

AFRICAN AMERICAN CELEBRATION - KWANZAA : UMOJA - UNITY

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.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</p>	<p>Coggins, Patrick, et al. <u>Ancient African History Revisited: An Infusion Model</u>. Deland, Florida: Stetson University, Multicultural Institute, 1994.</p> <p>Ferguson, Phyllis M., 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>L.A.A. 1</p>																					
	<p>L.A.A.1.1.3.: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.</p> <p>L.A.A.1.1.4.: The student increases Comprehension by rereading, retelling, and discussion</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>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">GOAL 3 STANDARDS</th> </tr> </thead> <tbody> <tr><td>3.1</td><td>Information Managers</td></tr> <tr><td>3.2</td><td>Effective Communicators</td></tr> <tr><td>3.3</td><td>Numeric Problem Solvers</td></tr> <tr><td>3.4</td><td>Creative and Critical Thinkers</td></tr> <tr><td>3.5</td><td>Responsible and Ethical Workers</td></tr> <tr><td>3.6</td><td>Resource Managers</td></tr> <tr><td>3.7</td><td>Systems Managers</td></tr> <tr><td>3.8</td><td>Cooperative Workers</td></tr> <tr><td>3.9</td><td>Effective Leaders</td></tr> <tr><td>3.10</td><td>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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GOAL: Students will appreciate the unique purpose that Umoja 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 Umoja .
- explain the principle of Umoja as it contributes to the community.
- demonstrate how Umoja 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 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 to be unimpeachable; 3) Balance: to avoid excesses in thinking, acting, and feeling; 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 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 Blacks 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 Blacks to express their cultural identity. Kwanzaa is a synthesis of both continental African and African Diaspora cultural elements. The Continental African components of Kwanzaa are a synthesis of various cultural values and practices from different Continental African peoples. The values and practices of Kwanzaa are selected from nationalities in Africa, in a true spirit of Pan-Africanism.</p> <p>Kwanzaa principle one is Umoja (Unity), “to strive for principled and harmonious togetherness in the family, community, nation and world African community, to build a community in harmony with one another.” Two optional, or supplementary,</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>symbols are the Nguzo Saba, printed in large letters for all to see, and the Bendera yà Taifa (The national flag). The Bendera is the black, red, and green flag given to the Black culture by Marcus Garvey. Red is for the blood of Black people. Green is for hope and is the color of the “Motherland” (Africa). Black represents the people.</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 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 principles are based on MA’AT ethics.</p> <p>Since its inception in 1996, this Black celebration, Kwanzaa, has been acknowledged as a legitimate celebration from December 26 through January 1, along with other celebrations by religious, ethnic, and racial groups. An increasing number of Blacks and other American citizens honor Kwanzaa in their homes, community ceremonies, and celebrations. Kwanzaa has provided Blacks 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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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 - Malcolm Little joined the Nation of Islam and becomes Malcolm X. ➤ 1955 - Emmett Till, 14, was murdered in Mississippi. ➤ 1960 - The Student Nonviolent Coordinating Committee (SNCC) was formed in Raleigh, North Carolina. ➤ 1961 - The Congress of Racial Equality (CORE) initiated freedom marches and other activities. ➤ 1962 - James Meredith enrolled in the, all "white", University of Mississippi. ➤ 1963 - March on Washington influenced the passage of the Civil Rights Act of 1964. ➤ 1963 - Alabama Governor George Wallace violated U.S. Supreme Court ruling against segregation in schools and prevents the integration of Tuskegee High School by surrounding the school building with state troopers. ➤ 1964 - Congress passed the Civil Rights Act of 1964. ➤ 1964 - Martin Luther King, Jr. received the Nobel Peace Prize. ➤ 1965 - Malcolm X is assassinated. ➤ 1966 - Stokely Carmichael popularized the term "Black Power" in Greenwood, Mississippi. ➤ 1966 - The "Black Panthers" was formed by Huey Newton and Bobby Seale.

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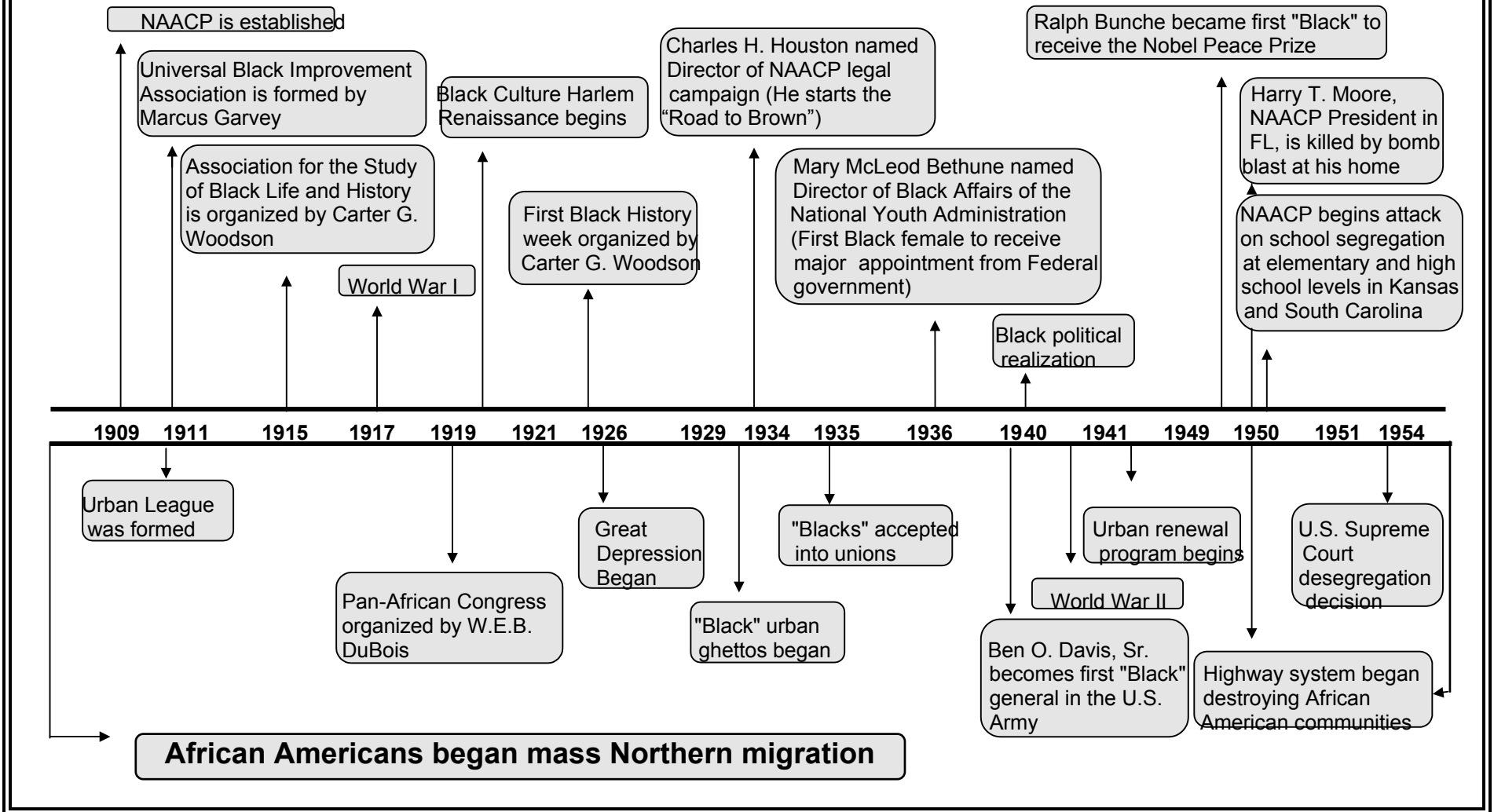
INFUSION POINT	LINKAGES TO AMERICAN HISTORY: <i>Continued</i>
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> ➤ 1967 - Over One-Hundred and Fifty (150) race riots occurred in the United States. ➤ 1967 - Thurgood Marshall became the first Black to sit on the Supreme Court of the United States. ➤ 1968 - Martin Luther King, Jr. was assassinated. ➤ 1971 - Angela Davis was captured, and served 16 months in prison before being tried and acquitted. ➤ 1975 - General Daniel "Chappie" James, Jr. was 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 was confirmed as the Chairman of Joint Chiefs of Staff, becoming the highest ranking African American in the military.



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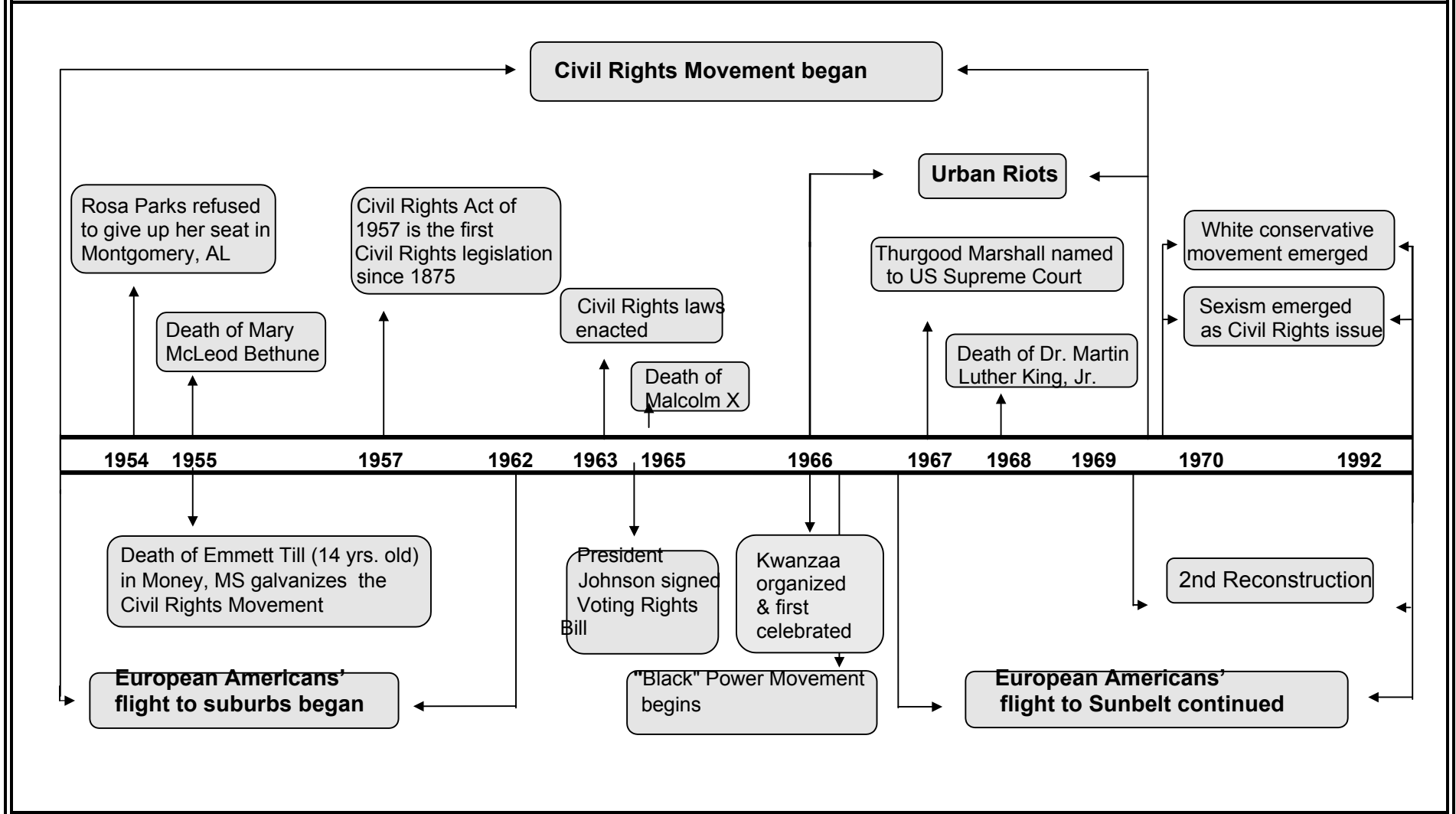
TIME LINE: 1909 - 1954



AFRICAN AMERICAN CELEBRATION - KWANZAA : UMOJA - UNITY

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. ➤ Bendera - Black, red, and green flag. ➤ 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. ➤ Harmony - Pleasant aligning of the different things. ➤ Justice - Equitable treatment of each person. ➤ Kemet - An original and ancient term for Egypt. ➤ Kwanzaa - A celebration of African culture lasting seven days during December 26 to January 1. ➤ MA'AT - A value system held by indigenous peoples of Africa from 3200 B.C. to 700 B.C. ➤ Nguzo Saba - Concept of the Black value system tied to the Seven parts of Kwanzaa. ➤ 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, unerring, accurate, and to be unimpeachable.



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INFUSION POINT	DEFINITION OF KEY TERMS
The Struggle for Equal Rights (1950 to the Present)	<ul style="list-style-type: none">➤ Umoja – Unity among different individuals and groups.➤ Waset - The original and ancient African name for the region which includes Egypt, Nubia, and others.➤ Zenith - The highest point: the point of culmination.



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RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Students will select one book on the celebrations during the month of December (i.e., Three Kings, Hanukkah, or Christmas) and write a book report which will include the origin, purpose, time, type of celebration, 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.
- Students will prepare a poem on one of the seven principles of Kwanzaa.
- Students will write an essay or poem of how Umoja can be applied to their daily lives as it relates to: workplace, home, community and school.

Science

- 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?

Mathematics

- Develop a time line which traces the origins of the MA'AT and Kwanzaa.
- Document the distance between South America, the Caribbean, African countries, the United States, and other places where Kwanzaa is celebrated [i.e. Guyana (South America), Jamaica(Caribbean), Ghana/Nigeria (African), 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 1966-1977 by use of graphs and other pictorial display of the data (bar, pie/line graphs).

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.

CURRICULUM INFUSION

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STRAND A READING

RECOMMENDED STUDENT ACTIVITIES

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.

Humanities / Art

- 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, sugarcane and others.
- Build a Kinara with the candles out of wood products.
- Students can develop a musical score to go along with the seven principles of Kwanzaa.
- Students can develop a play using one or more of the principles of Kwanzaa.

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 or 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 Hanukkah.

**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. In small groups, students will role play how they would use the Principle of Umoja as it relates to conflict resolution. 2. Students will relate a circumstance/situation when they accomplished a goal while working cooperatively in a group. They will compare and contrast this with the creation of Kwanzaa. 3. Each student will be assessed on their ability to define the key terms including units discussed in the unit. 4. Students will complete a multiple-choice test based on the content in this unit. 5. Students will be assessed using a matrix on their preparation of a scrapbook which included a compilation of the events of Kwanzaa over the past 30 years. Logic and accuracy of documentation will enhance the students' grades and quality of work.



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RECOMMENDED STUDENT EVALUATION

Pre/Post Assessment

K. CURRENT KNOWLEDGE - FORMATIVE

- Use a teacher made assessment instrument to determine how the Principle of Umoja is used in their personal lives.

W. WHAT IS TO BE LEARNED? PROCESS

- Use a matrix to assess a role play on the principle of Unity.
- Use unit content and formulate assessment items.
- Use journals, presentations, portfolios in the process of assessing student knowledge of the content.
- Assess how well students use a timeline to document the history of MA'AT and Kwanzaa.
- Use cooperative groups to present scenarios based on Unity to assess the students' contributions to the group process.

L. WHAT WAS LEARNED? SUMMATIVE

- Use journals and portfolios to assess gains.
- Use multiple choice exams on the unit content.
- Use product evaluation such as a scrapbook on Unity to assess students' gains by essay exams using a matrix.

