

## AFRICAN AMERICAN CELEBRATION KWANZAA: NIA - PURPOSE

| <b>STRAND A</b>  |  |  |  |
|--|--|--|--|
| <b>TIME, CONTINUITY AND CHANGE</b>                         |  |  |  |
| <b>INFUSION POINT</b>                                      | <b>BENCHMARKS</b>  | <b>REFERENCES</b>  | <b>SUNSHINE STATE STANDARDS</b>  |
| <p>The Struggle For Equal Rights (1950 to the Present)</p> | <p>A.1 Understand how pattern, chronology, sequencing, and the identification of historical periods are influenced by frames of reference.</p> <p>A.2 Know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, and graphs.</p> <p>A.15 Understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.</p> <p>A.18 Explain the nature of slavery and its impact on African Americans and the Southern economy.</p> <p>A.38 Understand how immigration and settlement patterns have shaped the history of Florida.</p> <p>A.40 Know how the environment of Florida has been modified by the values, traditions, and actions of various groups, who have inhabited the state.</p> | <p>Coggins, Patrick and Laurence Wesley, et al. <u>Ancient African History Revisited: An Infusion Model</u>. Deland, Florida: Stetson University, Multicultural 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 Michigan 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 &amp; Thomas, 1990.</p> <p>Thompson, Helen Davis. <u>Let's Celebrate Kwanzaa</u>. New York, New York: Gumbs &amp; Thomas, 1992.</p> | <p>SS.A.1.1<br/>SS.A.5.1</p> <p>3.1 Information Managers<br/>3.2 Effective Communicators<br/>3.3 Numeric Problem Solvers<br/>3.4 Creative and Critical Thinkers<br/>3.5 Responsible and Ethical Workers<br/>3.6 Resource Managers<br/>3.7 Systems Managers<br/>3.8 Cooperative Workers<br/>3.9 Effective Leaders<br/>3.10 Multiculturally Sensitive Citizens</p> |

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| <b>STRAND A</b><br><b>TIME, CONTINUITY AND CHANGE</b>  |   |
|--|---|
| <b>INFUSION POINT</b>  | <b>OBJECTIVES</b>   |
| <b>GOAL:</b> Students will appreciate the unique purpose that Nia plays in the celebration of Kwanzaa. |   |
| The Struggle For Equal Rights (1950 to the Present)  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> demonstrate how to practice Nia.</li> <li><input checked="" type="checkbox"/> explain the principle of Nia as it relates to the community.</li> <li><input checked="" type="checkbox"/> demonstrate how Nia works in their daily lives.</li> </ul> |

## AFRICAN AMERICAN CELEBRATION KWANZAA: NIA - PURPOSE

### STRAND A

#### TIME, CONTINUITY AND CHANGE

| 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 <b>MA'AT</b>. The <b>MA'AT</b> was a value system held by all indigenous peoples of Africa and which flourished during the period of 3200 B.C. to 700 B.C. The <b>MA'AT</b> included the principles of 1) <b>Justice</b>: equitable treatment of each person; 2) <b>Truth</b>: to avoid falsehood, unerring, inaccuracy, and be unimpeachable; 3) <b>Balance</b>: to avoid excesses in thinking, actions, and feelings; 4) <b>Order</b>: to avoid confusion and disunity; 5) <b>Reciprocity</b>: to return in kind the goodness received; 6) <b>Righteousness</b>: to act in accordance with divine or moral laws; and 7) <b>Equality</b>: the quality or state of being equal.</p> <p>Every cultural group has a set of values that influence the thinking and behavior of 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 referred to as <b>Kwanzaa</b>. The <b>Kwanzaa</b> is a celebration that was founded in 1966, by Dr. Maulana Karenga as an avenue for African Americans to express their cultural identity. <b>Kwanzaa</b> is a synthesis of the cultural elements of both continental Africa and the African <b>diaspora</b>. The Continental African components of <b>Kwanzaa</b> are a synthesis of various cultural values and practices from different Continental African peoples. These values and practices of <b>Kwanzaa</b> are selected from nationalities in Africa, in a true spirit of <b>Pan-Africanism</b>.</p> <p>The fifth <b>Kwanzaa</b> principle is <b>Nia</b> (Purpose), "to make our collective vocation the building and developing of our community, in order to restore our people to their traditional greatness". <b>Nia</b> is based on the premise that in order to restore African American people to their former greatness, they must have a commitment to collective vocation building, and the developing and defending of their national community. Inherent in the principle of <b>Nia</b> is the tracing of civilization's origins to Africa.</p> |

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| STRAND A<br>TIME, CONTINUITY AND CHANGE                    |   |
|--|---|
| INFUSION POINT   | CULTURAL CONCEPTS / INFORMATION <i>Continued</i>  |
| <p>The Struggle For Equal Rights (1950 to the Present)</p> | <p>As father and mother of humanity, Africans believe they are held as custodians and <b>heirs</b> of a great <b>legacy</b>. Custodians guard, preserve, expand and promote their cultural heritage. <b>Heirs</b> infer that individuals must respect the importance of being entrusted with a great legacy. The greatness of <b>Nia</b> lies in allowing and encouraging one to strive to be the best one can be while promoting cultural awareness within the community. Promoting cultural awareness in the community maximizes the Principle of <b>Nia</b>. (Review the teachings of W. E. B. DuBois.)</p> <p>The <b>MA'AT</b> values of <b>reciprocity, truth, justice, balance, equality, order</b> and <b>righteousness</b> emanate from the Waset and Kemet People of present-day Egypt, Ethiopia, and the Sudan. These cultures were at their <b>zenith</b> 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 ethical and moral philosophy by the <b>MA'AT</b> is the belief that all public figures, royalty and civilians must be held accountable to these same ethical and moral standards. Many of the world's Monotheistic religious concepts reflect the ethics of the <b>MA'AT</b> value system.</p> <p>Since its inception in 1966, this African American celebration, <b>Kwanzaa</b>, 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 <b>Kwanzaa</b> in their homes, community ceremonies and celebrations.</p> <p><b>Kwanzaa</b> 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> |

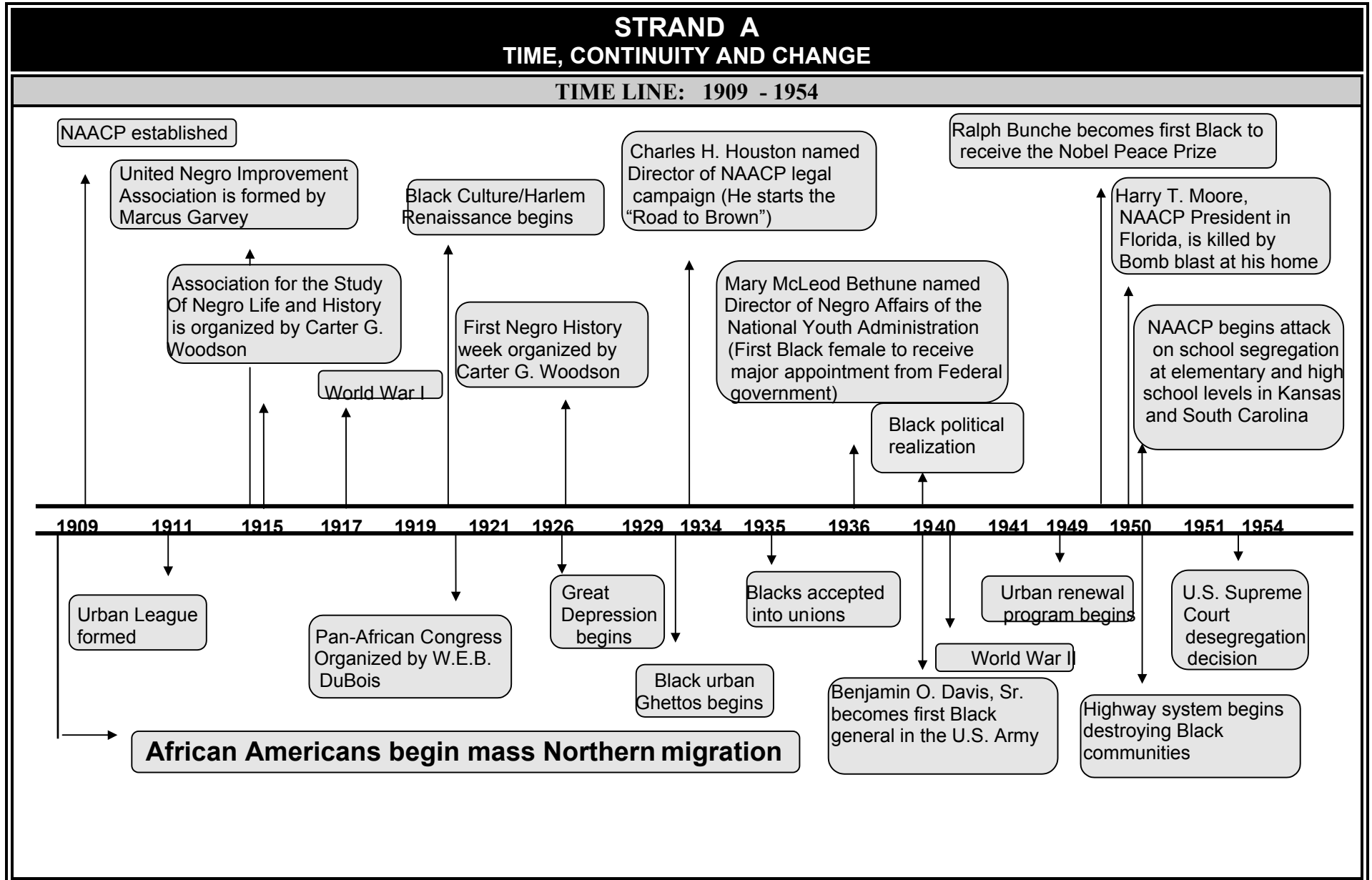
## AFRICAN AMERICAN CELEBRATION KWANZAA: NIA - PURPOSE

| <b>STRAND A</b><br><b>TIME, CONTINUITY AND CHANGE</b> |  |
|---|--|
| <b>INFUSION POINT</b>                                 | <b>LINKAGES WITH AMERICAN HISTORY</b>  |
| The Struggle for Equal Rights (1950 to the Present)   | <ul style="list-style-type: none"> <li>➤ 1947 - Led by Mahatma Gandhi, India gains its independence from Great Britain.</li> <li>➤ 1952 - Malcolm Little joins the Nation of Islam and becomes Malcolm X.</li> <li>➤ 1955 - Emmett Till, 14, is murdered in Mississippi.</li> <li>➤ 1960 - The Student Nonviolent Coordinating Committee (SNCC) is formed in Raleigh, North Carolina.</li> <li>➤ 1961 - The Congress of Racial Equality (CORE) initiates freedom marches and other activities.</li> <li>➤ 1962 - James Meredith enrolls in the all white University of Mississippi.</li> <li>➤ 1963 - March on Washington influences the passage of the Civil Rights Act of 1964.</li> <li>➤ 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.</li> <li>➤ 1964 - Congress passes the Civil Rights Act.</li> <li>➤ 1964 - Martin Luther King, Jr. receives the Nobel Peace Prize.</li> <li>➤ 1965 - Malcolm X is assassinated.</li> <li>➤ 1966 - Stokely Carmichael popularized the term “Black Power” in Greenwood, Mississippi.</li> <li>➤ 1966 - The Black Panthers are formed by Huey Newton and Bobby Seale.</li> <li>➤ 1967 - One hundred and fifty (150) race riots occur in the United States.</li> <li>➤ 1968 - Martin Luther King, Jr. is assassinated.</li> </ul> |

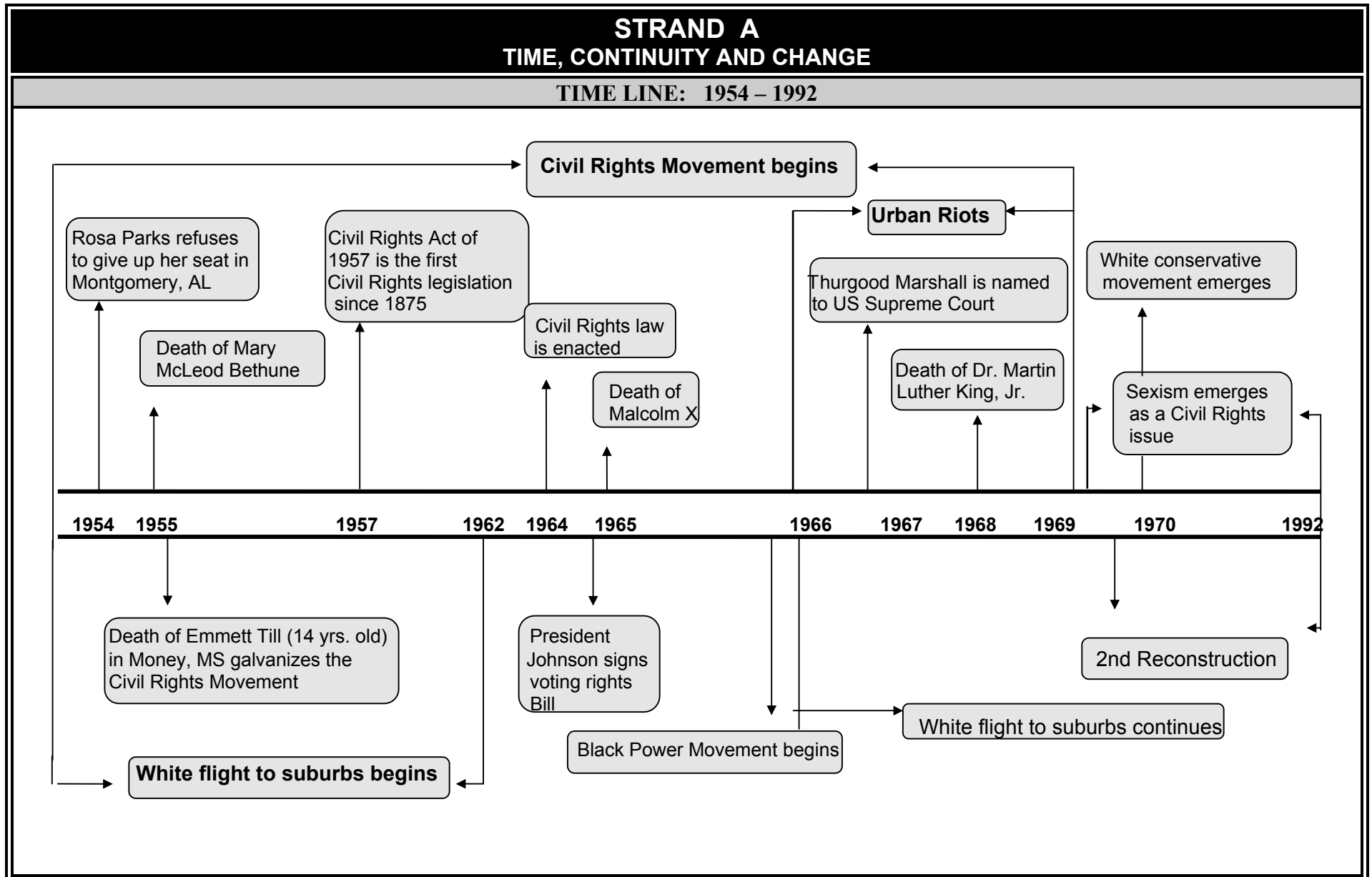
## AFRICAN AMERICAN CELEBRATION KWANZAA: NIA - PURPOSE

| <b>STRAND A</b><br><b>TIME, CONTINUITY AND CHANGE</b>      |  |
|--|--|
| <b>INFUSION POINT</b>                                      | <b>LINKAGES TO AMERICAN HISTORY: <i>Continued</i></b>  |
| <p>The Struggle for Equal Rights (1950 to the Present)</p> | <ul style="list-style-type: none"> <li>➤ 1967 - Thurgood Marshall becomes the first African American to sit on the Supreme Court of the United States.</li> <li>➤ 1971 - Angela Davis is captured, and serves 16 months in prison before being tried and acquitted.</li> <li>➤ 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.</li> <li>➤ 1989 - Army General Colin Powell is confirmed as the Chairman of Joint Chiefs of Staff, becoming the highest ranking African American in the military.</li> </ul> |

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| <b>STRAND A</b><br><b>TIME, CONTINUITY AND CHANGE</b> |   |
|---|---|
| INFUSION POINT  | DEFINITION OF KEY TERMS   |
| The Struggle For Equal Rights (1950 to the Present)   | <ul style="list-style-type: none"> <li>➤ <b>Balance</b> - To avoid excesses in thinking, actions, and feelings.</li> <li>➤ <b>Diaspora</b> - Dispersion of Africans from Africa through exploration and slavery to other parts of the world.</li> <li>➤ <b>Equality</b> - The quality or state of being treated equally.</li> <li>➤ <b>Heir</b> - A person who inherits something of value from another.</li> <li>➤ <b>Justice</b> - Equitable treatment of each person.</li> <li>➤ <b>Legacy</b> - Something coming from the past.</li> <li>➤ <b>MA'AT</b> - A value system held by indigenous peoples of Africa from 3200 B.C. to 700 B.C.</li> <li>➤ <b>Nia</b> - Fifth Kwanzaa principle meaning purpose</li> <li>➤ <b>Order</b> - To avoid confusion and disunity</li> <li>➤ <b>Pan Africanism</b> - Union of African nations</li> <li>➤ <b>Reciprocity</b> - To return in kind the goodness received</li> <li>➤ <b>Righteousness</b> - To act in accordance with divine or moral laws</li> <li>➤ <b>Truth</b> - To avoid falsehood; unerring and accurate</li> <li>➤ <b>Zenith</b> - The highest point; the point of culmination</li> </ul> |

# AFRICAN AMERICAN CELEBRATION KWANZAA: NIA - PURPOSE

## STRAND A TIME, CONTINUITY AND CHANGE

### RECOMMENDED STUDENT ACTIVITIES

#### Science

- Prepare a set of visual graphs on the amount of people who participated in the following rights actions:
  - a) abolition struggle i.e. Underground Railroad
  - b) the prohibition marches
  - c) the civil rights marches
  - d) Women's rights marches in 1970's and
  - e) any other marches
- Develop a timeline which traces the origins of MA'AT and Kwanzaa.
- Document the distance between South America, the Caribbean, African Countries, and the United States where Kwanzaa is celebrated [(i.e. Guyana (South America), Jamaica (Caribbean), Ghana/Nigeria (Africa), Florida (USA)].
- Document what will be the total cost to purchase all of the things necessary to conduct a Kwanzaa ceremony.
- Show the increase in the number of people celebrating Kwanzaa from 1966-1997 by use of graphs and other pictorial displays of the data (bar, pie, line graphs).

#### Curriculum infusion

- Prepare a paper on an African American scientist who demonstrated the principle of NIA (purpose) through a scientific discovery that enhanced the quality of life for all people.
- Construct a diagram that displays 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 this fruit be used for medicinal or nutritional purposes?

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## STRAND A TIME, CONTINUITY AND CHANGE

### RECOMMENDED STUDENT ACTIVITIES

#### **Humanities/Art**

- Construct a mural that depicts the seven principles of Kwanzaa using paper and a different color for each principle.
- Draw the fruits that are used in the celebration including bananas, apples, corn, sugar cane, and others.
- Build a Kinara out of wood products.
- Develop a musical score to go along with the seven principles of Kwanzaa.
- Create a play using one or more of the principles.
- Prepare a pictorial scrapbook on African Americans and other minority groups that are a part of the civil rights movement.

#### **Curriculum infusion**

#### **Critical Thinking Skills**

- Use visuals to orally present the findings from the data collected on the principle "NIA."
- Distinguish the importance of a religious versus a cultural celebration.
- Compare and contrast the various celebrations through analysis of the data.
- Use a journal to document an individual or group that achieved a set purpose or goal.

#### **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.
- Develop a research paper following an interview with a male or female community resident who demonstrated NIA (purpose) in their life by setting and achieving their goals.

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## STRAND A TIME, CONTINUITY AND CHANGE

### RECOMMENDED STUDENT ACTIVITIES

#### **Social Studies**

- Construct a physical map of the continent of Africa.
- 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 Hanukkah. Report your findings to the class.
- Design a people poll that would document how many people in your class practice Kwanzaa, Christmas, Three Kings, and /or Hanukkah. Report your findings and graph your results.
- Document the principle "Nia" and its meaning in setting personal and family goals.

#### Curriculum infusion

- Students will select one book on the celebrations during the month of December (for example, Three Kings, Hanukkah, and Christmas). The book report will include the origin, purpose, time, type of celebration, and whether it is 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.
- Use three primary or secondary texts to define the principle of NIA (purpose).

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| <b>INFUSION POINT</b>                                      | <b>RECOMMENDED STUDENT EVALUATION</b>  |
| <p>The Struggle For Equal Rights (1950 to the Present)</p> | <ol style="list-style-type: none"> <li>1. Students will be assessed on the accuracy of their definition of Nia - Purpose and other concepts in the unit.</li> <li>2. Each group, using the business developed for Ujamaa, will describe how using Nia could benefit the business.</li> <li>3. Each student will be assessed on their written and oral report of three ways Nia could benefit their daily lives.</li> <li>4. Students will complete a multiple choice assessment test that is based on the content in the unit.</li> <li>5. The groups will be assessed based on a time-line depicting the history of achievements of African Americans who demonstrated Nia-purpose in their lives. (Teachers will assess the accuracy of the report by using a rubric that is shared with students.)</li> </ol> |

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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><b>K. CURRENT KNOWLEDGE - FORMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use a teacher made assessment instrument to determine the students' present and future goals in life, including career, family, relationships, planning ahead, etc.</li> </ul> <p><b>W. WHAT IS TO BE LEARNED? PROCESS</b></p> <ul style="list-style-type: none"> <li>➤ Assess students' oral presentation of 3 ways Nia benefits their daily lives.</li> <li>➤ Use unit contents and formulate assessment items.</li> <li>➤ Use journals, presentations, and portfolios in the process.</li> <li>➤ Assess a timeline depicting African American achievers who use Nia in their lives.</li> </ul> <p><b>L. WHAT WAS LEARNED? SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use journals and portfolios to assess gains.</li> <li>➤ Use multiple choice exams.</li> <li>➤ Use product evaluation to assess students' application of Nia to the business they develop, or the business person they interviewed in the unit on Ujamaa.</li> <li>➤ Use a multiple-choice exam to assess the content of this unit.</li> <li>➤ Use a multiple-choice exam to assess the content of the unit.</li> </ul> </div> |