

AFRICAN AMERICAN CELEBRATION: KWANZAA - IMANI - FAITH

STRAND A																								
TIME, CONTINUITY AND CHANGE																								
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS																					
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>SS.A.1.2 Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.</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>SS.A.1.2 SS.A.5.8</p>																					
	<p>SS.A.5.8 Knows significant political events and issues that have shaped domestic policy decisions in contemporary American.</p>	<p>Freeman, D. R. and D. M. MacMillan. <u>Kwanzaa</u>. Hillside, New Jersey: Enslow Publishers, 1992.</p> <p>Hintz, J. <u>Kwanzaa: Why We Celebrate It The Way We Do</u>. Mankato: Capstone Press, 1996.</p> <p>James, S. S. <u>The Gifts of Kwanzaa</u>. Morton Grove, Illinois: Albert Whitman & Company, 1994.</p> <p>Karenga, Maulana. <u>The African American Celebration of Kwanzaa A Celebration of Family, Community & Culture</u>. Los Angeles, California: University of Sankore Press, 1990.</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> <p>Website.WWW.OfficialKwanzaawebsite.org</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="2" style="text-align: center; padding: 5px;">GOAL 3 STANDARDS</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">3.1</td><td style="padding: 5px;">Information Managers</td></tr> <tr><td style="padding: 5px;">3.2</td><td style="padding: 5px;">Effective Communicators</td></tr> <tr><td style="padding: 5px;">3.3</td><td style="padding: 5px;">Numeric Problem Solvers</td></tr> <tr><td style="padding: 5px;">3.4</td><td style="padding: 5px;">Creative and Critical Thinkers</td></tr> <tr><td style="padding: 5px;">3.5</td><td style="padding: 5px;">Responsible and Ethical Workers</td></tr> <tr><td style="padding: 5px;">3.6</td><td style="padding: 5px;">Resource Managers</td></tr> <tr><td style="padding: 5px;">3.7</td><td style="padding: 5px;">Systems Managers</td></tr> <tr><td style="padding: 5px;">3.8</td><td style="padding: 5px;">Cooperative Workers</td></tr> <tr><td style="padding: 5px;">3.9</td><td style="padding: 5px;">Effective Leaders</td></tr> <tr><td style="padding: 5px;">3.10</td><td style="padding: 5px;">Multiculturally Sensitive Citizens</td></tr> </tbody> </table>	GOAL 3 STANDARDS		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
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AFRICAN AMERICAN CELEBRATION: KWANZAA - IMANI - FAITH

STRAND A TIME, CONTINUITY AND CHANGE

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

INFUSION POINT

The Struggle for
Equal Rights (1950
to the Present)

OBJECTIVES

Students will be able to:

- analyze the uniqueness of practicing Imani.
- explain the principle of Imani as it contributes to the mental health of the family and the community.
- demonstrate how to use the principle of Imani in their daily lives.



AFRICAN AMERICAN CELEBRATION: KWANZAA- IMANI - FAITH

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 “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, unerring, 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 accord 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, which influences the thinking and behavior of its group 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 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 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 in a true spirit of Pan-Africanism.</p> <p>The culmination of the principles of Kwanzaa is embodied by the seventh principle, Imani (Faith). Imani presents the following challenges: (1) “To believe with all our hearts in our creator, our people, our parents, our teachers, and our leaders” and expressions of faith in positive future for us and all peoples.”</p>

AFRICAN AMERICAN CELEBRATION: KWANZAA- IMANI - FAITH

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	CULTURAL CONCEPTS / INFORMATION <i>Continued</i>
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>The spiritual traditions of Africa teaches Africans that they are created in the image of the Creator. Believing that they are the image of the Creator empowers African Americans with the strength and faith they need to live righteously and supportively, while being responsible for each other as they strive to create a just and good society. Having faith in themselves is the key to developing, creating, and improving the world in new and more beautiful ways.</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 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 ethical and moral philosophy by the MA'AT is the notion 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.</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 religious, ethnic and racial groups. An increasing number of African Americans and other American citizens honor Kwanzaa in their homes, in 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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STRAND A

TIME, CONTINUITY AND CHANGE

INFUSION POINT

LINKAGES TO AMERICAN HISTORY

The Struggle for Equal Rights (1950 to the Present)

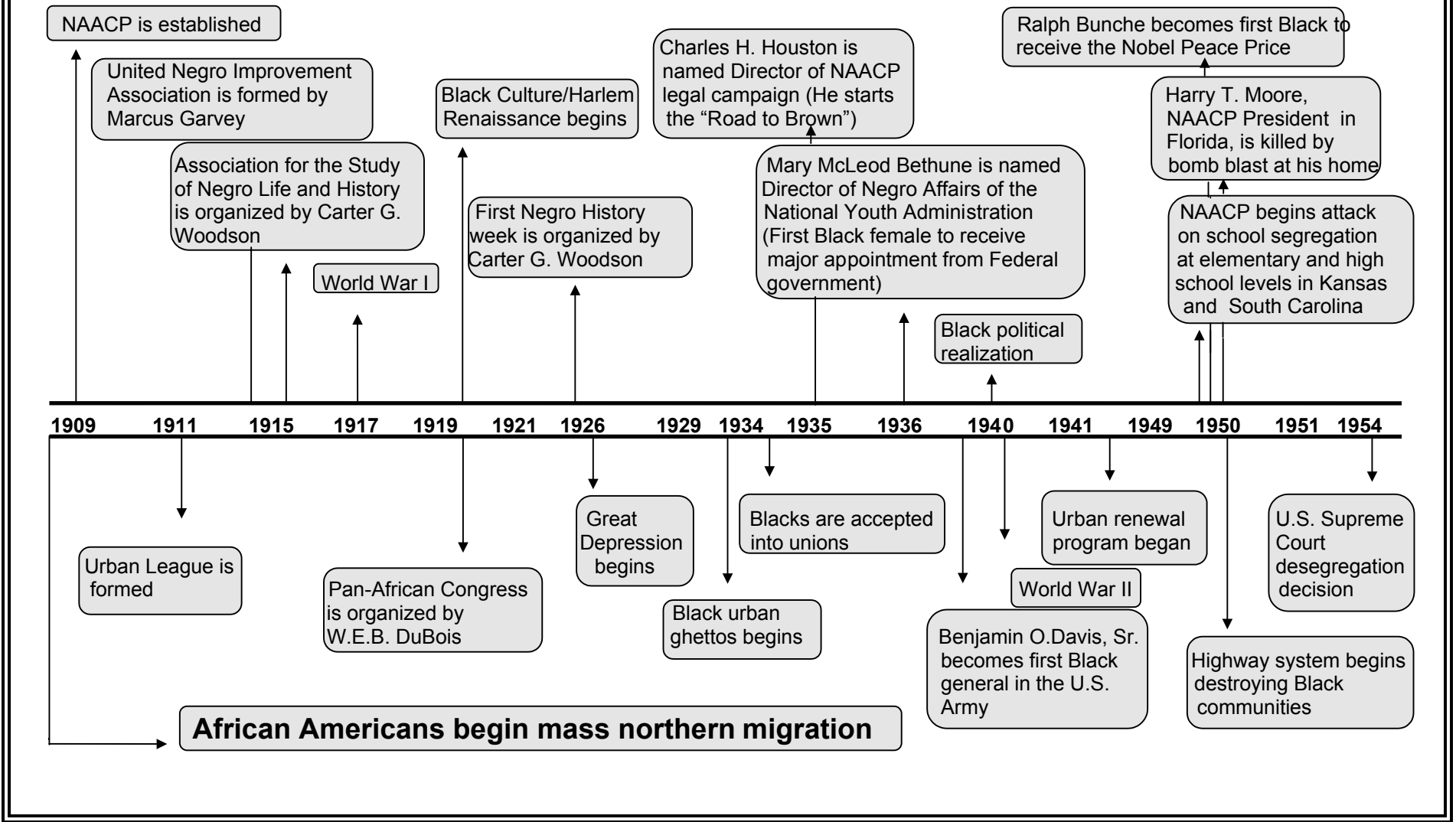
- 1947 - Led by Mahatma Gandhi, India gains its independence from Great Britain.
- 1952 - Malcolm Little joins the Nation of Islam and becomes Malcolm X.
- 1955 - Emmett Till, 14, is murdered in Mississippi.
- 1960 - The Student Nonviolent Coordinating Committee (SNCC) is formed in Raleigh, North Carolina.
- 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 - The 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 surrounding the Tuskegee High School with state troopers to prevent the integration of public schools.
- 1964 - Congress passes the Civil Rights Act.
- 1964 - Dr. 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 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 Center.
- 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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STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1909 - 1954

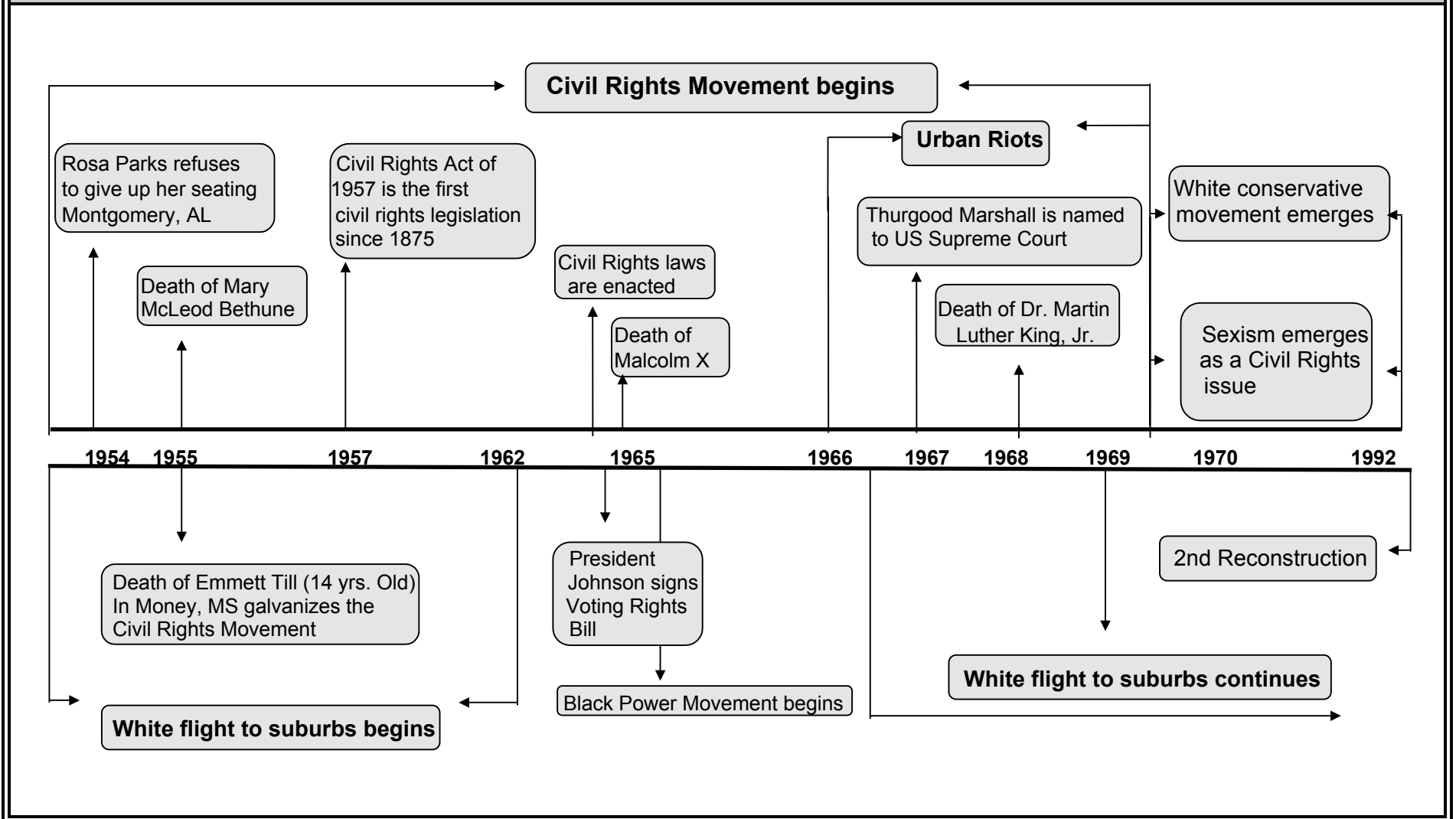


AFRICAN AMERICAN CELEBRATION: KWANZAA- IMANI - FAITH

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1954 - 1992



AFRICAN AMERICAN CELEBRATION: KWANZAA- IMANI - FAITH

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. ➤ Imani - The seventh Kwanzaa principle meaning faith. ➤ Justice - Equitable treatment of each person. ➤ 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 accord with divine or moral law. ➤ Truth - To avoid falsehood, unerring, accurate, and unimpeachable. ➤ Traditions - The handing down of beliefs and customs by word of mouth or example without written instruction. ➤ Zenith - Highest point; the point of culmination.



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STRAND A TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Mathematics

- Use time lines to graph the process used by five (5) civil rights leaders to achieve their goals.
- Develop a time line that 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 the total cost to purchase all of the items 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).

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.
- Design a pictorial dictionary that describes the major components of Kwanzaa.
- Conduct an interview with a person who practices: Kwanzaa. Report your findings to the class.
- Design a people poll that would document how many people in your class practice Kwanzaa. Report your findings and graph your results.
- Describe the civil rights struggles of African Americans for equal education, accommodations, and treatment under the Constitution in Palm Beach County and the State of Florida.

**Curriculum
infusion**

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TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Science

- Document the scientific discoveries of two African or African American scientists whose struggles were ones of "faith" and endurance in the face of insurmountable odds. For example: Garrett Morgan and Lewis Latimer.
- Construct a diagram that displays the various fruits and vegetables that are grown in Florida.
- Design a recipe that would include African fruits and/or vegetables as a food source. Describe the recipe using the standards of the scientific method.
- Draw a graphic organizer that shows that fruits and vegetables may be used for purposes other than a food source.
- Select a fruit: document and research the question - Can any of this fruit be used for medicinal or non-nutritional purposes?

**Curriculum
infusion**

Critical Thinking Skills

- Use the visuals to orally present the findings from the data researched on the principle of Imani as practice by African Americans.
- Distinguish the difference between a religious holiday and a cultural celebration.
- Compare and contrast the various celebrations in America through analysis of the data.
- Use an interactive journal to share the students' views on the principle of Imani.

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.
- Develop a research paper based on an interview of two individuals whose use of the principle of Imani has sustained their lives.

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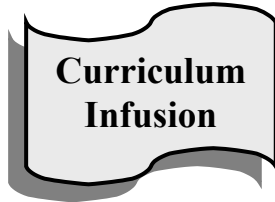
STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Students will select and report on one book on the celebrations of Kwanzaa in the month of December,
- Students will rewrite the seven principles of Kwanzaa in their own words. The focus should be on how these principles can be incorporated in their lives.
- Prepare and recite a poem on one of the seven principles of Kwanzaa.
- Define the term Imani by using three primary or secondary sources.
- Use the literature in the Harlem Renaissance unit to study the faith of African American writers and people during the 1920's and 1930's.



Curriculum Infusion

Humanities/Art

- Construct a mural that depicts the seven principles of Kwanzaa.
- Explain why fruits and vegetables are such an important part of the Kwanzaa Celebration (including bananas, apples, corn, sugar cane, and others).
- Construct a Kwanzaa Kinara.
- Develop a musical score to go along with the seven principles of Kwanzaa.
- Use a scrapbook to pictorially demonstrate the use of Imani by African and African Americans to sustain themselves throughout slavery and the modern civil rights struggles.

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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 (using a matrix) on their oral presentations on the struggle for Civil Rights by African Americans. 2. Students will be assessed on their understanding of the principle of Imani. This understanding should come through the discussion and writing of a paper which looks at the influences of Imani on the achievements of African Americans. 3. Students will be assessed on their mastery of the definitions of the seven principles of Kwanzaa. 4. Students will be assessed on their scrapbook depicting “Faith” among African Americans and other groups. A matrix will be developed by the teacher to assess the scrapbook. 5. Students will be assessed by a multiple-choice test on the content of the unit and especially the seven principles of Kwanzaa.

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INFUSION POINT

The Struggle for Equal Rights (1950 to the Present)

RECOMMENDED STUDENT EVALUATION

Pre/Post Assessment

K. CURRENT KNOWLEDGE - FORMATIVE

- Use a teacher made assessment instrument to determine the students' understanding of the concept of faith and belief in self, ones abilities, and the future.

W. WHAT IS TO BE LEARNED? PROCESS

- Use unit contents and formulate assessment items.
- Use journals, presentations, and portfolios in the process.
- Use a matrix to assess students' presentations on the seven (7) principles.

L. WHAT WAS LEARNED? SUMMATIVE

- Use journals and portfolios to assess gains.
- Use multiple choice exams to assess the seven principles and the content in the unit.
- Use product evaluation to assess the depicting of faith as expressed by African Americans and in the Diaspora.
- Use a matrix to assess a paper on faith and its influences on Africans and African Americans and their achievements.