

# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

STRAND A TIME, CONTINUITY, AND CHANGE			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
The Struggle for Equal Rights (1950 to the Present)	SS.A.1.2 Identifies how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	<p>Coggins, Patrick and Laurence Wesley, 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, 1995.</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 &amp; Company, 1994.</p> <p>Karenga, Maulana. <u>The African American Celebration of Kwanzaa A Celebration of Family, Community &amp; 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 &amp; Thomas, 1990.</p> <p>Thompson, Helen Davis. <u>Let's Celebrate Kwanzaa</u>. New York, New York: Gumbs &amp; Thomas, 1992.</p> <p>Website.WWW.OfficialKwanzaawebsite.org</p>	<p>SS.A.1.2</p> <hr style="border: 1px solid black;"/> <p style="text-align: center; background-color: #cccccc; padding: 2px;"><b>GOAL 3 STANDARDS</b></p> <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>



# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## STRAND A TIME, CONTINUITY, AND CHANGE

**GOAL:** Students will appreciate and understand the principles of the cultural holiday of Kwanzaa.

### INFUSION POINT

### OBJECTIVES

The Struggle for  
Equal Rights  
(1950 to  
the Present)

**Students will be able to:**

- analyze a graphic organizer to develop a plan that outlines the seven Kwanzaa principles.
- compare and contrast with other holidays.
- utilize the Kwanzaa principles in their daily lives.



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## 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 <b>indigenous</b> peoples of Africa and flourished during the period between 3200 B.C. to 700 B.C. The <b>MA'AT</b> included the principles of <b>Justice</b>: equitable treatment of each person; <b>Truth</b>: to avoid falsehood, unerring, accurate, and be unimpeachable; <b>Balance</b>: to avoid excesses in thinking, actions, and feelings; <b>Order</b>: to avoid confusion and disunity; <b>Reciprocity</b>: to return in kind the goodness received; <b>Righteousness</b>: to act in accord with divine and moral laws; and <b>Equality</b>: the quality or state of being treated equal. The principles of the <b>MA'AT</b> are a critical area of shared belief for Africans and has greatly influenced African American culture throughout the <b>Diaspora</b>.</p> <p>Every cultural group has a set of values, which influences 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 shared values. These have been referred to as <b>Kwanzaa</b>. The <b>Kwanzaa</b> celebration was founded in 1966, by Dr. Maulana Karenga as an avenue for African Americans to express their cultural identity.</p> <p><b>Kwanzaa</b> synthesizes the cultural elements of both continental Africa and the African <b>Diaspora</b>. The <b>Diaspora</b> or diffusion of Pan-African culture throughout the world is an important starting point for comparing and contrasting the lives and lifestyles of African peoples.</p>



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## STRAND A TIME, CONTINUITY, AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p>The values and practices of <b>Kwanzaa</b> are selected, in a true spirit of <b>Pan-Africanism</b>. <b>Kwanzaa</b> is a combination of concepts and a conscious commitment to African tradition and reason created out of the philosophy of <b>Kawaida</b>. <b>Kawaida</b> teaches that all we “think” and “do” should be based on tradition and reason, which are rooted in practice. Tradition and reason are the anchors upon which the cultural authenticity for Africans are based. Therefore, the significance of <b>Kwanzaa</b> is that the celebration preserves a continuity between traditions and reason.</p> <p>The origins of <b>Kwanzaa</b> on the African continent are in the agricultural celebrations called <b>First Fruits</b> celebrations. <b>Kwanzaa</b> comes from the Swahili phrase <u>matunda ya Kwanzaa</u> meaning the <b>First Fruits</b>. The <b>First Fruits</b> celebrations are recorded in African history as far back as Nubia and Egypt, and appears in ancient and modern times in other classical African civilizations such as the Ashanti and the Yoruba kingdoms. These celebrations are also found in ancient and modern times among societies as large as empires (the Zulu), kingdoms (Swaziland), or smaller societies and groups such as the Matabelee, Thonga and Lovedu. Despite the differing names of the celebrations, many of the cultures are all focused around the harvesting of the first fruits and have similar values and practices.</p> <p><b>Kwanzaa</b> is conceived and constructed from a critical selection of five common practices of <b>First Fruit</b> celebrations: <b>Ingathering, Reverence, Commemoration, Recommitment, and Celebration</b>. <b>Ingathering</b> is the renewing and strengthening of bonds among the people. Next, there is a profound <b>Reverence</b> for the creator and creation which is a central focus. <b>Commemoration</b> teaches the honoring of ancestors, heritage, roots, culture and African lineage.</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<p><b>Recommitment</b> is the highest and most fundamental cultural value. Finally, <b>celebration</b> recognizes the common good among members of society.</p> <p><b>Kwanzaa</b> was created to introduce and reinforce the Nguzo Saba (the Seven Cords/Principles) and to address the absence of non-heroic holidays in the national African American community. <b>Kwanzaa</b> recognizes 7 principles of tradition. These Seven Principles are <b>Umoja</b> (Unity): <b>Kujichagulia</b> (Self-determination): <b>Ujima</b> (Collective Work and Responsibility): <b>Ujamaa</b> (Cooperative Economics): <b>Nia</b> (Purpose): <b>Kuumba</b> (Creativity): and <b>Imani</b> (Faith).</p> <p>The seven-day, year-end <b>commemoration</b>, which takes place from December 26th to January 1st, correlates with the many <b>First Fruits</b> celebrations of the different cultures of Africa. <b>Kwanzaa</b> is a cultural choice and is distinctly separate and apart from a religious celebration. The values of <b>justice, truth, balance, order reciprocity, righteousness and equality, (or the MA'AT)</b> emanate from the Waset and Kemet people of present day Egypt, Ethiopia, Sudan and other regions of Africa. 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. An additional contribution to ethical and moral philosophy by the <b>MA'AT</b> is the notion that all public figures, royalty and civilians must be held accountable to the same ethical and moral standards as everyone else. Many of the Monotheistic religions emanate from the <b>MA'A t</b> code of ethics system.</p>



# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## 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"> <li>➤ 1941 - A. Phillip Randolph organizes March on Washington.</li> <li>➤ 1947 - Led by Mahatma Gandhi, India gains its independence from Great Britain.</li> <li>➤ 1950 - Ralph Bunche wins Nobel Peace Prize.</li> <li>➤ 1952 - Malcolm Little joins the Nation of Islam and becomes Malcolm X.</li> <li>➤ 1955 - Emmett Till, 14, is murdered in Mississippi because he allegedly whistled at a white women.</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 of 1964.</li> <li>➤ 1964 - Martin Luther King Jr. receives the Nobel Peace Prize.</li> <li>➤ 1965 - Malcolm X is assassinated.</li> <li>➤ 1966 - Stokely Carmichael popularizes the term "Black Power" in Greenwood, Mississippi.</li> </ul>



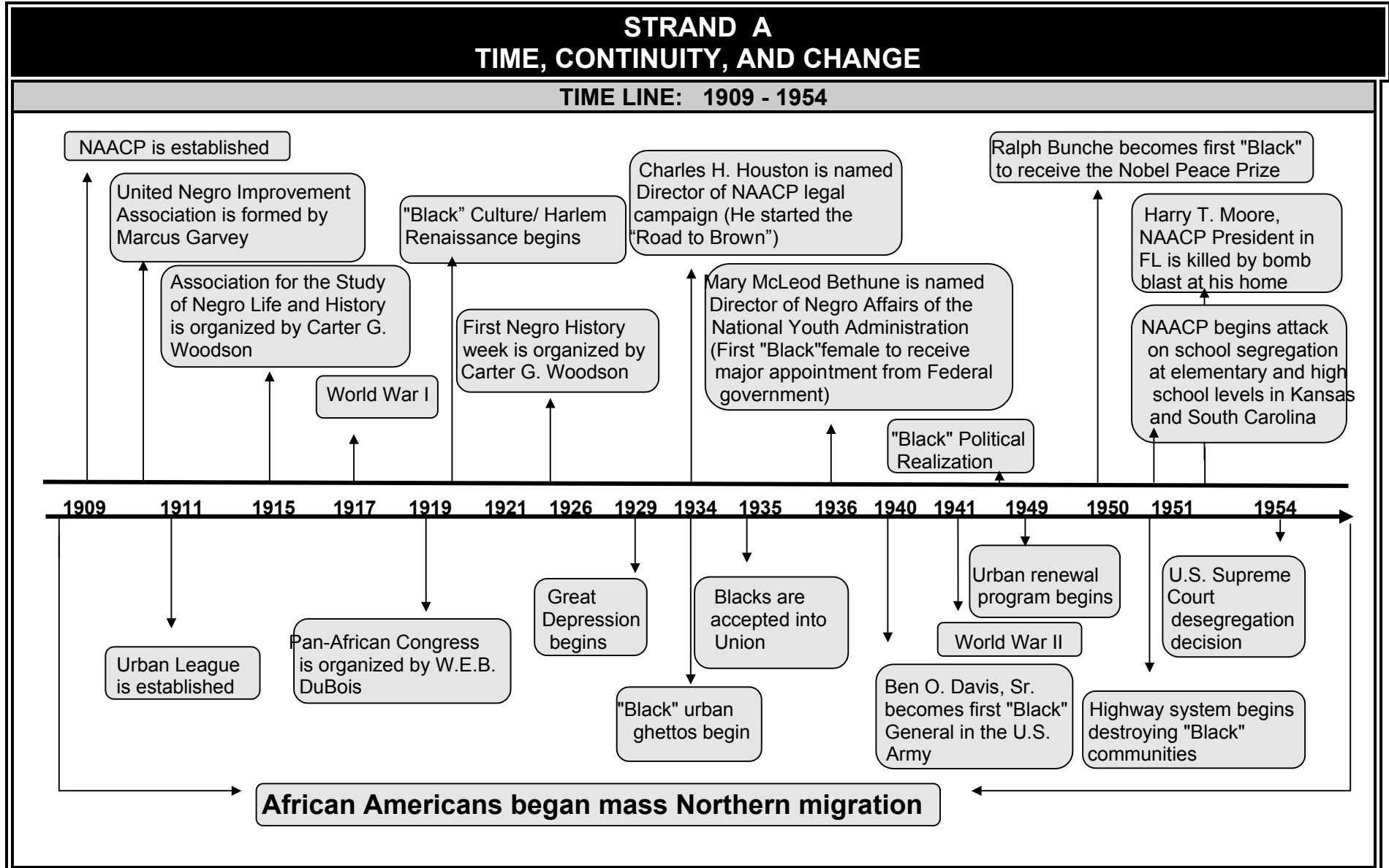
# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## STRAND A TIME, CONTINUITY, AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY: Continued
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> <li>➤ 1966 - The "Black Panthers" is formed by Huey Newton and Bobby Seale.</li> <li>➤ 1967 - Over 150 race riots occur in the United States.</li> <li>➤ 1967 - Thurgood Marshall becomes the first African American to sit on the Supreme Court of the United States.</li> <li>➤ 1968 - Dr. Martin Luther King, Jr. is assassinated.</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 the Joint Chiefs of Staff, becoming the highest ranking African American in the military.</li> </ul>



# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW



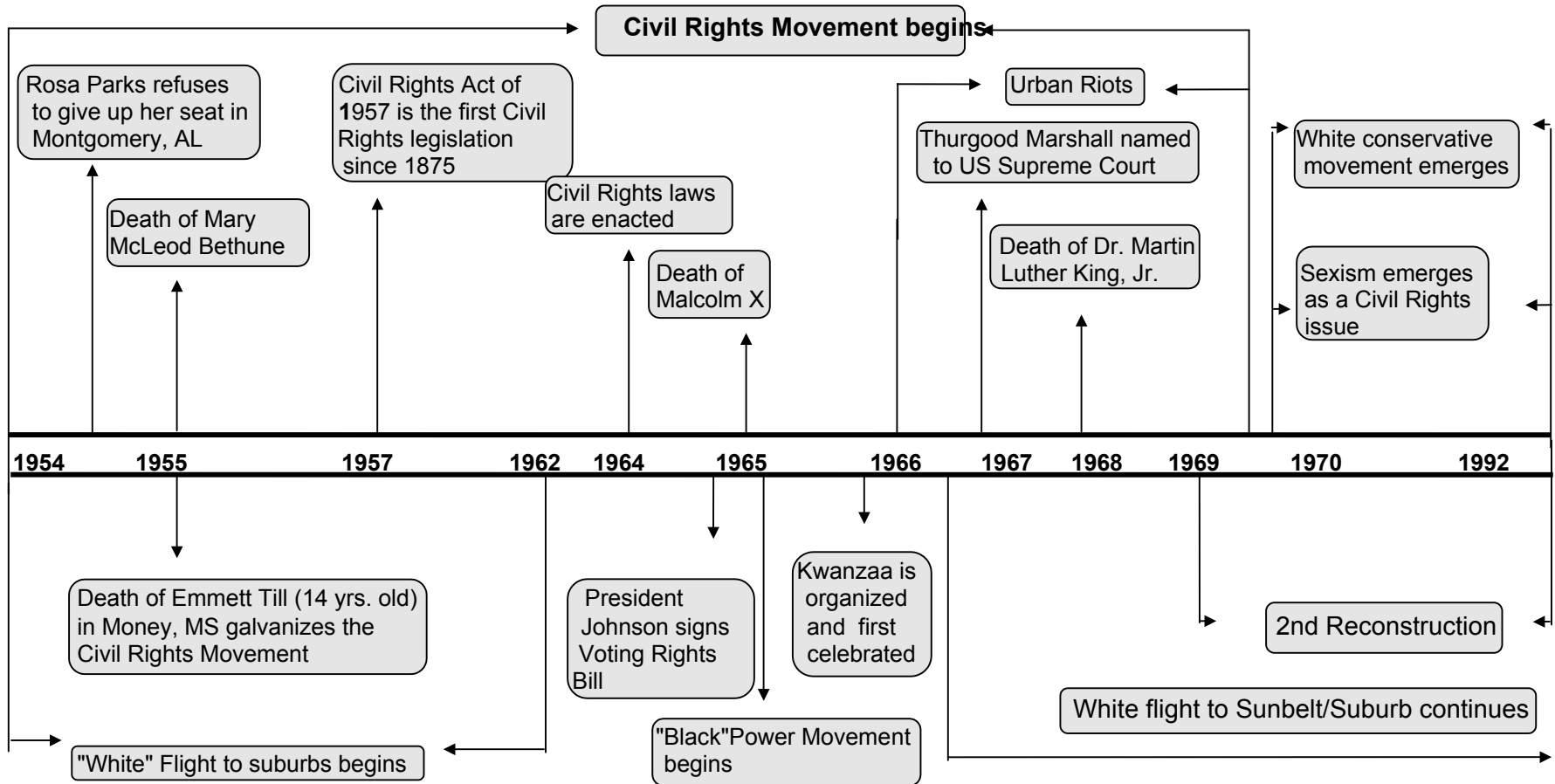


# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## STRAND A

### TIME, CONTINUITY, AND CHANGE

TIME LINE: 1954 - 1992



# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## 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"> <li>➤ <b>Balance</b> - To avoid excesses in thinking, actions, and feelings.</li> <li>➤ <b>Celebration</b> – The observation of a day or event with ceremonies, festivities or rejoicing.</li> <li>➤ <b>Commemoration</b> - To remember and to honor one’s ancestors and lineage.</li> <li>➤ <b>Diaspora</b> – Dispersion of Africans (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>Imani</b> – Seventh Kwanzaa principle meaning faith.</li> <li>➤ <b>Ingathering</b> - Bringing people together for renewal and strengthening relationships.</li> <li>➤ <b>Indigenous</b> - People naturally of a particular region.</li> <li>➤ <b>Justice</b> – Equitable treatment of each person.</li> <li>➤ <b>Kawaida</b> – Teaches that all one thinks and does is based on tradition and reason rooted in practice.</li> <li>➤ <b>Kujichagulia</b> - Second Kwanzaa principle meaning self-determination.</li> <li>➤ <b>Kuumba</b> – Sixth Kwanzaa principle meaning creativity.</li> <li>➤ <b>Kwanzaa</b> - A celebration of African culture lasting seven days (December 26 to January 1).</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> </ul>



# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## STRAND A TIME, CONTINUITY, AND CHANGE

INFUSION POINT	DEFINITION OF KEY TERMS Continued
<p>The Struggle for Equal Rights (1950 to the Present)</p>	<ul style="list-style-type: none"> <li>➤ <b>Pan Africanism</b> - Union of African nations.</li> <li>➤ <b>Reciprocity</b> - To return in kind the goodness received.</li> <li>➤ <b>Recommitment</b> –The process of pledging, entrusting or promising again to an ideal or common objective</li> <li>➤ <b>Reverence</b> – Feeling of profound awe and respect.</li> <li>➤ <b>Righteousness</b> - To act in accordamce with divine or moral laws.</li> <li>➤ <b>Truth</b> - To avoid falsehood, unerring, inaccuracy, and be unimpeachable.</li> <li>➤ <b>Ujamaa</b> – Fourth Kwanzaa principle meaning cooperative economics.</li> <li>➤ <b>Ujima</b> – Third Kwanzaa principle meaning collective work and responsibility.</li> <li>➤ <b>Umoja</b> – First Kwanzaa principle meaning unity.</li> </ul>



# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## STRAND A

### TIME, CONTINUITY, AND CHANGE

#### RECOMMENDED STUDENT ACTIVITIES

##### **Humanities/Arts**

- Construct a mural that depicts the seven principles of Kwanzaa.
- Explain why fruits 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.

##### **Science**

- 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 are used for purposes other than a food source.
- Select a fruit. Document and research the question – Can this fruit be used for medicinal or non-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, 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 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**

##### **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.

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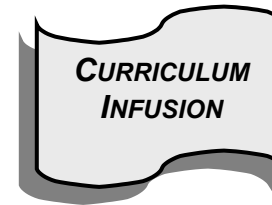
### RECOMMENDED STUDENT ACTIVITIES

#### ***Critical Thinking Skills***

- Use the visuals to orally present the findings from the data researched on the principle of Imani as practiced by African Americans.
- Distinguish the differences 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 student's views on the principle of Imani.

#### ***Language/Arts***

- Students will select and report on one book on the celebrations of Kwanzaa.
- Students will rewrite the seven principles of Kwanzaa in their own words. They must focus on how these principles can be incorporated in their lives.
- Students will prepare and deliver a poem using the Kwanzaa and MA'AT principles.



#### ***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, Christmas, Three Kings and Hanukkah. Report your findings and graph your results.
- Describe the civil rights struggle of African Americans for equal education, accommodations, and treatment under the constitution in Palm Beach County and the State of Florida.

# AFRICAN AMERICAN CELEBRATION KWANZAA: INTRODUCTION AND OVERVIEW

## STRAND A

### TIME, CONTINUITY, AND CHANGE

INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The Struggle for Equal Rights (1950 to the present)</p>	<ol style="list-style-type: none"> <li>1. Students will be assessed on their comprehension of the main ideas of the Kwanzaa principles through group projects.</li> <li>2. Students will be assessed on their daily journal writing about how they might use the Seven Principles in their daily lives.</li> <li>3. Students will be assessed on their creation of a strategy which depicts the use of the Seven Principles each day of the week.</li> <li>4. Students will be assessed on their ability to write an essay comparing and contrasting the holidays of Kwanzaa, Christmas, Three Kings and Hanukkah.</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;"><b><i>Pre/Post Assessment</i></b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>K. CURRENT KNOWLEDGE - FORMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use a teacher made assessment instrument to determine students' knowledge of Kwanzaa, Christmas, Three Kings, and Hanukkah.</li> </ul> <p><b>W. WHAT IS TO BE LEARNED? PROCESS</b></p> <ul style="list-style-type: none"> <li>➤ Use unit content and formulate assessment items.</li> <li>➤ Use journals, presentations, portfolios in the process and apply the seven principles in their daily life.</li> <li>➤ Assess completeness of a time line on the history of Kwanzaa.</li> </ul> <p><b>L. WHAT WAS LEARNED? SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use journals, portfolios to assess gains.</li> <li>➤ Use multiple choice exams and essays on the unit content.</li> <li>➤ Use product evaluation of a scrapbook depicting Kwanzaa celebrations.</li> <li>➤ Use an essay to compare the holidays of Kwanzaa, Christmas, Three Kings and Hanukkah.</li> </ul> </div>

