

AFRICAN AMERICAN CELEBRATION

KWANZAA: UJIMA - COLLECTIVE WORK AND RESPONSIBILITY

STRAND A READING

INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>L.A.A.1.2.1.: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.</p> <p>L.A.A.1.2.2 Draft and revise writing in cursive that focuses on the topic, has a logical organizational pattern, and has ample development of supporting ideas.</p> <p>L.A.A.1.2.4.: The student clarifies understanding by rereading, self correction, summarizing, checking other sources, and class or group discussion.</p>	<p>Coggins, Patrick, et al. <u>Ancient African History Revisited: An Infusion Model</u>. Deland, Florida: Stetson University, Multicultural Education Institute, 1994.</p> <p>Ferguson, Phyllis M. and Terrell A. Young. <u>Kwanzaa: A Holiday of Principles</u>. Reading Horizons. Vol. 35, No. 5 Kalamazoo, Michigan: Western University Press, 1995.</p> <p>McClester, Cedric. <u>Kwanzaa: Everything You Always Wanted To Know But Didn't Know Where To Ask</u>. New York, New York: Gumbs & Thomas, 1990.</p> <p>Thompson, Helen Davis. <u>Let's Celebrate Kwanzaa</u>. New York, New York: Gumbs & Thomas, 1992.</p>	L.A.A. 1
			GOAL 3 STANDARDS
			<p>3.1 Information Managers</p> <p>3.2 Effective Communicators</p> <p>3.3 Numeric Problem Solvers</p> <p>3.4 Creative and Critical Thinkers</p> <p>3.5 Responsible and Ethical Workers</p> <p>3.6 Resource Managers</p> <p>3.7 Systems Managers</p> <p>3.8 Cooperative Workers</p> <p>3.9 Effective Leaders</p> <p>3.10 Multiculturally Sensitive Citizens</p>

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**STRAND A
READING**

GOAL: Students will appreciate the unique purpose that Ujima plays in the celebration of Kwanzaa.

INFUSION POINT

The Struggle for
Equal Rights (1950
to the Present)

OBJECTIVES

Students will be able to:

- demonstrate how to practice Ujima.
- explain the importance of Ujima as it contributes to the family and the community.
- explain how Ujima works in their daily lives.



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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>The classical African civilizations including the Kemet and Nubia were grounded in a set of traditions and principles, which were embodied in the MA'AT. The MA'AT was a value system held by all indigenous people of Africa and flourished during the period of 3200 BC to 700 BC. The MA'AT included the principles of 1) Justice: equitable treatment of each person; 2) Truth: to avoid falsehood, unerring, accurate, and impeachable; 3) Balance: to avoid excesses in thinking, actions, and feelings; 4) Order: to avoid confusion and disunity; 5) Equality: the quality or state of being treated equally.</p> <p>Every cultural group has a set of values which influences the thinking and behavior of the members of that group. There has been a meaningful attempt by African Americans to capture the essence of their culture by stimulating a national discussion on the values hereinafter referred to as Kwanzaa. The Kwanzaa celebration was founded in 1966, by Dr. Maulana Karenga, as an avenue for African Americans to express their cultural identity. Kwanzaa is a synthesis of the cultural elements of both continental Africa and African diaspora cultural elements. The continental African components of Kwanzaa are a synthesis of various cultural values and practices from different continental African people. These values and practices of Kwanzaa are selected from nationalities in Africa in a true spirit of Pan-Africanism.</p> <p>The third Kwanzaa principle Ujima (Collective Work and Responsibility), “to build and maintain our community, and make our sisters’ and brothers’ problems our problems, and solve them together.” Ujima recognizes and respects collective work, struggle and progress. This principle proposes that African Americans are responsible for their progress and achievements, as</p>

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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION <i>Continued</i>
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>Well as their failures and losses. Ujima also proposes that cooperation is key in the relationship of African Americans to one another. Reconciliation, after conflict, is of utmost importance in practice, commitment, and in the principle of Ujima.</p> <p>The values of reciprocity, truth, justice, balance, equality, order and righteousness (MA'AT) emanate from the Waset and Kemet people of present-day Egypt, Ethiopia and the Sudan. These cultures were at their zenith around 3200 B.C. to 1213 B.C. and continued throughout the Golden Ages of Africa until the Arab invasions of 700 B.C.</p> <p>An additional contribution to the ethical and moral philosophy by the MA'AT, is the notion that all public figures, royalty, and civilian, must be held accountable to these same ethical and moral standards. Many of the Monotheistic religious concepts reflect the ethics of the MA'AT.</p> <p>Since its inception in 1996, this African American celebration, Kwanzaa, has been acknowledged as a legitimate recommitment celebration from December 26 to January 1, along with other celebrations by religious, ethnic and racial groups. An increasing number of African Americans and other American citizens honor Kwanzaa in their homes, community ceremonies and celebrations. Kwanzaa has provided African Americans with a Renaissance of core values that can be honored and celebrated during the month of December and throughout the rest of the year.</p>

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INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> ➤ 1947 - Led by Mahatma Gandhi, India gained its independence from Great Britain. ➤ 1952 - Malcom Littles joins the Nation of Islam and becomes Malcolm X. ➤ 1955 - Emmett Till, 14, is murdered in Mississippi. ➤ 1960 - The Student Nonviolent Coordinating Committee (SNCC) is formed in Raleigh, North Carolina. ➤ 1961 - The Congress of Racial Equality (CORE) initiates freedom marches and other activities. ➤ 1962 - James Meredith enrolls in the all White University of Mississippi. ➤ 1963 - March on Washington influences the passage of the Civil Rights Act of 1964. ➤ 1963 - Alabama Governor George Wallace violates U.S. Supreme Court ruling against segregation in schools by preventing the integration of Tuskegee High School by surrounding the school building with state troopers. ➤ 1964 – Congress passes the Civil Rights Act of 1964. ➤ 1964 – Martin Luther King, Jr. receives the Nobel Peace Prize. ➤ 1965 – Malcolm X is assassinated. ➤ 1966 - Stokely Carmichael popularizes the term “Black Power” in Greenwood, Mississippi. ➤ 1966 - The “Black Panthers” is formed by Huey Newton and Bobby Seale. ➤ 1967 - Over One-Hundred and Fifty (150) race riots occur in the United States. ➤ 1967 – Thurgood Marshall becomes the first African American to sit on the Supreme Court of the United States.

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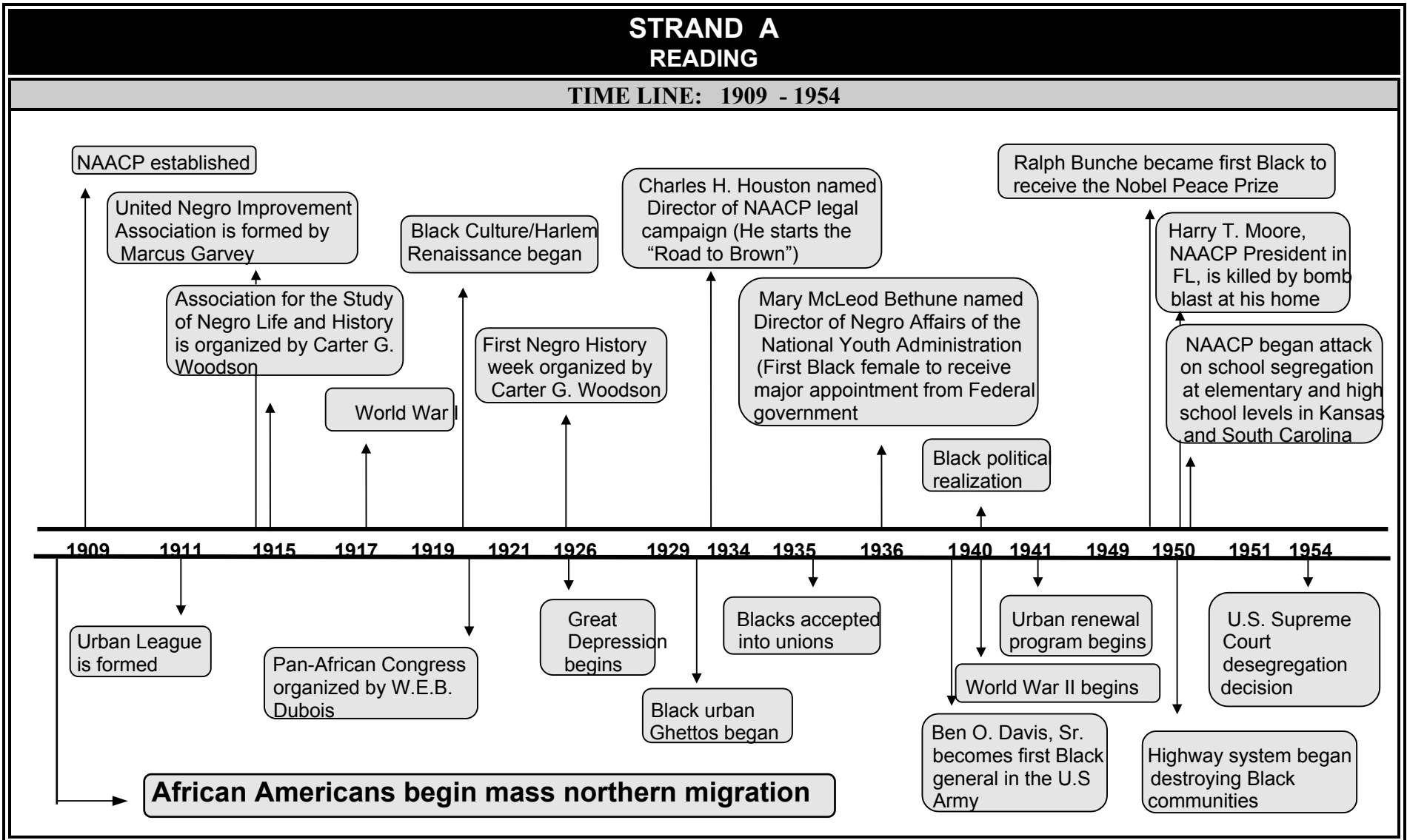
INFUSION POINT	LINKAGES TO AMERICAN HISTORY: <i>Continued</i>
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> ➤ 1968 - Martin Luther King, Jr. is assassinated. ➤ 1971 - Angela Davis is captured, and serves 16 months in prison before being tried and acquitted. ➤ 1975 - General Daniel “Chappie” James, Jr. is promoted to the rank of four-star general and named Commander-in-Chief of the North America Air Defense Command. ➤ 1989 - Army General Colin Powell is confirmed as the Chairman of Joint Chiefs of Staff, becoming the highest ranking African American in the military.

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TIME LINE: 1909 - 1954

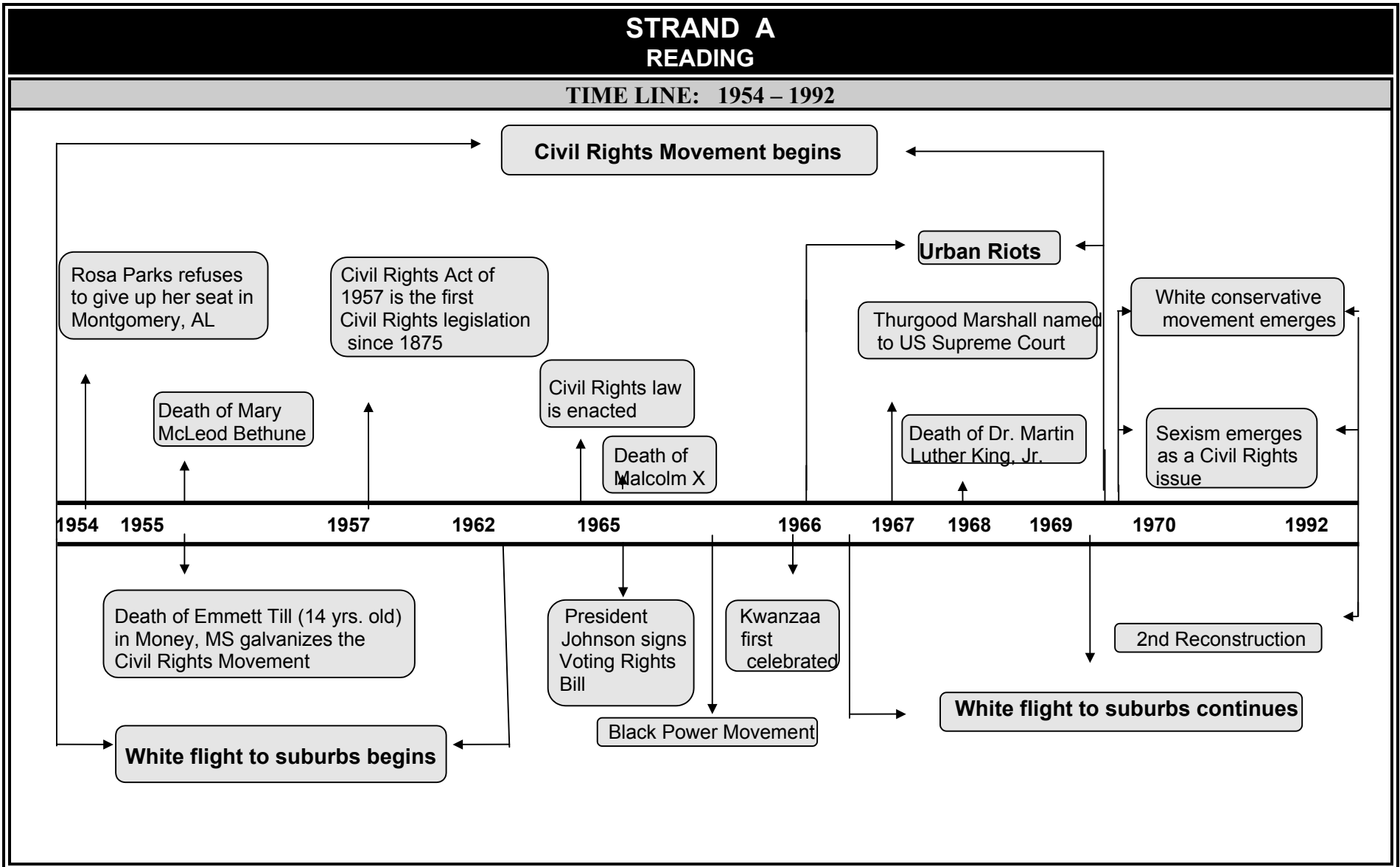


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STRAND A READING

TIME LINE: 1954 – 1992



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INFUSION POINT	DEFINITION OF KEY TERMS
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> ➤ Balance - To avoid excesses in thinking, actions, and feelings. ➤ Diaspora – Dispersion of Africans from Africa through exploration and slavery to other parts of the world. ➤ Equality - The quality or state of being treated equally. ➤ Justice – Equitable treatment of each person. ➤ MA’AT - Value system of Africa. ➤ Order - To avoid confusion and disunity. ➤ Pan Africanism - Union of African nations. ➤ Reconciliation - To bring about harmony again. ➤ Responsibility - To fulfill one’s obligation. ➤ Truth - To avoid falsehood; inaccurate; and to be unempeachable. ➤ Reciprocity - Returning in kind the goodness received. ➤ Righteousness - Acting in accord with divine or moral laws. ➤ Ujima - Collective work and responsibility. ➤ Zenith - The highest point: the point of culmination.

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RECOMMENDED STUDENT ACTIVITIES

Humanities/Arts

- Construct a mural that depicts the seven principles of Kwanzaa using paper mache and a different color for each principle.
- Draw the fruits used in the celebration including bananas, apples, corn, sugar cane and others.
- Build a Kanera with the candles out of wood products.
- Develop a musical score to go along with the seven principles of Kwanzaa.
- Develop a play using one or more of the principles.
- Develop a scrapbook and review the artistic contributions of three African Americans to society.

Mathematics

- Develop a time line which traces the origins of the MA'AT and Kwanzaa.
- Document the distance between South America, Caribbean, And African Countries and the United States where Kwanzaa Is celebrated (i.e. Guyana (South America), Jamaica (Caribbean), Ghana/Nigeria(African), Florida(USA).
- Document what will be the total costs to purchase all of the things necessary to conduct a Kwanzaa ceremony.
- Show the increase in the number of people celebrating Kwanzaa from 1966-1977 by using graphs and other pictorial display of the data (bar, pie/line graphs).

CURRICULUM INFUSION

Research Skills

- Using the Internet, prepare a position paper on the variations in the advertisements for Kwanzaa.
- Prepare a written report on the importance of Kwanzaa to people in West Palm Beach, Florida by collecting any articles, fliers or other data on Kwanzaa celebration.
- Use the library resources to document the meanings of Kwanzaa and MA'AT.
- Use media center resources/library to document five persons who have made their community a better

Science

- Construct a diagram that display's the various fruits and vegetables that are grown in Florida.
- Design a recipe that would include the fruits and/or vegetables as a food source. Describe the recipe using the standards of the scientific method.
- Draw a graphic organizer that shows how the fruits and vegetables are used for purposes besides food.
- Select a fruit; document and research the question – Can any of these fruits be used for medicinal or nutritional purposes?
- Select an African American scientist whose discovery changed food production or food storage.

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RECOMMENDED STUDENT ACTIVITIES

Critical Thinking Skills

- Use the visuals to orally present the findings from the data researched.
- Distinguish the importance of a religious versus a cultural celebration.
- Compare and contrast the various celebrations through analysis of the data.
- Prepare an interactive journal.

Language Arts

- Students will select one book on the celebrations during the month of December for example Three Kings, Hanukah and/or Christmas and write a book report. The book report will include the origin, purpose, time, type of celebration, is it religious, cultural, or both?
- Students will rewrite the seven principles of Kwanzaa while focusing on how these principles can be incorporated in their lives.
- Prepare a poem on one of the seven principles of Kwanzaa.
- Students can develop a book K-5 on their reactions to Kwanzaa/MA'AT.

Social Studies

- Construct a physical map of the African continent.
- Compare and contrast climatic and vegetation maps of Africa.
- Discuss the various kinds of fruits and vegetables that are grown on the continent.
- Make a pictorial dictionary that describes the major components of Kwanzaa, Christmas, Three Kings, and Hanukkah.
- Conduct an interview with a person who practices Kwanzaa, Christmas, Three Kings and/or Hanukkah. Report your findings to the class.
- Design a people poll that documents show many people in hour class practice Kwanzaa, Christmas, Three Kings and/or Hanukah.
- Report your findings and graph your results.

**CURRICULUM
INFUSION**

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their ability to fulfill the Ujima principle. They will choose a community project to work on and individually report on the progress made by submitting weekly entries in a journal. 2. Students will be assessed on their understanding of the principle of Ujima as they work in small groups to illustrate a relationship which depicts the principle of collectable work. For their group presentations, they will use several art forms to illustrate this principle. 3. Students will be assessed based on their completion of a group project (working in pairs). A matrix will assess how well they worked as a group; how they resolved conflicts; and their ability to articulate the virtues of Ujima in their project. 4. Based on a teacher made matrix, students' scrapbooks will be assessed as to the logic and completeness in depicting Kwanzaa and the principle of Ujima. 5. A multiple choice assessment will evaluate students' understanding of the content discussed in this unit.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p style="text-align: center;"><i>Pre/Post Assessment</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>K. CURRENT KNOWLEDGE - FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument to determine their understanding of collective work and responsibility. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use unit content and formulate assessment items. ➤ Use journals, presentations, and portfolios in the process. ➤ Assess students' group projects depicting Ujima. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals and portfolios to assess gains. ➤ Use multiple choice exams. ➤ Use product evaluation to of a scrapbook depicting the principle of Ujima. ➤ Use multiple choice exams to assess students knowledge of the content in the unit. </div>