volunteerism to the state and nation.
- ❑ [SS.4.CG.2.3](#): Identify individuals who represent the citizens of Florida at the state level.

#### **Standard 3: [SS.4.CG.3](#) Structure and Functions of Government**

[SS.4.CG.3.1](#): Explain the structure and functions of the legislative, executive, and judicial branches of government in Florida.

[SS.4.CG.3.2](#): Compare the structure, functions, and processes of local and state government.

### **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

## **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.
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- ❑ 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.

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- ❑ 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.
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- ❑ 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
- ❑ Develop a pictorial timeline with people and events.
- ❑ Show the economic achievement and political gains of African Americans.
- ❑ Coordinate virtual tours of museums with Reconstruction documentation.
- ❑ Show a vetted video on the civil war and reconstruction.

## 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

- ❑ SAMPLE TEXTS BY STANDARDS
- ❑ *Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story* by Joseph Bruchac
- ❑ ELA.R.2.1, ELA.R.2.2, ELA.R.2.3, ELA.R.3.2, ELA.R.3.3
- ❑ *Esperanza Rising* by Pam Muñoz Ryan ELA.R.1.1, ELA.R.1.2, ELA.R.1.3, ELA.R.3.1, ELA.R.3.2.
- ❑ *Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America* by Glennette Tilley Turner ELA.R.2.1, ELA.R.2.2, ELA.R.2.3, ELA.R.3.2, ELA.R.3.4.
- ❑ *Promises to Keep: How Jackie Robinson Changed America* by Sharon Robinson ELA.R.2.1, ELA.R.2.2, ELA.R.2.3, ELA.R.2.4, ELA.R.3.2, ELA.R.3.3
- ❑ *The Declaration of Independence* by Elaine Landau ELA.R.2.2, ELA.R.2.3, ELA.R.3.2
- ❑ *To Catch a Fish* by Eloise Greenfield ELA.R.1.2, ELA.R.1.4, ELA.R.3.2

## ❑ Resources to Foster Civic Literacy

- [The American Presidency Project](#)
- [Avalon Project: The Federalist Papers](#)
- [Bill of Rights Institute: Founding Documents and Resources](#)
- [Civics Flash Cards for the Naturalization Test](#)
- [Citizenship Resource Center: Study for the Test](#)
- [Constitutional Sources Project](#)
- [The Florida Constitution](#)
- [The Gilder Lehrman Institute of American History](#)

- [Government Publishing Office: Ben's Guide to the U.S. Government](#)
  - [iCivics](#)
  - [Khan Academy: U.S. Government and Civics](#)
  - [Library of Congress: Primary Documents in American History](#)
  - [Lou Frey Institute: Civics360](#)
  - [National Archives: America's Founding Documents](#)
  - [National Archives: Founders Online](#)
  - [The Living Room Candidate](#)
  - [United States Courts](#)
1. [American Historic Places: The African American Experience](#), By- Ray Spangenberg 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. <https://www.floridamuseum.ufl.edu/histarch/research/st-augustine/fort-mose/>
  5. [https://www.netstate.com/states/intro/fl\\_intro.htm](https://www.netstate.com/states/intro/fl_intro.htm)
  6. <http://www.worldatlas.com/webimage/countrys/namerica/usstates/outline/fl.htm>
  7. [https://fcit.usf.edu/florida/lessons/cvl\\_rts/cvl\\_rts1.pdf](https://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts1.pdf)
  8. [http://fcit.usf.edu/florida/lessons/cvl\\_rts/cvl\\_rts2.pdf](http://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts2.pdf)
  9. [http://fcit.usf.edu/florida/lessons/cvl\\_rts/cvl\\_rts6.pdf](http://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts6.pdf)
  10. <http://fcit.usf.edu/florida/lessons/african/african1.pdf>
  11. <https://www.floridamuseum.ufl.edu/histarch/research/st-augustine/fort-mose/>
  12. <https://www.loc.gov/classroom-materials/usa-florida/>
  13. <https://myfloridahistory.org/frontiers/article/198>
  14. <https://myfloridahistory.org/frontiers/article/196>
  15. <https://www.floridamemory.com/learn/classroom/learning-units/seminoles/>
  16. <https://www.floridamemory.com/learn/classroom/learning-units/civil-rights/>
  17. [American Historic Places: The African American Experience](#), By- Ray Spangenberg and Diane Moser, ISBN: 0816034000
  18. [African Americans in Florida](#), By-Maxine D. Jones and Kevin M. McCarthy, ISBN: 156164031X
  19. [African American Sites in Florida](#), By-Kevin M. McCarthy, ISBN: 9781561643851
  20. <http://www.nxtbook.com/nxtbooks/milesmedia/floridablackheritage/>
  21. [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)
  22. <http://www.nps.gov/history/aahistory/bhm-sites.htm>
  23. [http://www.teachervision.fen.com/tv/printables/scottforesman/Sci\\_1\\_TOP\\_D1\\_1.pdf](http://www.teachervision.fen.com/tv/printables/scottforesman/Sci_1_TOP_D1_1.pdf)
  24. [https://www.netstate.com/states/maps/fl\\_maps.htm](https://www.netstate.com/states/maps/fl_maps.htm)

25. <http://www.worldatlas.com/webimage/countrys/namerica/usstates/outline/fl.htm>
26. <http://pics.tech4learning.com/>
27. <http://www.nxtbook.com/nxtbooks/milesmedia/floridablackheritage/>
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# 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 to 1850

**Overview** Students will focus on the influences and involvement of Africans and Native Americans in the Civil war era. Students will examine the various roles Africans played in the Civil War, Urbanization, Industrialization, CivilRights, and issues regarding African Americans in the Americas.

Students will learn about the contributions of African Americans in STEM history. Each student will be responsible for learning about and researching an African American and their contribution to STEAM. The students will compile and create a presentation for the person and include their invention/contribution along with a timeline for their contribution in history to add to the classroom contribution timeline. The students will be introduced to STEAM and the contributions of African Americans to the field.

### 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.

### B.E.S.T ENGLISH LANGUAGE STANDARDS:

- ❑ [ELA.5. F.1.4](#): Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
- ❑ [ELA.5. R.2.1](#): Explain how text structures and/or features contribute to the overall meaning of texts.
- ❑ [ELA.5. R.2.3](#): Analyze an author's purpose and/or perspective in an informational text.
- ❑ [ELA.5. R.2.4](#): Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
- ❑ [ELA.5. R.3.2](#): Summarize a text to enhance comprehension.
- ❑ [ELA.5. R.3.3](#): Compare and contrast primary and secondary sources related to the same topic.

- ❑ [ELA.5. C.1.4](#): Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.
- ❑ [ELA.5. C.1.5](#): Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
- ❑ [ELA.5. C.2.1](#): Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
- ❑ [ELA.5. C.3.1](#): Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- ❑ [ELA.5. C.4.1](#): Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.
- ❑ [ELA.5. C.5.1](#): Arrange multimedia elements to create emphasis in oral or written tasks.
- ❑ [ELA.5. C.5.2](#): Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
- ❑ [ELA.5. V.1.1](#): Use grade-level academic vocabulary appropriately in speaking and writing.

## **Civic and Government Standards 2021**

### **Standard 1: [SS.5.CG.1](#) Foundations of Government, Law, and the American Political System**

- ❑ [SS.5.CG.1.1](#): Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.
- ❑ [SS.5.CG.1.2](#): Explain how and why the U.S. government was created by the U.S. Constitution.
- ❑ [SS.5.CG.1.3](#): Discuss arguments for adopting a representative form of government.
- ❑ [SS.5.CG.1.4](#): Describe the history, meaning and significance of the Bill of Rights.

### **Standard 2: [SS.5.CG.2](#) Civic and Political Participation**

- ❑ [SS.5.CG.2.1](#): Discuss the political ideas of Patriots, Loyalists, and other colonists about the American Revolution.
- ❑ [SS.5.CG.2.2](#): Compare forms of political participation in the colonial period to today.
- ❑ [SS.5.CG.2.3](#): Analyze how the U.S. Constitution expanded civic participation over time.
- ❑ [SS.5.CG.2.4](#): Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
- ❑ [SS.5.CG.2.5](#): Identify individuals who represent the citizens of Florida at the national level.
- ❑ [SS.5.CG.2.6](#): Explain symbols and documents that represent the United States.

### **Standard 3: [SS.5.CG.3](#) Structure and Functions of Government**

- ❑ [SS.5.CG.3.1](#): Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.
- ❑ [SS.5.CG.3.2](#): Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.
- ❑ [SS.5.CG.3.3](#): Explain the role of the court system in interpreting law and settling conflicts.
- ❑ [SS.5.CG.3.4](#): Describe the process for amending the U.S. Constitution.
- ❑ [SS.5.CG.3.5](#): Explain how the U.S. Constitution influenced the Florida Constitution.
- ❑ [SS.5.CG.3.6](#): Explain the relationship between the state and national governments.

### **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?
  - ❑ STEAM in history
  - ❑ Timeline of African American innovators and innovations in history
  - ❑ What are the contributions of African Americans in STEAM history?
  - ❑ How of the contributions of African Americans changed/affected STEAM history?
  - ❑ What were/are some obstacles that African American STEAM innovators had to overcome?
  - ❑ What would life be like without this African American innovator/innovation?

### **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
- ❑ Timeline
- ❑ Presentation (PPT, Prezi, etc.)
- ❑ Graphic Organizers
- ❑ Research Writing
- ❑ Articles on African American STEAM Innovators/Innovations

### **Recommended Teacher Activities**

- ❑ Triangular Trade
- ❑ Phillis Wheatley
- ❑ Famous Africans in the American Revolution
- ❑ Colonization of Jamestown and Slavery
- ❑ News ELA articles on George Washington Carver and Katherine Johnson Timeline
- ❑ Research writing assessment rubric
- ❑ Presentation assessment rubric

## 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

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African and African American  
History  
Curriculum Frameworks  
Grades 6 – 8

# 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. The US Courts, race and politics and African Americans
- ❑ Grade 8: The African presence in the United States and in the State of Florida until 1877 and focus on Emancipation Proclamation in Florida in 1865 and the impact of the 13<sup>th</sup> Amendment.

# 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. Particular emphasis of Africans in the Americas, South and North America and their struggle for abolition, freedom, and constitutional rights.

**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 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.

## **B.E.S.T. ENGLISH LANGUAGE ARTS STANDARDS 2021**

### **ELA.6. R.1 Reading Prose and Poetry**

- ❑ [ELA.6. R.1.1](#): Analyze how the interaction between characters contributes to the development of a plot in a literary text.
- ❑ [ELA.6. R.1.2](#): **Theme**: Analyze the development of stated or implied theme(s) throughout a literary text.
- ❑ [ELA.6. R.1.3](#): **Perspective and Point of View**: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.
- ❑ [ELA.6. R.1.4](#): **Poetry**: Describe the impact of various poetic forms on meaning and style.

### **ELA.6. R.2 Reading Informational Text**

- ❑ [ELA.6. R.2.1](#): **Structure**: Explain how individual text sections and/or features convey meaning in texts.
- ❑ [ELA.6. R.2.2](#): **Central Idea**: Analyze the central idea(s), implied or explicit, and its development throughout a text.
- ❑ [ELA.6. R.2.3](#): **Purpose and Perspective**: Analyze authors' purpose(s) in multiple accounts of the same event or topic.
- ❑ [ELA.6. R.2.4](#): **Argument**: Track the development of an argument, identifying the types of reasoning used.

## ELA.6. R.3 Reading Across Genres

- ❑ [ELA.6. R.3.1](#): Interpreting Figurative Language: Explain how figurative language contributes to tone and meaning in text(s).
- ❑ [ELA.6. R.3.2](#): Paraphrasing and Summarizing: Paraphrase content from grade-level texts.
- ❑ [ELA.6. R.3.3](#): Comparative Reading: Compare and contrast how authors from different time periods address the same or related topics.
- ❑ [ELA.6. R.3.4](#): Understanding Rhetoric: Identify rhetorical appeals in a text.
- ❑ [ELA.6. C.1](#) Communication: Communicating Through Writing
- ❑ [ELA.6. C.1.2](#): Narrative Writing: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.
- ❑ [ELA.6. C.1.3](#): Argumentative Writing: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
- ❑ [ELA.6. C.1.4](#): Expository Writing: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

## ELA.6. C.2 Communicating Orally

- ❑ [ELA.6. C.2.1](#): Oral Presentation: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
- ❑ [ELA.6. C.4 Researching](#)
- ❑ [ELA.6. C.4.1](#): Researching and Using Information: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

## ELA.6. C.5 Creating and Collaborating

- ❑ [ELA.6. C.5.1](#): Multimedia: Integrate diverse digital media to enhance audience engagement in oral or written tasks.
- ❑ [ELA.6. C.5.2](#): Technology in Communication: Use digital tools to produce writing.

## **CIVICS and GOVERNMENT PROPOSED STANDARDS 2021**

### **GRADE 6**

**Standard 1: SS.6.CG.1: Demonstrate and understanding of the origins and purposes of government, law, and the American political system.**

- ❑ [SS.6.CG.1.1](#) Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.
- ❑ [SS.6.CG.1.2](#) Analyze the influence of ancient Rome on the United States' constitutional republic.
- ❑ [SS.6.CG.1.3](#) Examine rule of law in the ancient world and its influence on the United States' constitutional republic.
- ❑ [SS.6.CG.1.4](#) Examine examples of civic leadership and virtue in ancient Greece and ancient Rome.

## **CHARACTER EDUCATION PROPOSED STANDARDS 2021**

**Standard 1: [HE.68.CE.1](#) Character** Describe the benefits of compassion building and sustaining relationships.

- ❑ Discuss the impact of character on personal values and choices.

**Standard 2: [HE.68.CE.2](#) Responsibility** Analyze possible solutions to a problem to determine the best outcome for yourself and others.

- ❑ Construct a plan to organize and prioritize responsibilities while anticipating challenges.

**Standard 3: [HE.68.CE.3](#) Success Skills** Demonstrate empathy in a variety of contexts and situations. Identify how continuous learning leads to personal growth.

- ❑ Apply ethical and responsible decision-making that considers multiple perspectives.

**Standard 4: [Trustworthiness](#)** Describe the benefits of kindness and trust on building and sustaining relationships.

**Standard 5: [HE.68.CE.5](#) Respect** Develop and apply conflict resolution skills in a variety of contexts.

- ❑ Analyze ways to pursue common goals as a part of a team or group.

**Standard 6: [HE.68.CE.6](#) Citizenship** Explain ways to apply leadership skills in the school and the community.

- ❑ Compare and contrast the benefits of abiding by and consequences of not abiding by school and community laws and rules.
- ❑ Discuss ways a leader can build trust of individuals and groups.

## **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 wellbeing 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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## 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: Emphasis on African Americans role in civics and constitutional rights.

**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.

## **B.E.S.T. ENGLISH Language Arts Florida Standards 2021**

### **Grade 7**

#### **ELA.7. R.1 Reading Prose and Poetry**

- ❑ [ELA.7. R.1.2](#): Compare two or more themes and their development throughout a literary text.
- ❑ [ELA.7. R.1.3](#): Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.
- ❑ [ELA.7. R.1.4](#): Analyze the impact of various poetic forms on meaning and style.

#### **ELA.7. R.2 Reading Informational Text**

- ❑ [ELA.7. R.2.2](#): Compare two or more central ideas and their development throughout a text.
- ❑ [ELA.7. R.2.3](#): Explain how an author establishes and achieves purpose(s) through diction and syntax.
- ❑ [ELA.7. R.2.4](#): Track the development of an argument, analyzing the types of reasoning used and their ~~effects~~

#### **ELA.7. R.3 Reading Across Genres**

- ❑ [ELA.7. R.3.1](#): Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).
- ❑ [ELA.7. R.3.2](#): Paraphrase content from grade-level texts.
- ❑ [ELA.7. R.3.3](#): Compare and contrast how authors with differing perspectives address the same or related topics or themes.
- ❑ [ELA.7. R.3.4](#): Explain the meaning and/or significance of rhetorical devices in a text.

#### **ELA.7. C.1 Communicating Through Writing**

- ❑ [ELA.7. C.1.2](#): Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.
- ❑ [ELA.7. C.1.3](#): Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.
- ❑ [ELA.7. C.1.4](#): Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

#### **ELA.7. C.2 Communicating Orally**

- ❑ [ELA.7. C.2.1](#): Present information orally, in a logical sequence, emphasizing key points that support the central idea.

#### **ELA.7. C.4 Researching and Using Information**

- ❑ [ELA.7. C.4.1](#): Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

## ELA.7. C.5 Creating and Collaborating Multimedia

- [ELA.7. C.5.1](#): Integrate diverse digital media to build cohesion in oral or written tasks. ELA.7. C.5.2: Use digital tools to produce and share writing.

## **CIVICS and GOVERNMENT STANDARDS 2021**

### **Standard 1: SS.7.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

- [SS.7.CG.1.2](#): Trace the principles underlying America's founding ideas on law and government.
- [SS.7.CG.1.4](#): Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.
- [SS.7.CG.1.6](#): Analyze the ideas and complaints set forth in the Declaration of Independence.
- [SS.7.CG.1.8](#): Explain the purpose of the Preamble to the U.S. Constitution.
- [SS.7.CG.1.9](#): Describe how the U.S. Constitution limits the powers of government through separation of powers, checks, and balances, individual rights, rule of law and due process of law.
- [SS.7.CG.1.11](#): Define the rule of law and recognize its influence on the development of legal, political, and governmental systems in the United States.

### **Standard 2: SS.7.CG.2 Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.**

- [SS.7.CG.2.1](#): Define the term "citizen," and explain the constitutional means of becoming a U.S. citizen.
- [SS.7.CG.2.2](#): Differentiate between obligations and responsibilities of U.S. citizenship, and evaluate their impact on society.
- [SS.7.CG.2.3](#): Identify and apply the rights contained in the Bill of Rights and other amendments to the U.S. Constitution.
- [SS.7.CG.2.8](#): Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- [SS.7.CG.2.9](#): Analyze media and political communications and identify examples of bias, symbolism, and propaganda.

### **Standard 3: SS.7.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.**

- [SS.7.CG.3.1](#): Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom, and a representative government.
- [SS.7.CG.3.2](#): Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.
- [SS.7.CG.3.3](#): Describe the structure and function of the three branches of government established in the U.S. Constitution.

- ❑ [SS.7.CG.3.4](#): Explain the relationship between state and national governments as written in Article IV of the U.S. Constitution.
- ❑ [SS.7.CG.3.5](#): Explain the amendment process outlined in Article V of the U.S. Constitution.
- ❑ [SS.7.CG.3.6](#): Analyze how the 13th, 14th, 15th, 19th, 24th and 26th Amendments broadened participation in the political process.
- ❑ [SS.7.CG.3.7](#): Explain the structure, functions, and processes of the legislative branch of government.
- ❑ [SS.7.CG.3.10](#): Identify sources and types of law.
- ❑ [SS.7.CG.3.11](#): Analyze the effects of landmark Supreme Court decisions on law, liberty, and the interpretation of the U.S. Constitution.

**Standard 4: [SS.7.CG.4](#) Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.**

- ❑ [SS.7.CG.4.2](#): Describe the United States' and citizen participation in international organizations.
- ❑ [SS.7.CG.4.3](#): Describe examples of the United States' actions and reactions in international conflicts.

## **CHARACTER STANDARDS 2021**

Standard 1: [HE.68.CE.1](#) Character Describe the benefits of compassion building and sustaining relationships.

- ❑ Discuss the impact of character on personal values and choices.

Standard 2: [HE.68.CE.2](#) Responsibility Analyze possible solutions to a problem to determine the best outcome for yourself and others.

- ❑ Construct a plan to organize and prioritize responsibilities while anticipating challenges.

Standard 3: [HE.68.CE.3](#) Success Skills Demonstrate empathy in a variety of contexts and situations. Identify how continuous learning leads to personal growth.

- ❑ Apply ethical and responsible decision-making that considers multiple perspectives.

Standard 4: [HE.68.CE.4](#) Trustworthiness Describe the benefits of kindness and trust on building and sustaining relationships.

Standard 5: [HE.68.CE.5](#) Respect Develop and apply conflict resolution skills in a variety of contexts.

- ❑ Analyze ways to pursue common goals as a part of a team or group.

Standard 6: [HE.68.CE.6](#) Citizenship Explain ways to apply leadership skills in the school and the community.

- ❑ Compare and contrast the benefits of abiding by and consequences of not abiding by school and community laws and rules.
- ❑ Discuss ways a leader can build trust of individuals and groups.

## **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
- The Rosewood Massacre
- Compare and contrast the tactics and the resulting destruction of property and loss of life between Rosewood and Ocoee violence events.
- Using the map of the United States and Florida students will identify cities, states, and local communities where African Americans experienced their property and lives being destroyed by white mobs.
- Guest speakers should be secured from Among local politicians.

## **Recommended Assessment**

- Essay writing Research paper Biography creation
- Creation of an accurate map of the cities where African Americans were attacked.
- Create accurate timeline of the Rosewood Ocoee and St Augustine attacks on unarmed African Americans.
- Critique the economic, human, and political impact of these attacks.

## **Resources/Bibliography/References**

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**<http://www.lbjlibrary.net/collections/selected-speeches/november-1963-1964/11-27-1963.html>**

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**“On Women’s Right to Vote” by Susan B. Anthony**

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<https://awpc.cattcenter.iastate.edu/2017/03/21/the-destructive-male-1868/> Retrieved 06/25/2021

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**“The sonnet-ballad” by Gwendolyn Brooks** <https://poets.org/poem/sonnet-ballad> Retrieved 06/25/2021.

**ELA.7. R.1.4, ELA.7. R.3.2**

**Freedom Walkers by Russell Freedman**

<https://shop.scholastic.com/teachers-ecommerce/teacher/books/freedom-walkers-9780545034449.html> Retrieved 06/25/2021.

**ELA.7. R.2.1, ELA.7. R.2.2, ELA.7. R.3.2**

**The Narrative of the Life of Frederick Douglass by Frederick Douglass**

<http://utc.iath.virginia.edu/abolitn/dougnarrhp.html> Retrieved 06/25/2021

**ELA.7. R.2.1, ELA.7. R.2.2, ELA.7. R.3.2, ELA.7. R.3.4**

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2. [http://www.accessmylibrary.com/coms2/summary\\_0286-5610957\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-5610957_ITM)
3. [http://www.accessmylibrary.com/coms2/summary\\_0286-5851632\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-5851632_ITM)
4. Video: “Ocoee: Legacy of the Election Day Massacre,” produced by Sandra Krasa and Bianca White, 2008 (27 minutes).
5. Book: James W. Loewen. *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>
6. <http://query.nytimes.com/gst/abstract.html?res=9C0DEFDA1E30E433A25756C0A9679D946195D6CF>
7. [http://www.accessmylibrary.com/coms2/summary\\_0286-5610957\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-5610957_ITM)
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9. Video: “Ocoee: Legacy of the Election Day Massacre,” produced by Sandra Krasa and Bianca White, 2008 (27 minutes).
10. Book: James W. Loewen. *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>
11. *NEGROES FLEE RIOT REGION.; Ocoee, Fla., Lacks Labor, Following Election Lynchings*. Nov. 5, 1920, <http://query.nytimes.com/gst/abstract.html?res=9C0DEFDA1E30E433A25756C0A9679D946195D6CF>

**FLDOE Resources to Foster Civic Literacy**

**Use CTRL Click to reach the embedded websites for each of the following resources:**

- ❑ [The American Presidency Project](#)
- ❑ [Avalon Project: The Federalist Papers](#)
- ❑ [Bill of Rights Institute: Founding Documents and Resources](#)
- ❑ [Civics Flash Cards for the Naturalization Test](#)
- ❑ [Citizenship Resource Center: Study for the Test](#)
- ❑ [Constitutional Sources Project](#)
- ❑ [The Florida Constitution](#)
- ❑ [The Gilder Lehrman Institute of American History](#)
- ❑ [Government Publishing Office: Ben's Guide to the U.S. Government](#)
- ❑ [iCivics](#)
- ❑ [Khan Academy: U.S. Government and Civics](#)
- ❑ [Library of Congress: Primary Documents in American History](#)
- ❑ [Lou Frey Institute: Civics360 CIVICS IN REAL LIFE](#)
- ❑ [National Archives: America's Founding Documents](#)
- ❑ [National Archives: Founders Online](#)
- ❑ [The Living Room Candidate](#)
- ❑ [United States Courts](#)

## African and African American History Theme

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

**Grades** 8

**Theme** Culture, Movement, Diaspora, and Florida's History until 1877

**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 Africa, 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.

### Essential Questions Grade 8

- ❑ 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?

## **B.E.S.T. ENGLISH LANGUAGE ARTS STANDARDS 2021**

### **8th Grade Reading**

#### **ELA.8. R.1 Reading Prose and Poetry**

- ❑ [ELA.8. R.1.1](#): Analyze the interaction between character development, setting, and plot in a literary text.
- ❑ [ELA.8. R.1.2](#): Analyze two or more themes and their development throughout a literary text.
- ❑ [ELA.8. R.1.3](#): Analyze how an author develops and individualizes the perspectives of different characters.
- ❑ [ELA.8. R.1.4](#): Analyze structure, sound, imagery, and figurative language in poetry.

#### **ELA.8. R.2 Reading Informational Text**

- ❑ [ELA.8. R.2.1](#): Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
- ❑ [ELA.8. R.2.2](#): Analyze two or more central ideas and their development throughout a text.
- ❑ [ELA.8. R.2.3](#): Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
- ❑ [ELA.8. R.2.4](#): Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

#### **ELA.8. R.3 Reading Across Genres**

- ❑ [ELA.8. R.3.1](#): Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
- ❑ [ELA.8. R.3.2](#): Paraphrase content from grade-level texts.
- ❑ [ELA.8. R.3.4](#): Explain how an author uses rhetorical devices to support or advance an appeal.
- ❑ [ELA.8. C.2.1](#): Present information orally, in a logical sequence, supporting the central idea with credible evidence.

#### **ELA.8. C.1 Communicating Through Writing**

- ❑ [ELA.8. C.1.2](#): Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.
- ❑ [ELA.8. C.1.3](#): Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.
- ❑ [ELA.8. C.1.4](#): Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.
- ❑ [ELA.8. C.1.5](#): Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.

#### **ELA.8. C.2 Communicating Orally**

- ❑ [ELA.8. C.2.1](#): Present information orally, in a logical sequence, supporting the central idea with credible evidence.

#### **ELA.8. C.4 Researching**

- ❑ [ELA.8. C.4.1](#): Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

#### **ELA.8. C.5 Creating and Collaborating**

- ❑ [ELA.8. C.5.1](#): Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

## **CIVICS and GOVERNMENT STANDARDS 2021**

### **GRADE 8**

#### **Standard 1: SS.8.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

- ❑ [SS.8.CG.1.1](#): Compare the views of Patriots, Loyalists, and other colonists on limits of government authority, inalienable rights, and resistance to tyranny.
- ❑ [SS.8.CG.1.2](#): Compare and contrast the 1838 Florida Constitution and 1868 Florida Constitution.
- ❑ [SS.8.CG.1.3](#): Explain the importance of the rule of law in the United States' constitutional republic.

#### **SS.8.CG.2 Evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.**

- ❑ [SS.8.CG.2.1](#): Identify the constitutional provisions for establishing citizenship.
- ❑ [SS.8.CG.2.2](#): Compare the responsibilities of citizens at the local, state, and national levels.
- ❑ [SS.8.CG.2.3](#): Analyze the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- ❑ [SS.8.CG.2.4](#): Explain how forms of civic and political participation changed from the colonial period through Reconstruction.
- ❑ [SS.8.CG.2.5](#): Analyze how the Bill of Rights guarantees civil rights and liberties to citizens. · Students will explain the meaning and purpose of each amendment in the Bill of Rights.
- ❑ [SS.8.CG.2.6](#): Evaluate how amendments to the U.S. Constitution expanded opportunities for civic participation through Reconstruction.

#### **Standard 3: SS.8.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.**

- ❑ [SS.8.CG.3.1](#) Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

## **CHARACTER EDUCATION STANDARDS 2021**

### **Standard 1: [HE.68.CE.1](#): Character**

- ❑ Describe the benefits of compassion building and sustaining relationships.
- ❑ Discuss the impact of character on personal values and choices.

### **Standard 2: [HE.68.CE.2](#): Responsibility**

- ❑ Analyze possible solutions to a problem to determine the best outcome for yourself and others.
- ❑ Construct a plan to organize and prioritize responsibilities while anticipating challenges.

### **Standard 3: [HE.68.CE.3](#): Success Skills**

- ❑ Demonstrate empathy in a variety of contexts and situations.
- ❑ Identify how continuous learning leads to personal growth.

- ❑ Apply ethical and responsible decision-making that considers multiple perspectives.

**Standard 4: [HE.68.CE.4: Trustworthiness](#)**

- ❑ Describe the benefits of kindness and trust on building and sustaining relationships.

**Standard 5: [HE.68.CE.5: Respect](#)**

- ❑ Develop and apply conflict resolution skills in a variety of contexts.
- ❑ Analyze ways to pursue common goals as a part of a team or group.

**Standard 6: [HE.68.CE.6: Citizenship](#)**

- ❑ Explain ways to apply leadership skills in the school and the community.
- ❑ Compare and contrast the benefits of abiding by and consequences of not abiding by school and community laws and rules.
- ❑ Discuss ways a leader can build trust of individuals and groups.

## **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 4<sup>th</sup> 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
- 1<sup>st</sup> Person Narrative Writing
- Creative Writing
- Responsive writing
- Creation of timeline with accurate dates, events a people involved.

## Resources/Bibliography/References

“Ain’t I a Woman?” by Sojourner Truth ELA.8. R.2.2, ELA.8. R.2.3, ELA.8. R.2.4, ELA.8. R.3.2, ELA.8. R.3.4

“Blessings of Liberty and Education” by Frederick Douglass ELA.8. R.2.2, ELA.8. R.2.3, ELA.8. R.2.4, ELA.8. R.3.2, ELA.8. R.3.

“Parsley” by Rita Dove ELA.8. R.1.1, ELA.8. R.1.2, ELA.8. R.1.4, ELA.8. R.3.1, ELA.8. R.3.2

“We Real Cool” by Gwendolyn Brooks ELA.8. R.1.2, ELA.8. R.1.4, ELA.8. R.3.1, ELA.8. R.3.2

“What Does American Democracy Mean to Me?” by Mary McLeod Bethune ELA.8. R.2.3, ELA.8. R.2.4, ELA.8. R.3.2, ELA.8. R.3.4

I Will Always Write Back by Caitlin and Liz Welch Alifirenka ELA.8. R.2.1, ELA.8. R.2.2, ELA.8. R.2.3, ELA.8. R.3.2

Long Walk to Freedom by Nelson Mandela ELA.8. R.2.1, ELA.8. R.2.2, ELA.8. R.3.2, ELA.8. R.3.4

Things Fall Apart by Chinua Achebe ELA.8. R.1.1, ELA.8. R.1.2, ELA.8. R.1.3, ELA.8. R.3.1, ELA.8. R.3.2, ELA.8. R.3.

### Civic Literacy Reading List

**These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades. They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.**

#### 6th-8th Grade

*A Kids’ Guide to the Bill of Rights: Curfews, Censorship and the 100- Pound Giant* Krull, Kathleen

*Alexander Hamilton: The Outsider* Fritz, Jean

*Democracy* Hurwitz, Sue

*Explaining America: The Federalist* Wills, Garry

*Government and Democracy* Ogden, Charlie

*Letters from an American Farmer* de Crèvecoeur, J. Hector St. John

*Lincoln: A Photobiography* Freedman, Russell

*Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787* Bowen, Catherine Drinker

*Narrative of the Life of Frederick Douglass*, Frederick

*The Democratic Process* Friedman, Mark

*The Rights of the Colonists* Adams, Samuel

*Words We Live by: Your Annotated Guide to the Constitution* Monk, Linda R.

*Supreme Court Cases* <https://www.oyez.org/> Use search box top right to locate the details for each of the following cases:

**Brown v. Board of Education (1954)**

Marbury v. Madison (1803)

Citizens United v. Federal Election Commission (2010)

McCulloch v. Maryland (1819)

**Dred Scott v. Sandford (1857)**

Miranda v. Arizona (1966)

Gideon v. Wainwright (1963)

**Plessy v. Ferguson (1896)**

Korematsu v. United States (1944)

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2. <http://www.hartford-hwp.com/archives/43a/102.html>
3. <http://memory.loc.gov/ammem/amlaw/louisianapurchase.html>
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5. [http://scholar.library.miami.edu/slaves/san\\_domingo\\_revolution/individual\\_essay/david.html](http://scholar.library.miami.edu/slaves/san_domingo_revolution/individual_essay/david.html)
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12. <http://www.historycentral.com/AfricanAmerican/RevoWar.html>
13. <https://oxfordaasc.com/page/photo-essay-african-americans-in-the-revolutionary-war>
14. <http://memory.loc.gov/ammem/aahtml/exhibit/aopart2b.html>
15. <http://www.pbs.org/wgbh/aia/tguide/2index.html>
16. <https://www.loc.gov/collections/?q=AFRICAN+AMERICAN>
17. <https://www.archives.gov/education/lessons/worksheets>
18. [http://chnm.gmu.edu/mcpstah/wordpress/wp-content/themes/tah/files/valenti\\_resource3.pdf](http://chnm.gmu.edu/mcpstah/wordpress/wp-content/themes/tah/files/valenti_resource3.pdf)
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20. <http://nationalhumanitiescenter.org/pds/maai/identity/text3/charlottefortenjournal.pdf>
21. <https://myfloridahistory.org/frontiers/radio/programs>
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23. <http://www.polk-fl.net/staff/teachers/tah/documents/floridaflavor/lessons/apdf>
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33. <https://www.floridamemory.com/learn/classroom/learning-units/cuban-revolution/>
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African and African American  
History  
Curriculum Frameworks  
Grades 9-12

## 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.
- : 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~~dates 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 Experiences 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 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, businesspeople, 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 United States of America and to the World-**

The contributions of Africans may have been lost in the history books, but careful examination of well documented evidence by Rogers (1991), Van Sertima (1990), and others show that Africans and African 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

Timeline of Civil Rights Leaders, Men and Women, by years and locations

## Recommended Assessment

- ❑ Graphic organizers
- ❑ Essay Writing
- ❑ Development of timelines with events, people, and impact

## Resources/Bibliography/References

1. **Ocoee Massacre Resources – Teaching the Ocoee Election Day Massacre is also mandated by Florida Statute HB 1213** passed by the Florida Legislature and signed into law by Gov. DeSantis. The bill directs the task force to find ways to include the 1920 massacre in African American history instruction. It also directs the Florida secretary of state to find ways to include the event in museum exhibits, and for other departments to use the names of the victims for state parks and facilities, as well as school facilities.
2. **NEGROES FLEE RIOT REGION.; Ocoee, Fla., Lacks Labor, Following Election Lynchings.** Nov. 5, 1920, <http://query.nytimes.com/gst/abstract.html?res=9C0DEFDA1E30E433A25756C0A9679D946195D6CF>
3. **OCOEE MASSACRE SPECIAL REPORT Orlando Sentinel** "Story of Ocoee Massacre finally being told - 100 years after it happened | Special Report" Stephen Hudak October 30, 2020
4. Official narrative of the terror for decades was obscured or excused by a whitewashing of facts <https://www.orlandosentinel.com/news/ocoe-massacre/os-ne-ocoe-what-happened-20201029-n3k7lqdbafg5re3qwxq2q3wnve-htmlstory.html>
5. **The History Center's sobering look at hatred -- and hope -- 100 years after Ocoee massacre** By [STEPHEN HUDAK](#) ORLANDO SENTINEL | OCT 05, 2020, AT 12:55 PM <https://www.orlandosentinel.com/news/orange-county/os-ne-ocoe-massacre-history-center-20201005-q3zevia3d5ch7bzzi7la6kbfrq-story.html>

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25. [http://www.educationworld.com/a\\_books/images/soldiers.jpg](http://www.educationworld.com/a_books/images/soldiers.jpg) Copy of the Honorable Discharge for Brister Baker, 1783, from Colored Patriots of the American Revolution, by William C. Nell
26. <http://memory.loc.gov/ammem/aaohml/exhibit/aopart2b.html>

## Civic Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades. They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

9th-12th Grade

*1838 Florida Constitution*

*Autobiography of Benjamin Franklin, Benjamin*

***Civil Disobedience Thoreau, Henry David***

***Commentaries on the Laws of England Blackstone, William Common Sense Paine, Thomas***

***Current Florida Constitution***

***Democracy in America* de Tocqueville, Alexis**

***English Declaration of Rights* Parliament of England**

***Federalist Papers* Hamilton, Alexander; Madison, James; and Jay, John**

***For the Equal Rights Amendment (1969)* Chisholm, Shirley**

***Land of Hope: An Invitation to the Great American Story* McClay, Wilford M.**

***Letter from Birmingham Jail* King, Martin Luther Jr.**

***Leviathan* Hobbes, Thomas**

***Magna Carta* King John of England and Archbishop of Canterbury Langton, Stephen**

***Mayflower Compact* Bradford, William**

***Notes on the Constitutional Convention* Madison, James**

***Out of Order: Stories from the History of the Supreme Court* O'Connor, Sandra Day**

***Second Inaugural Address (1865)* Lincoln, Abraham**

***Second Treatise on Government* Locke, John**

***Speech to Congress on Voting Rights (1965)* Johnson, Lyndon**

***The New Nationalism (1910)* Roosevelt, Theodore**

***The Republic* Plato**

***The Spirit of the Laws* Montesquieu**

***Virginia Declaration of Rights* Mason, George**

## Resources to Foster Civic Literacy

- [The American Presidency Project](#)
- [Avalon Project: The Federalist Papers](#)
- [Bill of Rights Institute: Founding Documents and Resources](#)
- [Civics Flash Cards for the Naturalization Test](#)
- [Citizenship Resource Center: Study for the Test](#)
- [Constitutional Sources Project](#)
- [The Florida Constitution](#)
- [The Gilder Lehrman Institute of American History](#)
- [Government Publishing Office: Ben's Guide to the U.S. Government](#)
- [iCivics](#)

- [Khan Academy: U.S. Government and Civics](#)
- [Library of Congress: Primary Documents in American History](#)
- [Lou Frey Institute: Civics360](#)
- [National Archives: America's Founding Documents](#)
- [National Archives: Founders Online](#)
- [The Living Room Candidate](#)
- [United States Courts](#)

# 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
- ❑ The building of the pyramids in Africa, including Giza, etc.
- ❑ The development of literature, sciences, medicine, and other areas.
- ❑ 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.

## **B.E.S.T. ENGLISH LANGUAGE ARTS PROPOSED STANDARDS 2021**

### **9th Grade Reading**

#### **ELA.9. R.1 Reading Prose and Poetry**

[ELA.9. R.1.1](#): Explain how key elements enhance or add layers of meaning and/or style in a literary text.

[ELA.9. R.1.2](#): Analyze universal themes and their development throughout a literary text.

[ELA.9. R.1.3](#): Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. [ELA.9.](#)

[R.1.4](#): Analyze the characters, structures, and themes of epic poetry.

#### **ELA.9. R.2 Reading Informational Text**

[LA.9. R.2.1](#): **Structure**: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

[ELA.9. R.2.2](#): **Central Idea**: Evaluate the support an author uses to develop the central idea(s) throughout a text.

[ELA.9. R.2.3](#): **Purpose and Perspective**: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.9. R.2.4](#): **Argument**: Compare the development of two opposing arguments on the same topic, evaluating the

effectiveness and validity of the claims.

**ELA.9. R.3 Reading Across Genres**

**ELA.9. R.3.1: Interpreting Figurative Language:** Explain how figurative language creates mood in text(s).

**ELA.9. R.3.2: Paraphrasing and Summarizing:** Paraphrase content from grade-level texts.

**ELA.9. R.3.3: Comparative Reading:** Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

**ELA.9. R.3.4: Understanding Rhetoric:** Explain an author's use of rhetoric in a text.

**ELA.9. C.1 Communication: Communicating Through Writing**

**ELA.9. C.1.2: Narrative Writing:** Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

**ELA.9. C.1.3: Argumentative Writing:** Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

**ELA.9. C.1.4: Expository Writing:** Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

**ELA.9. C.2 Communicating Orally**

**ELA.9. C.2.1: Oral Presentation:** Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

**ELA.9. C.4 Researching**

**ELA.9. C.4.1: Researching and Using Information:** Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

**ELA.9. C.5 Creating and Collaborating**

**ELA.9. C.5.1: Multimedia:** Create digital presentations with coherent ideas and a clear perspective.

## **CIVICS AND GOVERNMENT 2021 Grades 9-12**

**SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

- **SS.912.CG.1.1** Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- **SS.912.CG.1.2** Explain the influence of Enlightenment ideas on the Declaration of Independence.
- **SS.912.CG.1.4** Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

**Standard 2: SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government, and the political system.**

- ❑ [SS.912.CG.2.1](#) Explain the constitutional provisions that establish and affect citizenship.
- ❑ [SS.912.CG.2.2](#) Explain the importance of political and civic participation to the success of the United States' constitutional republic.
- ❑ [SS.912.CG.2.4](#) Evaluate, take, and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

**SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.**

- ❑ [SS.912.CG.4.1](#) Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States. Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- ❑ [SS.912.CG.4.2](#) Explain how the United States uses foreign policy to influence other nations.

**Content Civilization of the African Empires within the Context of Classical Civilization in Europe (ie., 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 CE

**Recommended Student Activities**

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

## **Recommended Teacher Activities**

- Use videos and YouTube to show content.
- Arrange debates on assigned issues.
- Use timelines with events and people.
- Invite local speakers.
- Assign topics for research and presentation of findings, use pairs.
- Use small groups to discuss and present on assigned issues.

## **Recommended Assessment**

- Graphic organizer creation
- Essay
- Use a matrix to score the debates.
- Use a matrix to score research topics assigned.
- Use quizzes to encourage students to read and prepare the materials.

## **Resources/Bibliography/References**

1. [http://factfinder.census.gov/servlet/DatasetMainPageServlet?\\_program=DEC&\\_submenuId=datasets\\_5&\\_lang=en&\\_ts=](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>
6. <http://allhiphop.com/stories/features/archive/2010/02/03/22115016.aspx>
7. <http://www.iocp.info/articles/The%20Louisiana%20Purchase%20Treaty.htm>
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10. <http://www.churchoftrueisrael.com/pgr/pgr-07.html>
11. [http://scholar.library.miami.edu/slaves/san\\_domingo\\_revolution/individual\\_essay/david.html](http://scholar.library.miami.edu/slaves/san_domingo_revolution/individual_essay/david.html)
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13. <http://www.pbs.org/wgbh/aia/part3/3h492t.html>
14. Botsch, Carol Sears, et.al. African Americans and the Palmetto State. Columbia, SC: South Carolina State Department of Education, 1994.
15. Divine, Robert A., T.H. Breen, George M. Fredrickson, R. Hal Williams, and Randy Roberts. The American Story. Next York:

Longman, 2002.

16. Stuckey, Sterling, and Linda Kerrigan Salvucci. Call to Freedom. Austin: Holt, Rinehart, and Winston, 2000.

17. [http://www.teachingushistory.org/lessons/early\\_labor.htm](http://www.teachingushistory.org/lessons/early_labor.htm)

18. <http://www.coloradocollege.edu/dept/hy/hy243ruiz/research/military.html>

19. <http://www.historycentral.com/AfricanAmerican/RevoWar.html>

20. [http://www.educationworld.com/a\\_books/images/soldiers.jpg](http://www.educationworld.com/a_books/images/soldiers.jpg) Copy of the Honorable Discharge for Brister Baker, 1783, from Colored Patriots of the American Revolution, by William C. Nell

21. <http://memory.loc.gov/ammem/aahtml/exhibit/aopart2b.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.

## Civics and Government 2021

**Standard 2:** Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government, and the political system.

- ❑ [SS.912.CG.2.11](#): Evaluate political communication for bias, factual accuracy, omission, and emotional appeal.

**Standard 3:** Demonstrate an understanding of the principles, functions, and organization of government.

- ❑ [SS.912.CG.3.1](#) Analyze how certain political ideologies conflict with the principles of freedom and democracy.

**Standard 4:** Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.

- ❑ [SS.912.CG.4.1](#): Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- ❑ [SS.912.CG.4.2](#): Explain how the United States uses foreign policy to influence other nations.

## **B.E.S.T. ENGLISH LANGUAGE ARTS STANDARDS 2021**

### **GRADE 11**

#### **Standard 1: Reading Prose and Poetry**

- ❑ [ELA.10. R.1.1](#): Analyze how key elements enhance or add layers of meaning and/or style in a literary text.
- ❑ [ELA.10. R.1.4](#): Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

#### **Standard 3: Reading Across Genres**

- ❑ [ELA.10. R.3.1](#): Analyze how figurative language creates mood in text(s).
- ❑ [ELA.10. R.3.2](#): Paraphrase content from grade-level texts
- ❑ [ELA.10. R.3.4](#): Analyze an author's use of rhetoric in a text.

#### **Standard 2: Communicating Orally**

- ❑ [ELA.10. C.2.1](#): Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

#### **Standard 3: Following Conventions**

- ❑ [ELA.10. C.3.1](#): Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

#### **Standard 4: Researching**

- ❑ [ELA.10. C.5.1](#): Create digital presentations to improve understanding of findings, reasoning, and evidence.

## **Standards for Civics and Government 2021**

### **Standard 1: SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

- ❑ [SS.912.CG.1.1](#): Examine how intellectual influences in primary documents contributed to the ideas in The Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- ❑ [SS.912.CG.1.2](#): Explain the influence of Enlightenment ideas on the Declaration of Independence.
- ❑ [SS.912.CG.1.4](#): Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
- ❑ [SS.912.CG.1.5](#): Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

### **Standard 2: SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government, and the political system.**

- ❑ [SS.912.CG.2.1](#): Explain the constitutional provisions that establish and affect citizenship.
- ❑ [SS.912.CG.2.2](#): Explain the importance of political and civic participation to the success of the United States' constitutional republic.
- ❑ [SS.912.CG.2.3](#): Explain the responsibilities of citizens at the local, state, and national levels.
- ❑ [SS.912.CG.2.4](#): Evaluate, take, and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

- ❑ [SS.912.CG.2.5](#): Analyze contemporary and historical examples of government-imposed restrictions on rights.
- ❑ [SS.912.CG.2.6](#): Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- ❑ [SS.912.CG.2.7](#): Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- ❑ [SS.912.CG.2.8](#): Explain the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.
- ❑ [SS.912.CG.2.10](#): Analyze factors that contribute to voter turnout in local, state, and national elections.
- ❑ [SS.912.CG.2.11](#): Evaluate political communication for bias, factual accuracy, omission, and emotional appeal.
- ❑ [SS.912.CG.2.12](#): Explain how interest groups, the media and public opinion influence local, state, and national decision-making related to public issues.
- ❑ [SS.912.CG.2.13](#): Analyze the influence and effects of various forms of media and the internet in political communication.

**Standard 3: SS.912.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.**

- ❑ [SS.912.CG.3.1](#): Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- ❑ [SS.912.CG.3.2](#): Explain how the U.S. Constitution safeguards and limits individual rights.
- ❑ [SS.912.CG.3.3](#): Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- ❑ [SS.912.CG.3.4](#): Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- ❑ [SS.912.CG.3.7](#): Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- ❑ [SS.912.CG.3.8](#): Describe the purpose and function of judicial review in the American constitutional government.
- ❑ [SS.912.CG.3.9](#): Compare the role of state and federal judges with other elected officials.
- ❑ [SS.912.CG.3.10](#): Analyze the levels and responsibilities of state and federal courts.
- ❑ [SS.912.CG.3.11](#): Evaluate how landmark Supreme Court decisions affect law, liberty, and the interpretation of the U.S. Constitution.
- ❑ [SS.912.CG.3.12](#): Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- ❑ [SS.912.CG.3.13](#): Explain how issues between Florida, other states and the national government are resolved.
- ❑ [SS.912.CG.3.14](#): Explain the judicial decision-making process in interpreting law at the state and national levels.
- ❑ [SS.912.CG.3.15](#): Explain how citizens are affected by the local, state, and national governments.

**Standard 4: SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.**

- ❑ [SS.912.CG.4.1](#): Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- ❑ [SS.912.CG.4.2](#): Explain how the United States uses foreign policy to influence other nations.

## **CHARACTER EDUCATION GRADE 10**

### **Standard 1: [HE. 912.CE.1](#) Character**

- ❑ Identify ways honesty and integrity can lead to success in school and in life.
- ❑ Analyze the importance of character and ethics on success. (Clarification: could include personal, academic, and professional success)

### **Standard 2: [HE. 912.CE.2](#) Responsibility**

- ❑ Analyze how and why an emotion or thought can influence actions in different contexts. (Clarification: contexts could be relationships, workplace, home, school, community)
- ❑ Evaluate strategies that assist with organization, managing stress and expectations.

### **Standard 3: [HE. 912.CE.3](#) Success Skills**

- ❑ Analyze situations and identify appropriate empathetic responses.
- ❑ Evaluate the effects of optimism versus pessimism on the ability to succeed and learn. Predict other perspectives to inform ethical and responsible decision-making.

### **Standard 4: [HE. 912.CE.4](#) Trustworthiness**

- ❑ Identify ways honesty and integrity can lead to success in school and in life.

### **Standard 5: [HE. 912.CE.5](#) Respect**

- ❑ Explain how to generate alternative solutions when solving problems or resolving conflict. Describe ways to anticipate, avoid and de-escalate conflicts.

### **Standard 6: [HE. 912.CE.6](#) Citizenship**

- ❑ Assess the impact of leadership skills in the school and the community.
- ❑ Analyze ways to participate in the democratic process through voting, advocating for beliefs and seeking leadership positions. Analyze ways a leader can inspire confidence and motivate others.

## **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 13<sup>th</sup> and 14<sup>th</sup> Amendments to the Constitution of the United States of America.
- ❑ The legal abolishment of slavery with the 15<sup>th</sup> 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
- ❑ **Brainstorming:** As a class, first brainstorm the concepts of liberty and identity. Discuss what they mean to different students.
- ❑ **KWL-** Activate prior knowledge: What do student know about African slaves to the Americas, and Cuban history and demographics: In a journal, in three columns, students can write what they **Know**, **want** to know, and **learned** each day of the Unit to be used as a formative assessment.
- ❑ **Hashtag Summary-** In journal, students create a hashtag summary of each stanza of Nancy Morejon’s “Muer Negra” poem to be used as summative assessment.
- ❑ **Create verses with other African terms** Give students a list of African terms and ask them to create original poetic lines with emphasis on the sound, not the meaning of their poems.
- ❑ **Think-Pair-Share** Students discuss the racial and national identity themes found in these poems and then relate them to events today.
- ❑ **Introduction to literary devices:** *Alliteration, anadiplosis, anaphora, free verse, metonymy, neologism, onomatopoeia, polyphony, refrain.* Assign a literary device to a triad or pair of students. Ask them to define it, then to create original verses of poetry illustrating the device. Then, the teams share out to the class and the class votes if the device is clearly presented or not. Use food incentives for winners of best original poetry.
- ❑ **Read out Loud.** For the first reading of each poem. Ask for volunteers to read the poem out load, or play an audio recording, first in

English, then in Spanish. Include Hispanic ELLs to read the Spanish versions.

- ❑ **Cite a poetic line and react.** Give students index cards and ask them to choose one poetic line, cite it on the card, and write a brief personal reaction to those words. Ask them to consider: *How did it make you feel? Did the poet communicate to you? What was the message? How can you relate that thought to your world?*
- ❑ **Cite a poetic line for analysis.** Give students index cards, and a list of literary devices found in the poems. Ask them to choose one, find an example in one of the poems, cite it on the card, and write a brief personal reaction explain the effect it has on the reader. Share with class for more complete analysis and fill in gaps as desired with whole group.
- ❑ **Recommended STUDENT ASSESSMENTS**
- ❑ **As summative assessment** - have students choose: Addressing multiple intelligences, ask students to sign up for one of the following: {create a Google Choice Board}
- ❑ **Act out/read aloud-** The “actors” of the class are to present by acting out and or reading aloud to interpret the mood and poetic voice. Ask them to prepare at home the night before by reciting in the mirror. Ask ELL students, or students studying Spanish to read the original Spanish version.
- ❑ **PowerPoint: Political History-** The “politician” will research origin and trajectory of fascism and communism. What role did the US have in the XX Century when relating to countries with authoritarian regimes?
- ❑ **Draw imagery-** The “artists” will draw, sketch, or paint any imagery found in the poems. Place around classroom and ask class to do a ‘gallery walk’ viewing each image.
- ❑ **Musical interpretation-** The “musicians” to come and interpret one of the two poems with their instruments.
- ❑ **PowerPoint: Oppression:** The “social activists” research how the Africans were oppressed in the Americas and by whom? Not just England and Spain! What examples of oppression were in place AFTER slavery was abolished?
- ❑ **Timeline-** The “historians” will create a timeline that record major events students need to understand the context of the poems.
- ❑ **African allusions-** “Researcher/digital creators” create PowerPoint to explain all African allusions found in both poems, and also show the demographic breakdown of the Cuban population.
- ❑ **Structure and type of language** the “architects/mathematicians” use- PowerPoint study of types of verb forms used and other structures and explain the effect on the reader.
- ❑ **Literary tropes-** The ‘dreamer” cite favorite rhetorical devices including imagery and explain your personal reaction.
  - ❑ Essay Writing
  - ❑ Campaign Creation
  - ❑ Create a timeline with events and impact on individuals and the world.
  - ❑ Create a blank map and ask students to fill in the country and the capitol city.
  - ❑ Assist students in developing a pictorial summary of the people discussed in the lessons.

## Recommended Teacher Activities

- ❑ Innovations of the Gilded Age
- ❑ Power of the Vote
- ❑ Reconstruction: Controlling African Americans Strange Fruit
- ❑ Pre-read/research: Cuban History, major events, figures, African slave migration from West Africa before the English settled Jamestown, to give these poems their proper context.
- ❑ Pre-teach totalitarian political systems ie: fascism and communism, instances of injustice in the XIX-XX Centuries that gave rise to socialist and communist ideology.

## Resources/Bibliography/References

### Book's list:

- ❑ Ortega, Julio, Pellón, Gustavo, & Gaspar, Martín. (2014) *Letras de Hispanoamérica*. (pp. 689-690) Boston: Vista Higher Learning, Inc.
- ❑ Rodríguez, Rodney T. (2004). *Momentos cumbre de las literaturas hispánicas*. (pp. 715-716) Upper Saddle River, NJ: Pearson Education, Inc.

### Website list:

- ❑ <http://www.blackinventor.com/pages/miriambenjamin.html>
- ❑ <http://www.blackinventor.com/pages/sarah-boone.html>
- ❑ <http://www.blackinventor.com/pages/charles-brooks.html>
- ❑ <http://www.blackinventor.com/pages/henry-brown.html>
- ❑ <http://www.blackinventor.com/pages/thomas-elkins.html>
- ❑ <http://www.blackinventor.com/pages/henry-faulkner.html>
- ❑ <http://www.blackinventor.com/pages/lewis-latimer.html>
- ❑ [http://www.finalcall.com/artman/publish/Perspectives\\_1/Willie\\_Lynch\\_letter\\_The\\_Making\\_of\\_a\\_Sl\\_ave.shtml/](http://www.finalcall.com/artman/publish/Perspectives_1/Willie_Lynch_letter_The_Making_of_a_Sl_ave.shtml/)
- ❑ <http://memory.loc.gov/ammem/aap/aappolit.html>
- ❑ <http://memory.loc.gov/learn/lessons/rec/rteach.html#overview>
- ❑ <http://memory.loc.gov/ammem/aap/timeline.html>
- ❑ <http://memory.loc.gov/ammem/aap/aappolit.html>
- ❑ <https://www.youtube.com/watch?v=B2ZZq8pqHXg>
- ❑ [Microsoft Word - Music Myth note.doc \(upenn.edu\)](#)
- ❑ [\\* Nancy Morejón: Mujer negra \[TRANSLATION\] | \(wordpress.com\)](#)
- ❑ <https://www.peoplegroups.org/explore/ClusterDetails.aspx?rop2=C0258>
- ❑ <https://www.youtube.com/watch?v=jAo35AhaMJ8>
- ❑ <https://cubaonthehorizon.cofc.edu/timeline-of-cuba-history/>

- <https://www.britannica.com/biography/Fulgencio-Batista>
- <https://www.britannica.com/place/Latin-America/Challenges-to-the-political-order>
- <https://www.upi.com/Archives/1955/12/09/Student-riots-in-Cuba-follow-pattern-that-overthrew-Machado/1091211244861/>

## 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.

## **B.E.S.T. ENGLISH LANGUAGE Standards**

### **11th Grade Reading**

#### **ELA.11. R.1 Reading Prose and Poetry**

- ❑ [ELA.11. R.1.1](#): Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.
- ❑ [ELA.11. R.1.2](#): Track and analyze universal themes in literary texts from different times and places.
- ❑ [ELA.11. R.1.3](#): Analyze the author's choices in using juxtaposition to define character perspective.
- ❑ [ELA.11. R.1.4](#): Analyze ways in which poetry reflects themes and issues of its time.

### **ELA.11. R.2 Reading Informational Text**

- ❑ [ELA.11. R.2.1](#): Evaluate the structure(s) and features in texts.
- ❑ [ELA.11. R.2.4](#): Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

### **ELA.11. R.3 Reading Across Genres**

- ❑ [ELA.11. R.3.1](#): Analyze the author's use of figurative language and explain examples of allegory.
- ❑ [ELA.11. R.3.2](#): Paraphrase content from grade-level texts
- ❑ [ELA.11. R.3.3](#): Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time.
- ❑ [ELA.11. R.3.4](#): Evaluate an author's use of rhetoric in text.

### **ELA.11. C.1 Communicating Through Writing**

- ❑ [ELA.11. C.1.2](#): Write complex narratives using appropriate techniques to establish multiple perspectives.
- ❑ [ELA.11. C.1.3](#): Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.
- ❑ [ELA.11. C.1.4](#): Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

### **ELA.11. C.2 Communicating Orally**

- ❑ [ELA.11. C.2.1](#): Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

### **ELA.11. C.4 Researching**

- ❑ [ELA.11. C.4.1](#): Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.

### **ELA.11. C.5 Creating and Collaborating**

- ❑ [ELA.11. C.5.1](#): Create digital presentations to improve the experience of the audience.
- ❑ [ELA.11. C.5.2](#): Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

### **Vocabulary ELA.11. V.1 Finding Meaning**

- ❑ [ELA.11. V.1.1](#): Integrate academic vocabulary appropriate to grade level in speaking and writing.
- ❑ [ELA.11. V.1.3](#): Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

## **Civics and Government Standards 11th Grade**

### **Standard 1: SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

- ❑ [SS.912.CG.1.5](#): Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

### **Standard 2: SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government, and the political system.**

- ❑ [SS.912.CG.2.1](#): Explain the constitutional provisions that establish and affect citizenship.
- ❑ [SS.912.CG.2.2](#): Explain the importance of political and civic participation to the success of the United States' constitutional republic.
- ❑ [SS.912.CG.2.3](#): Explain the responsibilities of citizens at the local, state, and national levels.
- ❑ [SS.912.CG.2.4](#): Evaluate, take, and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
- ❑ [SS.912.CG.2.5](#): Analyze contemporary and historical examples of government-imposed restrictions on rights.
- ❑ [SS.912.CG.2.6](#): Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- ❑ [SS.912.CG.2.7](#): Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- ❑ [SS.912.CG.2.8](#): Explain the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.
- ❑ [SS.912.CG.2.10](#): Analyze factors that contribute to voter turnout in local, state, and national elections.
- ❑ [SS.912.CG.2.11](#): Evaluate political communication for bias, factual accuracy, omission, and emotional appeal.
- ❑ [SS.912.CG.2.12](#): Explain how interest groups, the media and public opinion influence local, state, and national decision-making related to public issues.
- ❑ [SS.912.CG.2.13](#): Analyze the influence and effects of various forms of media and the internet in political communication.

### **Standard 3: SS.912.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.**

- ❑ [SS.912.CG.3.1](#): Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- ❑ [SS.912.CG.3.2](#): Explain how the U.S. Constitution safeguards and limits individual rights.
- ❑ [SS.912.CG.3.6](#): Explain expressed, implied, concurrent, and reserved powers in the U.S. Constitution.
- ❑ [SS.912.CG.3.7](#): Analyze the structures, functions and processes of the judicial branch as described in Article III of the

U.S. Constitution.

- ❑ [SS.912.CG.3.8](#): Describe the purpose and function of judicial review in the American constitutional government.
- ❑ [SS.912.CG.3.11](#): Evaluate how landmark Supreme Court decisions affect law, liberty, and the interpretation of the U.S. Constitution.
- ❑ [SS.912.CG.3.13](#): Explain how issues between Florida, other states and the national government are resolved.

**Standard 4: SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.**

- ❑ [SS.912.CG.4.2](#): Explain how the United States uses foreign policy to influence other nations.

## **CHARACTER EDUCATION GRADES 11**

**Standard 1: [HE. 912.CE.1](#) Character**

Identify ways honesty and integrity can lead to success in school and in life.

Analyze the importance of character and ethics on success. (Clarification: could include personal, academic, and professional success)

**Standard 2: [HE. 912.CE.2](#) Responsibility**

Analyze how and why an emotion or thought can influence actions in different contexts. (Clarification: contexts could be relationships, workplace, home, school, community)

Evaluate strategies that assist with organization, managing stress and expectations.

**Standard 3: [HE. 912.CE.3](#) Success Skills**

Analyze situations and identify appropriate empathetic responses.

Evaluate the effects of optimism versus pessimism on the ability to succeed and learn. Predict other perspectives to inform ethical and responsible decision-making.

**Standard 4: [HE. 912.CE.4](#) Trustworthiness**

Identify ways honesty and integrity can lead to success in school and in life.

**Standard 5: [HE. 912.CE.5](#) Respect**

Explain how to generate alternative solutions when solving problems or resolving conflict. Describe ways to anticipate, avoid and de-escalate conflicts.

**Standard 6: [HE. 912.CE.6](#) Citizenship**

Assess the impact of leadership skills in the school and the community.

Analyze ways to participate in the democratic process through voting, advocating for beliefs and seeking leadership

positions. Analyze ways a leader can inspire confidence and motivate others.

## **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 Ku 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
- ❑ Class presentation of assigned cases.

- ❑ Develop a timeline of people and places in the civil rights era.

### **Recommended Teacher Activities**

- ❑ A Conversation With...
- ❑ Art and Poetry of the Harlem Renaissance
- ❑ Hitler's Template: The Jim Crow and Nuremberg Laws
- ❑ Invite local civil rights lawyers.
- ❑ Engage student in "Moot Court" so they learn the legal processes.
- ❑ Understand the Universal Declaration of Human Rights (Video) plus discussion

### **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**

#### **SAMPLE TEXTS BY STANDARD**

"To the Public" by William Lloyd Garrison ELA.11. R.2.4, ELA.11. R.2.4, ELA.11. R.3.2, ELA.11. R.3.4

"We Wear the Mask" by Paul Dunbar ELA.11. R.1.2, ELA.11. R.1.4, ELA.11. R.3.2

Are Women People? by Alice Miller ELA.11. R.1.2, ELA.11. R.1.4, ELA.11. R.3.2, ELA.11. R.3.4

- ❑ [www.webdubois.org](http://www.webdubois.org)
- ❑ [www.notablebiographies.com](http://www.notablebiographies.com)
- ❑ [www.landandfreedom.org/ushistory/us15.htm](http://www.landandfreedom.org/ushistory/us15.htm)
- ❑ [www.civilwarhome.com/sherbio.htm](http://www.civilwarhome.com/sherbio.htm)
- ❑ [www.pbs.org/stantonanthony/](http://www.pbs.org/stantonanthony/)
- ❑ [www.sojournertruthmemorial.org/history.html](http://www.sojournertruthmemorial.org/history.html)
- ❑ [www.harriettubman.com/cwood.html](http://www.harriettubman.com/cwood.html)
- ❑ [www.nyhistory.com/harriettubman/life.htm](http://www.nyhistory.com/harriettubman/life.htm)
- ❑ [www.strangefruit.org/](http://www.strangefruit.org/)
- ❑ [www.lkwdpl.org/wihohio/anth-sus.htm](http://www.lkwdpl.org/wihohio/anth-sus.htm)
- ❑ [www.digital.library.upenn.edu/women/truth/1850/1850.html](http://www.digital.library.upenn.edu/women/truth/1850/1850.html)

- ❑ [www.library.csi.cuny.edu/dept/history/lavender/wells.html](http://www.library.csi.cuny.edu/dept/history/lavender/wells.html)
- ❑ [www.greatwomen.org/women.php?action=viewone@id=167](http://www.greatwomen.org/women.php?action=viewone@id=167)
- ❑ [www.pbs.org/wnet/jimcrow/stories\\_people\\_wells.html](http://www.pbs.org/wnet/jimcrow/stories_people_wells.html)
- ❑ <http://www.poets.org/poet.php/prmPID/83>
- ❑ [http://www.csus.edu/owl/index/mla/mla\\_format.htm](http://www.csus.edu/owl/index/mla/mla_format.htm)
- ❑ [http://www.csus.edu/owl/index/mla/mla\\_reference.htm](http://www.csus.edu/owl/index/mla/mla_reference.htm)
- ❑ <http://www.thedailybeast.com/Nextsweek/galleries/2008/01/16/photos-segregation-in-america.html>
- ❑ <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.

## **B.E.S.T. ENGLISH Language Arts Florida Standards GRADE 12**

### **12th Grade Reading**

#### **ELA.12. R.1 Reading Prose and Poetry Literary Elements**

[ELA.12. R.1.1](#): Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.

[ELA.12. R.1.2](#): Analyze two or more themes and evaluate their development throughout a literary text.

[ELA.12. R.1.3](#): Evaluate the development of character perspective, including conflicting perspectives.

[ELA.12. R.1.4](#): Evaluate works of major poets in their historical context.

#### **ELA.12. R.2 Reading Informational Text**

[ELA.12. R.2.1](#): Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

[ELA.12. R.2.2](#): Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

[ELA.12. R.2.3](#): Evaluate an author's choices in establishing and achieving purpose(s).

[ELA.12. R.2.4](#): Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

#### **ELA.12. R.3 Reading Across Genres**

[ELA.12. R.3.1](#): Evaluate an author's use of figurative language.

[ELA.12. R.3.2](#): Paraphrase content from grade-level texts.

[ELA.12. R.3.3](#): Analyze the influence of classic literature on contemporary world texts.

[ELA.12. R.3.4](#): Evaluate rhetorical choices across multiple texts.

#### **ELA.12. C.1 Communicating Through Writing**

[ELA.12. C.1.2](#): Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

**ELA.12. C.1.3:** Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

**ELA.12. C.1.4:** Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

**ELA.12. C.1.5:** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.

#### **ELA.12. C.2 Communicating Orally**

**ELA.12. C.2.1:** Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

#### **ELA.12. C.4 Researching**

**ELA.12. C.4.1:** Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.

#### **ELA.12. C.5 Creating and Collaborating**

**ELA.12. C.5.1:** Design and evaluate digital presentations for effectiveness.

**ELA.12. C.5.2:** Create, publish, and share multimedia texts through a variety of digital formats.

#### **Vocabulary ELA.12. V.1 Finding Meaning**

**ELA.12. V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

**ELA.12. V.1.3:** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

## **Civics and Government Standards 2021**

**Standard 1: SS.912.CG.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.**

- ❑ **SS.912.CG.1.1:** Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- ❑ **SS.912.CG.1.4:** Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
- ❑ **SS.912.CG.1.5:** Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

**Standard 2: SS.912.CG.2 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government, and the political system.**

- ❑ [SS.912.CG.2.1](#): Explain the constitutional provisions that establish and affect citizenship.
- ❑ [SS.912.CG.2.2](#): Explain the importance of political and civic participation to the success of the United States' constitutional republic.
- ❑ [SS.912.CG.2.3](#): Explain the responsibilities of citizens at the local, state, and national levels.
- ❑ [SS.912.CG.2.4](#): Evaluate, take, and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
- ❑ [SS.912.CG.2.5](#): Analyze contemporary and historical examples of government-imposed restrictions on rights.
- ❑ [SS.912.CG.2.6](#): Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
- ❑ [SS.912.CG.2.7](#): Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- ❑ [SS.912.CG.2.8](#): Explain the impact of political parties, interest groups, media, and individuals on determining and shaping public policy.
- ❑ [SS.912.CG.2.10](#): Analyze factors that contribute to voter turnout in local, state, and national elections.
- ❑ [SS.912.CG.2.11](#): Evaluate political communication for bias, factual accuracy, omission, and emotional appeal.
- ❑ [SS.912.CG.2.12](#): Explain how interest groups, the media and public opinion influence local, state, and national decision-making related to public issues.
- ❑ [SS.912.CG.2.13](#): Analyze the influence and effects of various forms of media and the internet in political communication.

**Standard 3: SS.912.CG.3 Demonstrate an understanding of the principles, functions, and organization of government.**

- ❑ [SS.912.CG.3.1](#): Analyze how certain political ideologies conflict with the principles of freedom and democracy.
- ❑ [SS.912.CG.3.2](#): Explain how the U.S. Constitution safeguards and limits individual rights.
- ❑ [SS.912.CG.3.3](#): Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
- ❑ [SS.912.CG.3.4](#): Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
- ❑ [SS.912.CG.3.6](#): Explain expressed, implied, concurrent, and reserved powers in the U.S. Constitution.
- ❑ [SS.912.CG.3.7](#): Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
- ❑ [SS.912.CG.3.8](#): Describe the purpose and function of judicial review in the American constitutional government.
- ❑ [SS.912.CG.3.11](#): Evaluate how landmark Supreme Court decisions affect law, liberty, and the interpretation of the U.S. Constitution.
- ❑ [SS.912.CG.3.12](#): Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
- ❑ [SS.912.CG.3.15](#): Explain how citizens are affected by the local, state, and national governments.

**Standard 4: SS.912.CG.4 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.**

- ❑ [SS.912.CG.4.1](#): Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the

United States.

## **CHARACTER EDUCATION 2021**

### **Standard 1: [HE. 912.CE.1](#) Character**

Identify ways honesty and integrity can lead to success in school and in life.

Analyze the importance of character and ethics on success. (Clarification: could include personal, academic, and professional success)

### **Standard 2: [HE. 912.CE.2](#) Responsibility**

Analyze how and why an emotion or thought can influence actions in different contexts. (Clarification: contexts could be relationships, workplace, home, school, community)

Evaluate strategies that assist with organization, managing stress and expectations.

### **Standard 3: [HE. 912.CE.3](#) Success Skills**

Analyze situations and identify appropriate empathetic responses.

Evaluate the effects of optimism versus pessimism on the ability to succeed and learn. Predict other perspectives to inform ethical and responsible decision-making.

### **Standard 4: [HE. 912.CE.4](#) Trustworthiness**

Identify ways honesty and integrity can lead to success in school and in life.

### **Standard 5: [HE. 912.CE.5](#) Respect**

Explain how to generate alternative solutions when solving problems or resolving conflict. Describe ways to anticipate, avoid and de-escalate conflicts.

### **Standard 6: [HE. 912.CE.6](#) Citizenship**

Assess the impact of leadership skills in the school and the community.

Analyze ways to participate in the democratic process through voting, advocating for beliefs and seeking leadership positions. Analyze ways a leader can inspire confidence and motivate others.

## **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
- ❑ 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**

### **SAMPLE TEXTS BY STANDARDS**

*HEART OF DARKNESS* Conrad, Joseph ELA.12.1.1, ELA.12. R.1.2, ELA, 12.R.1.3, ELA.12. R.3.1, ELA.12. R.3.2

*POETRY OF LANGSTON HUGHES*, Langston ELA.12.1.1, ELA.12. R.1.2, ELA, 12.R.1.3, ELA.12. R.1.4, ELA.12. R.3.1, ELA.12. R.3.2

*POETRY OF PHILLIS WHEATLEY*, Phillis ELA.12.1.1, ELA.12. R.1.2, ELA, ELA.12. R.1.4, ELA.12. R.3.2

- ❑ <http://memory.loc.gov/learn/lessons/rec/rteach.html#overview>
- ❑ <http://memory.loc.gov/ammem/aap/timeline.html>
- ❑ <http://memory.loc.gov/ammem/aap/aappolit.html>
- ❑ The History Center's recent publication with articles - [https://www.thehistorycenter.org/wp-content/uploads/2021/04/Spring2021\\_Reflections.pdf](https://www.thehistorycenter.org/wp-content/uploads/2021/04/Spring2021_Reflections.pdf)
  
- ❑ **“A World Apart Two Black Communities in Central Florida” pp. 8-11**
- ❑ “Early Roots of Oppression” p. 12
- ❑ **Orlando History Museum Ocoee Massacre exhibit with multiple video resources**  
<https://www.thehistorycenter.org/exhibition/the-ocoee-massacre/>
- ❑ Orlando TV station documentary: <https://www.wftv.com/news/ocoee-massacre-documentary-film/374fd241-419a-43e7-95ff-4ed007a48d50/>

**Ocoee Massacre full site with multiple resources CTRL CLICK TO ACCESS THESE LINKS/RESOURCES**

**Podcast** <https://www.wftv.com/ocoee/massacre-landing/>

**AFRICAN AMERICAN Primary Sources: Primary Source Databases**

<https://guides.library.yale.edu/afam>

### **CIVIL RIGHTS MOVEMENT AND ERA**

<https://guides.library.yale.edu/c.php?g=295879&p=1972794>

**SPECIAL COLLECTIONS** <https://guides.library.yale.edu/c.php?g=295879&p=7645418>

**African American Civil Rights: From Reconstruction to Right Now** YALE ALUMNI ACADEMY The evolution of this nation toward freedom and equality for all is a story full of tension, turmoil, and triumphs. From the end of the U.S. Civil War to our present-day times.

**The Voices of Democracy project** promotes the study of great speeches and debates in U.S. history. The emphasis of the project is on the actual words of those who have defined the country's guiding principles, debated controversial social

and political issues, and shaped the identity and character of the American people. With a view toward reinvigorating the humanistic study of U.S. oratory, the Voices of Democracy project aims to foster understanding of the nation's principles and history and promote civic engagement among scholars, teachers, and students. Archive for category: Civil Rights

<https://voicesofdemocracy.umd.edu/category/topics/civil-rights/>

**CIVIL RIGHTS IN THE U.S. RESOURCES ON MOVEMENTS FOR CHANGE IN THE**

**U.S. FOR K-12 HUMANITIES CLASSROOMS** [EDSITEMENT.NEH.GOV](https://edsitement.neh.gov/) [Have a Dream: The Vision of Martin Luther King, Jr.](#)

### **The Music of African American History**

[The Green Book: African American Experiences of Travel and Place in the U.S.](#) [BackStory: Legislation Impossible - The Civil Rights Act of 1964](#)

[Competing Voices of the Civil Rights Movement](#)

[Birth of a Nation, the NAACP, and Civil Rights](#)

[Lesson 1: Martin Luther King, Jr., and Nonviolent Resistance](#)

## **LEARNING FOR JUSTICE Civil Rights History Instruction FILM KITS available**

Prompted by reports showing that American students knew little about the modern civil rights movement, Learning for Justice launched an investigation into the social studies standard's states expected teachers to teach and students to learn. We found that few states emphasize the movement or provide classroom support for teaching this history effectively.

<https://www.learningforjustice.org/frameworks/the-march-continues>

**MISSISSIPPI FREEDOM SUMMER** A Chronicle of Freedom: Freedom Summer Collections at the Mississippi Department of Archives and History Dorian Randall Mississippi Department of Archives and History

<https://aquila.usm.edu/cgi/viewcontent.cgi?article=1002&context=theprimarysource>

**We shall not be denied: WOMEN FIGHT FOR THE VOTE** The campaign for women's voting rights lasted more than seven decades.

**The African American Mosaic** A Library of Congress Resource Guide for the Study of Black History & Culture

<https://www.loc.gov/exhibits/african/>

**The African American Odyssey: A Quest for Full Citizenship** *the African American Odyssey: A Quest for Full Citizenship*, explored black America's quest for equality from the early national period through the twentieth century.

**The Civil Rights Act of 1964: A Long Struggle for Freedom** commemorates the fiftieth anniversary of the landmark Civil Rights Act of 1964, explores the events that shaped the civil rights movement. Audiovisual stations throughout the exhibition present archival footage of the era, as well as contemporary interviews with civil rights leaders and activists reflecting on the civil rights era. <https://www.loc.gov/exhibits/civil-rights-act/index.html>

**A Day Like No Other: Commemorating the 50th Anniversary of the March on Washington** the black and white photographs in this exhibition, drawn from the Prints and Photographs Division of the Library of Congress, portray the entire day of the march from multiple viewpoints as experienced by independent photographers and photojournalists.

<https://www.loc.gov/exhibits/march-on-washington/overview.html>

**"With an Even Hand" BROWN v. BOARD AT 50** is divided into three sections. The exhibition examines precedent-setting court cases that laid the groundwork for the *Brown v. Board* decision, <https://www.loc.gov/exhibits/brown/brown-overview.html>

**LIBRARY OF CONGRESS CLASSROOM MATERIALS**

<https://www.loc.gov/programs/teachers/classroom-materials/>

**PRIMARY RESOURCES SETS** <https://www.loc.gov/programs/teachers/classroom-materials/primary-source-sets/>  
**CIVIL WAR DEPICTIONS OF AFRICAN AMERICANS IN THE WAR EFFORT**  
<https://www.loc.gov/classroom-materials/civil-war-images-depictions-of-african-americans-in-the-war-effort/>  
**THE CIVIL WAR THE NATION MOVES TOWARDS WAR 1850-1861** <https://www.loc.gov/classroom-materials/civil-war-the-nation-moves-towards-war-1850-to-1861/>

**CIVIL WAR MUSIC** <https://www.loc.gov/classroom-materials/civil-war-music/>

**CIVIL WAR PHOTOGRAPHS NEW TECHNOLOGIES AND NEW USERS** <https://www.loc.gov/classroom-materials/civil-war-photographs-new-technologies-and-new-uses/>

**DUST BOWL MIGRATION** <https://www.loc.gov/classroom-materials/dust-bowl-migration/>

**THE HARLEM RENAISSANCE** <https://www.loc.gov/classroom-materials/harlem-renaissance/>

**IMMIGRATION CHALLENGES FOR NEW AMERICANS** <https://www.loc.gov/classroom-materials/immigration-challenges-for-new-americans/>

**JIM CROW AND SEGREGATION THE NAACP: A CENTURY IN THE FIGHT FOR FREEDOM**

<https://www.loc.gov/classroom-materials/naacp-a-century-in-the-fight-for-freedom/>

**THE NEW DEAL** <https://www.loc.gov/classroom-materials/new-deal/>

**PRESIDENTIAL SPEECHES** <https://www.loc.gov/classroom-materials/presidential-speeches/>

**FLORIDA: SELECTED LIBRARY OF PRIMARY SOURCES** <https://www.loc.gov/classroom-materials/usa-florida/>

**VETERANS' STORIES: THE STRUGGLE FOR PARTICIPATION** <https://www.loc.gov/classroom-materials/veterans-stories-struggles-for-participation/>

**WESTWARD EXPANSION: ENCOUNTERS AT A CULTURAL CROSSROADS** <https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/>

**WOMEN'S SUFFRAGE** <https://www.loc.gov/classroom-materials/womens-suffrage/>

**WORLD WAR I** <https://www.loc.gov/classroom-materials/world-war-i/>

**SNCC Gateway Conversations** As a part of the collaboration between the SNCC Legacy Project and Duke University,  
<https://snccdigital.org/resources/gateway-conversations/>

**NATIONAL MEMORIAL FOR PEACE AND JUSTICE**

**NATIONAL MEMORIAL FOR PEACE AND JUSTICE RESOURCES** <https://museumandmemorial.eji.org/resources>

**THE LEGACY MUSEUM: FROM ENSLAVEMENT TO MASS INCARCERATION** <https://museumandmemorial.eji.org/museum>

**LYNCHING IN AMERICA <https://lynchinginamerica.eji.org/report/>**

**CIVIL RIGHTS IN THE U.S. RESOURCES ON MOVEMENTS FOR CHANGE IN THE U.S. FOR K-12 HUMANITIES CLASSROOMS EDSITEMENT.NEH.GOV**

**I Have a Dream: The Vision of Martin Luther King, Jr.**

**The Music of African American History**

[The Green Book: African American Experiences of Travel and Place in the U.S. BackStory: Legislation Impossible - The Civil Rights Act of 1964](#)

[Competing Voices of the Civil Rights Movement](#)

[Birth of a Nation, the NAACP, and Civil Rights](#)

[Lesson 1: Martin Luther King, Jr., and Nonviolent Resistance](#)

[Asian American & Pacific Islander Perspectives within Humanities Education](#)  
[Civil Rights and the Cold War](#)  
[Voices of Democracy: Women Leaders of the Civil Rights Struggle](#)  
<https://edsitement.neh.gov/>

## **TEACH ROCK RESOURCES - MUSIC AND HISTORY AND CULTURE, STEM AND MUCH MORE!**

<https://teachrock.org/login/> <https://teachrock.org/about/>  
***Soundtracks: Songs That Defined History***, <https://teachrock.org/book/soundtracks-songs-that-defined-history/>  
<https://teachrock.org/rumble>  
<https://teachrock.org/lesson/the-banjo-slavery-and-the-abolition-debate/>  
<https://teachrock.org/lesson/singing-democracy-during-the-second-great-awakening/>  
<https://teachrock.org/book/birth-of-rock/>  
<https://teachrock.org/book/book-5-music-across-classrooms/>

**CONGRESS AND THE VOTING RIGHTS ACT 1965** <https://www.archives.gov/legislative/features/voting-rights-1965>

**BLACK LEADERS OF THE CIVIL RIGHTS MOVEMENT** <https://www.georgiaencyclopedia.org/special-collections/black-leaders-civil-rights-movement>

**ALICE WALKER AND *THE COLOR PURPLE*** <https://www.georgiaencyclopedia.org/articles/arts-culture/color-purple>

**THE FLORIDA MEMORY CLASSROOM** is designed to help teachers and students use photographs, documents, sound recordings and film footage from the State Library and Archives of Florida to explore history.

- ❑ **SEARCH THIS SITE - MANY RESOURCES** <https://www.floridamemory.com/learn/classroom/>
- ❑ **THE FLORIDA SEMINOLES** <https://www.floridamemory.com/learn/classroom/learning-units/seminoles/>
- ❑ **FLORIDA IN THE CIVIL WAR** <https://www.floridamemory.com/learn/classroom/learning-units/civil-war/>
- ❑ **MARY MCLEOD BETHUNE** <https://www.floridamemory.com/learn/classroom/learning-units/mary-mcleod-bethune/>

- ❑ **ZORA NEALE HURSTON AND THE WPA IN FLORIDA** <https://www.floridamemory.com/learn/classroom/learning-units/zora-neale-hurston/>
- ❑ **FLORIDA DURING WWII** <https://www.floridamemory.com/learn/classroom/learning-units/wwii/>
- ❑ **THE CIVIL RIGHTS MOVEMENT IN FLORIDA** <https://www.floridamemory.com/learn/classroom/learning-units/civil-rights/>
- ❑ **THE CUBAN EXPERIENCE IN FLORIDA: REVOLUTION AND EXODUS** <https://www.floridamemory.com/learn/classroom/learning-units/cuban-revolution/>

**FLORIDA HISTORY ONLINE – examine this site for many areas that will benefit students.**

<https://www.unf.edu/floridahistoryonline/Projects/Proj-B-P.html>

**FLORIDA HISTORY RESOURCES: Digital Resources on Florida - examine this site for many areas that will benefit students** <https://guides.uflib.ufl.edu/floridahistory/digitalcoll>

**AFRICAN AMERICAN ARCHIVES AND MUSEUMS (FLORIDA RELATED) THESE LINKS ARE LIVE! CTRL AND CLICK**

- ❑ [Florida Black History Month - Black History Month Committee](#)
- ❑ [Black History Heritage Trail - 2020 News Article](#)
- ❑ [Florida African American Heritage Preservation Network](#)
- ❑ [Civil Rights Library of St. Augustine \(Flagler College\)](#)
- ❑ [Accord Freedom Trail](#)
- ❑ [Harry T. and Harriette V. Moore Memorial Park Site](#)
- ❑ [Lincolnton Museum and Cultural Center](#)
- ❑ [Fort Mose Historical Society](#)
- ❑ [FAMU Digital Archives](#)
- ❑ [James Wheldon Johnson Papers \(Yale\)](#)
- ❑ [Mary McLeod Bethune \(Guide to the Papers\)](#)
- ❑ [Eartha M.M. White Papers \(UNF\)](#)
- ❑ [A. Quinn Jones Papers \(UF\)](#)
- ❑ [State Archives - Florida Civil Rights Movement](#)
- ❑ [NAACP - Florida State Conference](#)

- ❑ [Mary McLeod Bethune Foundation](#)
- ❑ [Florida's African American History - Museums and Sites](#)
- ❑ [USF Africana Heritage Project](#)
- ❑ [Remembering Rosewood](#)
- ❑ [USF Archive on Dozier School for Boys](#)

**NATIONAL ARCHIVES Find & Use Activities** crafted by educators using documents from the National Archives – SORT BY TIME PERIOD OR TOPIC <https://www.docsteach.org/activities/activities>

- ❑ **NATIONAL ARCHIVES AMENDING AMERICA EXHIBIT** <https://www.docsteach.org/topics/amendments>
- ❑ **NATIONAL ARCHIVES RIGHTS IN AMERICA** <https://www.docsteach.org/topics/rights>
- ❑ **NATIONAL ARCHIVES ACTIVITY TOOLS:** Turn your students into historians with primary source-based activities. Provide them the unique web address for an activity or compile a Classroom full of activities.  
<https://www.docsteach.org/tools>

**NATIONAL MUSEUM OF AFRICAN AMERICAN CULTURE & HISTORY** <https://nmaahc.si.edu/>

**NATIONAL MUSEUM OF AFRICAN AMERICAN CULTURE & HISTORY FOLLOWING IN THE STEPS OF GEORGE WASHINGTON CARVER: A HISTORY AND GARDENING LESSON** <https://learninglab.si.edu/collections/following-in-the-footsteps-of-george-washington-carver-a-history-and-gardening-lesson/GzEzhJpgLEacwEFg#/>

**NATIONAL MUSEUM OF AFRICAN AMERICAN CULTURE & HISTORY PRESS PLAY ON HISTORY: AFRICAN AMERICANS DURING THE FIRST WORLD WAR (1914-1918)** <https://learninglab.si.edu/collections/nmaahc-s-press-play-on-history-african-americans-during-the-first-world-war-1914-1918/roaiK8JbWaLe29iH#/>

**NATIONAL MUSEUM OF AFRICAN AMERICAN CULTURE & HISTORY COLLECTION STORIES INVITES NMAAHC STAFF TO SHARE THEIR INTERPRETATION OF THE COLLECTIONS THEY FIND MOST POWERFUL FROM A VARIETY OF PERSPECTIVES** <https://nmaahc.si.edu/explore/stories>

**NATIONAL MUSEUM OF AFRICAN AMERICAN CULTURE & HISTORY Collection Search Results**  
[https://nmaahc.si.edu/explore/collection/search?edan\\_q=%2A%3A%2A&edan\\_local=1&eda](https://nmaahc.si.edu/explore/collection/search?edan_q=%2A%3A%2A&edan_local=1&eda)

[n\\_fq%5B0%5D=p.edanmdm.descriptivenonrepeating.online\\_media.media.usage.access%3A%22CC0%22](#)

**Through The Window And Into The Mirror: Narratives Of African American STEM Professionals A Career Conversation Series – WITH VIDEOS** <https://nmaahc.si.edu/learn/students/through-window-and-mirror-narratives-african-american-stem-professionals>

**NATIONAL MUSEUM OF AFRICAN AMERICAN CULTURE & HISTORY Reading Resources Student and Educator (3rd - 12th Grades)** Created for 3rd - 12th grade students and educators <https://nmaahc.si.edu/learn/students/reading-resources>