

AFRICAN AMERICAN CELEBRATION - KWANZAA: KUUMBA - CREATIVITY

STRAND A			
TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
The Struggle for Equal Rights (1950 to the Present)	A.2 Understand how beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	Coggins, Patrick and Laurence Wesley, et al. <u>Ancient African History Revisited: An Infusion Model</u> . Deland, Florida: Stetson University, Multicultural Institute, 1994.	SS.A.1.4.1 SS.A.1.4.2 SS.A.1.4.3
	A.3 Identify and understand themes in history that cross scientific, economic and cultural boundaries.	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.	GOAL 3 STANDARDS
	A.5 Use chronology, sequencing, patterns and periodization to examine interpretations of an event.	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.	3.1 Information Managers 3.2 Effective Communicators 3.3 Numeric Problem Solvers 3.4 Creative and Critical Thinkers 3.5 Responsible and Ethical Workers 3.6 Resource Managers 3.7 Systems Managers 3.8 Cooperative Workers 3.9 Effective Leaders 3.10 Multiculturally Sensitive Citizens
	A.12 Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.	Thompson, Helen Davis. <u>Let's Celebrate Kwanzaa</u> . New York, New York: Gumbs & Thomas, 1992.	

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

INFUSION POINT	OBJECTIVES
The Struggle for Equal Rights (1950 to the Present)	<p>Students will be able to:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> demonstrate the practice of Kuumba.<input checked="" type="checkbox"/> understand the importance of Kuumba as it contributes to the community.<input checked="" type="checkbox"/> comprehend how Kuumba 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 peoples of Africa and which flourished during the period of 3200 B.C. to 700 B.C. The MA'AT included the principles of 1) Justice: equitable treatment of each person; 2) Truth: to avoid falsehood, inaccuracy, and be unimpeachable; 3) Balance: to avoid excesses in thinking, actions, and feelings; 4) Order: to avoid confusion and disunity; 5) Reciprocity: to return in kind the goodness received; 6) Righteousness: to act in accordance with divine and moral laws; and 7) Equality: the quality or state of being treated equal.</p> <p>Every cultural group has a set of values that influence the thinking and behavior of its members. 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 Kwanzaa. The Kwanzaa celebration was founded in 1966 by Dr. Maulana Karenga as an avenue for African Americans to express their cultural identities. Kwanzaa is a synthesis of the cultural elements of Africa and the African diaspora. The Continental African components of Kwanzaa are a synthesis of various cultural values and practices from different Continental African peoples. These values and practices of Kwanzaa are selected from nationalities in Africa, in a true spirit of Pan-Africanism.</p> <p>The sixth Kwanzaa principle, Kuumba (Creativity), means “to do always as much as we can in the way we can in order to leave our community more beautiful and beneficial than when we inherited it.” This principle follows Nia because it is a commitment to being creative for oneself and the national community. This principle has a spiritual and social order deeply rooted in African societies. In ancient Egypt creativity is an act of the creator. The ancient Egyptians were constantly practicing MA'AT (reaffirming and restoring all that was good and true.) Kuumba teaches us to create something beautiful each day. We are the keepers of the African legacy of all things beautiful and good.</p>

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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION Continued
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>The values of reciprocity, truth, justice, balance, equality, order, and righteousness, emanate from the Waset and Kemet people of present-day Egypt, Ethiopia and the Sudan. These civilizations 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 ethical and moral philosophy by the MA'AT is the belief that all public figures, royalty and civilians must be held accountable to these same ethical and moral standards. Many of the Monotheistic religious concepts reflect the ethics of the MA'AT value systems.</p> <p>Since its inception in 1966, this African American celebration, Kwanzaa, has been acknowledged as a legitimate recommitment celebration from December 26 through 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, which can be honored and celebrated during the month of December, and throughout the rest of the year.</p>

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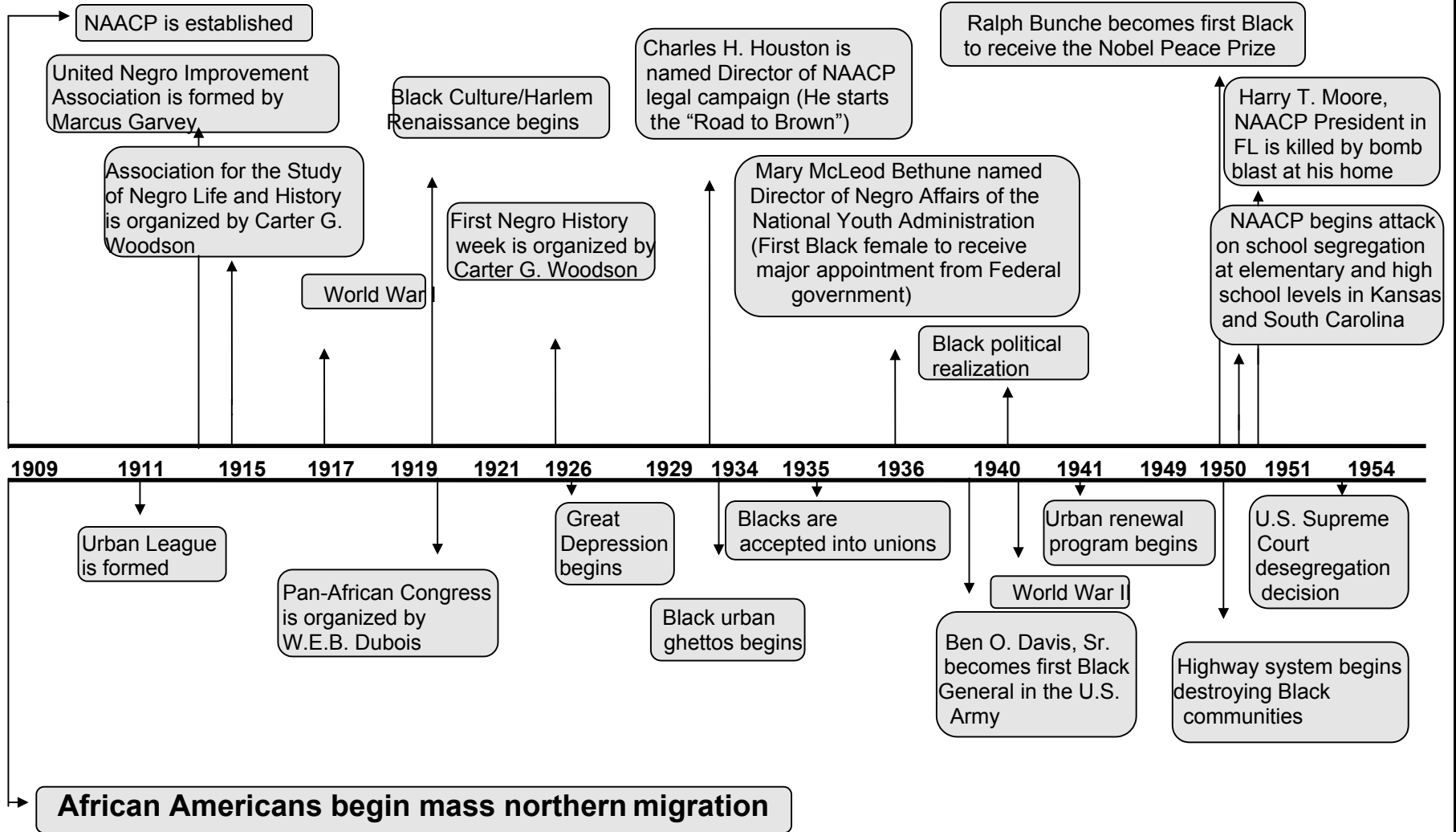
STRAND A	
TIME, CONTINUITY AND CHANGE	
INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> ➤ 1947 - Led by Mahatma Gandhi, India gains its independence from Great Britain. ➤ 1952 - Malcolm Little joins the Nation of 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 African American students from attending white public schools. ➤ 1963 - 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 are formed by Huey Newton and Bobby Seale. ➤ 1967 - Over 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. ➤ 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 Gen. Colin Powell is confirmed as the Chairman of the Joint Chiefs of Staff, becoming the highest ranking African American in the military.

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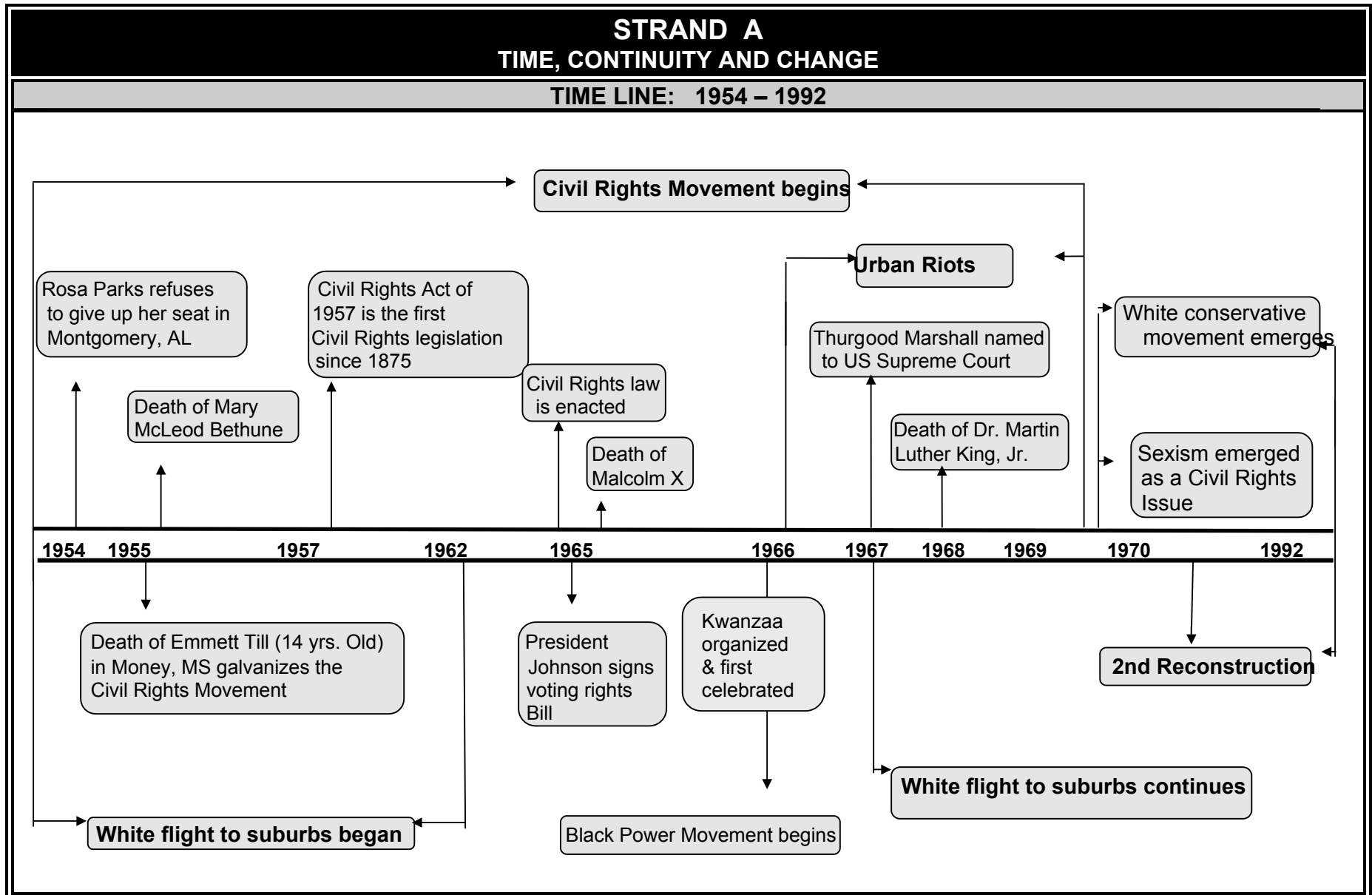
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TIME LINE: 1909 - 1954



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STRAND A TIME, CONTINUITY AND CHANGE	
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. ➤ Kuumba - The sixth Kwanzaa principle meaning creativity. ➤ Legacy - Something that has come from an ancestor or predecessor or passes from generation to generation. (examples: wealth, money property, and status). ➤ MA'AT - A value system held by indigenous peoples of Africa from 3200 B.C. to 700 B.C. ➤ Order - To avoid confusion and disunity. ➤ Pan Africanism - Union of African nations. ➤ Reciprocity - To return in kind the goodness received. ➤ Righteousness - To act in accordance with divine or moral laws. ➤ Truth - To avoid falsehood, and inaccuracy. ➤ Zenith - The highest point; the point of culmination.

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RECOMMENDED STUDENT ACTIVITIES

Mathematics

- Create a model out of construction paper, which depicts the Kinara with full documentation on the cost of construction and the dimension of the Kinara, which holds the candles.
- Develop a time line which traces the origins of MA'AT and Kwanzaa.
- Document the distance between South America, the Caribbean, and African Countries, and the United States where Kwanzaa is celebrated (i.e. Guyana (South America), Jamaica (Caribbean), Ghana/Nigeria (Africa), Florida (USA).
- Document 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**

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 Hanukah. 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 Hanukkah. Report your findings and graph your results.
- Document the principle "Kuumba" and its meaning in setting personal and family goals.
- Define the principle of Kuumba - creativity.
- Document the history of creativity of African Americans and Africans in history including the building of the Pyramids, and early writings in the universities.
- Depict the contributions and creativity of African Americans on a time line from 1409 to 1998.

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RECOMMENDED STUDENT ACTIVITIES

Critical Thinking Skills

- Use the visuals to orally present the findings from the data researched on Kuumba - creativity.
- Distinguish between the importance of a religious versus a cultural celebration.
- Compare and contrast the various celebrations through analysis of the data.
- Use an interactive journal to document the students' reactions to the principle of Kuumba - creativity.

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 celebrations.
- Prepare a research paper based on two persons whose creativity benefited others in USA and the world.

Science

- Construct a diagram that displays the various fruits and vegetables that are grown in Florida.
- Design a recipe that would include fruits and/or vegetables as ingredients. 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 this fruit be used for medicinal or nutritional purposes.
- Use brief biographical sketches to document the inventions of at least twenty African American inventors.

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RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Students will select one book on celebrations which occur 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 principle of Kwanzaa.
- Define the principle of Kuumba by using three or more primary or secondary African American sources.

**Curriculum
infusion**

Humanities/Art

- Construct a mural that depicts the seven principles of Kwanzaa using paper and a different color for each principle.
- Draw the fruits 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.
- Develop a play using one or more of the principles.
- Use a scrapbook or pictorial display to document ten African Americans and Africans who express creativity in the arts and humanities.

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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 interview and oral presentation of an individual who owns a business. Students will make an oral presentation on how this enterprise uses the principle of Kuumba in the business. 2. Students will be assessed on their role playing (in class) of a business they would like to own. Kuumba must be the primary ingredient used for the success of the business. 3. Students will be assessed on their creation of a time line that reflects the principle of creativity as this relates to Africans and African Americans. 4. Students will work in small groups and will be assessed on their ability to list at least three times when they have practiced Kuumba to accomplish a given task. A matrix will be utilized. 5. Students will be assessed by a 10-20 question multiple-choice instrument on the content in the 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 auto; width: 80%; background-color: #f0f0f0;"> <p>K. CURRENT KNOWLEDGE - FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument to determine the students' understanding of the principle of creativity. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use unit contents and formulate assessment items. ➤ Use journals, presentations, and portfolios in the process. ➤ Assess completeness of timelines of African American inventors, inventors from ancient Africa, South America, Europe, the Caribbean, and Central America. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals, portfolios to assess gains. ➤ Use multiple choice exams to assess the content in the unit. ➤ Use product evaluation of a project to improve the appearance of their school or the behavior of students in the cafeteria, etc... ➤ Use a scrapbook of African American creativity in Mathematics, Sciences, Arts, Literature, Military, Athletics, Politics, etc.... </div>



