2008 National Black History Theme:
Carter G. Woodson and the Origins of Multiculturalism
The School Board of Miami-Dade County, Florida

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Miami-Dade County Public Schools
Curriculum and Instruction
Social Sciences
Black History Month
Special Events,
Professional Development
Opportunities and Competitions
• **Tour of Black Miami-Dade County Historic Sites, January 24th through February 29, 2008:**

Curriculum and Instruction, Social Sciences, and the Black Archives of South Florida are co-sponsoring a Tour of Black Miami-Dade County Historic Sites. Teachers serve as tour guides for students in a bus tour highlighting Miami’s vibrant historical Black communities, dating back to before the 1890’s.

Teachers are invited to sign up to participate in this field experience which explores the breathe of Miami’s Black Heritage including presentations at the Historic Lyric Theater.

The trail will follow the award-winning Metro Dade Transit Black History Tour which features landmarks in Miami’s historical Black communities and highlights their rich and vibrant history dating back to before the 1890’s. The tour features sites that once reflected the prosperity and independence of Miami’s Black community as well as sites linked to Blacks of the Caribbean who have made significant contributions to the community.

The tour reveals a time when big-name Black celebrities such as Lena Horne, Nat King Cole, Marian Anderson, and Billie Holiday had to leave after performing at venues in Miami Beach. So, they stayed in Overtown hotels and performed in late-late shows for Blacks in Overtown nightclubs like the Knight Beat in the Sir John Hotel. When the stars tired of Overtown, they sought respite at Georgette’s Tea Room in Brownsville, where the legendary Billie Holiday once kept a permanent room.

In addition to a self-guided bus tour, the following presentation will be made at The Historic Lyric Theater, 819 N. W. 2nd Avenue.

a. “A Rising Voice” – Afro-Latin Connections in South Florida by the Miami Herald
b. Purvis Young Permanent Collection – World-renown folk artist from Overtown
c. Film: “Overtown a Nostalgic Dream (30 min)
d. “In Their Own Words” - Members of the Black Archives Speakers Bureau and other senior residents will share their experience of growing up in segregated Miami, as well as their role in the City’s transition from segregation to integration.

**Schools are asked to make reservations to participate in this special program as soon as possible, as a limited number of spaces are available. Directions to teachers are as follows:**

1. Select the date you wish to bring students and follow regular fieldtrip procedures for your school site.
2. Prepare students for field trip using background material which will be provided from Curriculum and Instruction.
3. Act as tour guide for Black History tour based on narrative and street map information which will be provided prior to the fieldtrip
4. Provide an evaluation of fieldtrip program

The fieldtrips will be available on the following dates beginning January 24th through February 29, 2008:

- Friday, January 25
- Thursday, February 14
- Friday, February 15
- Thursday, February 21
- Friday, Feb 22
- Friday, February 15
- Wednesday, February 27
- Friday, February 28

Reservations to participate in the Black History tour program can be made by teachers by providing their name, school name, email and phone contact information, number of students and date selection (with a first and second choice) to:

Anita McGruder 305-995-2490
amcgruder@dadeschools.net

For more information, contact, Ms. Anita McGruder at 305-995-2490 or via email at amcgruder@dadeschools.net.

- **The Griot, the African American History Newsletter**
  Curriculum and Instruction, Social Sciences, highlights African American achievements, best practices, lesson plans, articles, District, and community events by providing schools with a quarterly newsletter. A special edition of the Griot, will be distributed to schools in February 2008.

- **Speakers Bureau** - Speakers are available, upon request, to provide students with information regarding local African American history and career information.

- **32nd Annual Theodore Gibson Competition**
  In a collaborative effort, the District, Miami Dade College, and students from the MDCPS Miami Urban Debate League are sponsoring and preparing schoolchildren for the 32nd Annual Theodore Gibson Oratorical Competition. In this competition over 1,000 elementary and secondary children will compete for the coveted Theodore Gibson medallion. The Theodore Gibson Oratorical Competition exposes children to a breadth of writings about the African American experience and provides them the opportunity to discover and refine their research, writing, and public speaking skills through a challenging competition. The final competition will be held, Friday, May 2, 2008 at Miami Dade College Lehman’s Theatre.
• **The American Spiritual: Past and Present Professional Development Opportunity, Friday, February 1, 2008**
  M-DCPS Curriculum and Instruction, Social Sciences and Life Skills and Special Projects, and the Carnival Center for the Performing Arts will be providing a professional development opportunity for K-12 social studies, music, dance, theater/drama and language arts teachers. The workshop will take place at the Carnival Center’s Peacock Education Center.

• **The 15th Annual Black History Culture & Brain Bowl, Saturday, February 2, 2008**
  Curriculum and Instruction, Social Sciences, in partnership with Florida International University, will be sponsoring the 2008 Regional Black History & Culture Brain Bowl Competition. The competition will be held February 2, 2008 at Florida International University’s Graham Center. The purpose of this competition is to promote African American history and complement year-long, community-based Black history programs. Teams of students in grades 6 through 12 compete by answering FCAT- and SAT-based vocabulary and comprehension questions drawn from college-level literary and historical works. After training and preparation, students compete to test their knowledge and win college scholarships and other prizes.

• **The 19th Annual African American Read-In Chain, Monday, February 4, 2008**
  The 19th Annual African American Read-In Chain is scheduled for Monday, February 4, 2008. On this day, schools are urged to make literacy a significant part of Black History Month as they select books authored by African Americans and host school Read-Ins. A completed African American Read-In school report card from each participating school will be submitted to Curriculum and Instruction, Social Sciences. The African American Read-In Chain has been endorsed by the International Reading Association.

• **Black History District Celebration Program, Thursday, February 5, 2008**
  Curriculum and Instruction, Social Sciences, Miami Norland SHS, Miami Northwestern SHS and several elementary schools will perform Legends, a Black history program performed highlighting Miami’s past and present leaders. The Black History District Celebration program is scheduled for 10 a.m. – 12 noon in the SBAB auditorium, Thursday, February 5, 2008.

• **The Black History Month Elementary and Secondary Schools Essay Contest**
  To support the National Black History theme: “Carter G. Woodson and the Origins of Multiculturalism,” the District’s reading and writing initiatives, Curriculum and Instruction, Social Sciences, in cooperation with Language Arts/Reading, the United Teachers of Dade, and *The Miami Times* newspaper, is sponsoring a Black History Month Essay Contest. This contest is open to elementary, middle, and senior high school students who will compete in separate categories. The deadline for submission is Friday, February 8, 2008.
The 2008 Black History Elementary and Secondary essay prompts are as follows:

**Elementary prompt:**

- In the past, America prided itself on allowing immigrants to adopt the American way.
- Think about the things Dr. Carter G. Woodson did to make Americans see the importance of recognizing African American contributions.
- Now, write to explain to your reader how America has benefited from recognizing the contributions of all people.

**Secondary prompt:**

- In the past, America prided itself on allowing immigrants to adopt the American way.
- Think about the things Dr. Carter G. Woodson did to make Americans see the importance of recognizing African Americans.
- Now, write to explain to your reader how America has benefited from integrating cultural differences that newcomers bring with them to America?

**Black History Essay Prizes:**

- *The Miami Times* will award the Elementary winners with first, second, and third place prizes as follows:
  - 1st place - $300 U.S. Savings Bond
  - 2nd place - $200 U.S. Savings Bond
  - 3rd place - $100 U.S. Savings Bond

- The United Teachers of Dade will award the Secondary winners with separate first, second, and third place prizes that will be awarded in the middle and senior high school categories as follows:
  - 1st place - $400 U.S. Savings Bond
  - 2nd place - $250 U.S. Savings Bond
  - 3rd place - $100 U.S. Savings Bond

For information on these and other Curriculum and Instruction, Social Sciences activities, please contact Ms. Sherrilyn Scott, Supervisor, Curriculum and Instruction, Social Sciences, at 305-995-1971, or via email at sherrilyncott@dadeschools.net.
Historical Information

Black History Month
and
Dr. Carter G. Woodson
WOODSON AND THE ORIGINS OF MULTICULTURALISM

“We would not learn less of George Washington... but we would learn... also of the three thousand Negro soldiers of the American Revolution.”

Carrie G. Woodson

ASALH

Founder of Black History Month™

2008 National Black History Theme

1316 U Street, N.W., Suite 102
Washington, D.C. 20009

Tel: 202.334.1700
History of Black History Month

February is the annual observance of Black History Month, a time to recognize the achievements, contributions, and culture of African Americans.

This February marks the 32nd anniversary of Black History Month.

In 1926, Dr. Carter Godwin Woodson, an African American historian, writer, and educator, established Negro History Week to honor the contributions of African Americans. Often called the "Father of Black History," Woodson chose February for this observance because the birthdays of abolitionist Frederick Douglass and President Abraham Lincoln fall in this month. During the early 1970s, the name of the celebration was changed to Black History Week. It was expanded to Black History Month in 1976.

Black History Month is sponsored by the Association for the Study of African-American Life and History (ASALH), an organization founded by Woodson in 1915. (It was then called the Association for the Study of Negro Life and History.) Each year, the ASALH selects a national theme for Black History Month. The theme for 2008 is Carter G. Woodson and the Origins of Multiculturalism.

Biography of CARTER GODWIN WOODSON
"FATHER OF BLACK HISTORY"

Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching of biography and history.

These are the words of Dr. Carter Godwin Woodson, distinguished Black author, editor, publisher, and historian (December 1875 - April 1950). Carter G. Woodson believed that Blacks should know their past in order to participate intelligently in the affairs in our country. He strongly believed that Black history - which others have tried so diligently to erase - is a firm foundation for young Black Americans to build on in order to become productive citizens of our society.

Known as the "Father of Black History," Carter G. Woodson holds an outstanding position in early 20th century American history. Woodson authored numerous scholarly books on the positive contributions of Blacks to the development of America. He also published many magazine articles analyzing the contributions and role of Black Americans. He reached out to schools and the general public through the establishment of several key organizations and founded Negro History Week (precursor to Black History Month). His message was that Blacks should be proud of their heritage and that other Americans should also understand it.
Carter G. Woodson was born in New Canton, Buckingham County, Virginia, to former slaves Anne Eliza (Riddle) and James Henry Woodson. Although his parents could neither read nor write, Carter G. Woodson credits his father for influencing the course of his life. His father, he later wrote, insisted that "learning to accept insult, to compromise on principle, to mislead your fellow man, or to betray your people, is to lose your soul."

His father supported the family on his earnings as a carpenter. As one of a large and poor family, young Carter G. Woodson was brought up without the "ordinary comforts of life." He was not able to attend school during much of its five-month term because helping on the farm took priority over a formal education. Determined not to be defeated by this setback, Carter was able "largely by self-instruction to master the fundamentals of common school subjects by the time he was seventeen." Ambitious for more education, Carter and his brother Robert Henry moved to Huntington, West Virginia, where they hoped to attend the Douglass High School. However, Carter was forced to earn his living as a miner in Fayette County coal fields and was able to devote only a few months each year to his schooling. In 1895, a twenty-year-old Carter entered Douglass High School, where he received his diploma in less than two years.

From 1897 to 1900, Carter G. Woodson began teaching in Winona, Fayette County. In 1900, he returned to Huntington to become the principal of Douglass H.S.; he finally received his Bachelor of Literature degree from Berea College, Kentucky. From 1903 to 1907, he was a school supervisor in the Philippines. Later he traveled throughout Europe and Asia and studied at the Sorbonne University in Paris. In 1908, he received his M.A. from the University of Chicago, and in 1912, he received his Ph.D. in history from Harvard University.

During his lifetime, Dr. Woodson developed an important philosophy of history. History, he insisted, was not the mere gathering of facts. The object of historical study is to arrive at a reasonable interpretation of the facts. History is more than political and military records of peoples and nations. It must include some description of the social conditions of the period being studied.

Woodson's work endures in the institutions and activities he founded and promoted. In 1915, he and several friends in Chicago established the Association for the Study of Negro Life and History. The following year, the Journal of Negro History appeared, one of the oldest learned journals in the United States. In 1926, he developed Negro History Week and in 1937 published the first issue of the Negro History Bulletin.

Dr. Woodson often said that he hoped the time would come when Negro History Week would be unnecessary; when all Americans would willingly recognize the contributions of Black Americans as a legitimate and integral part of the history of this country. Dr. Woodson's outstanding historical research influenced others to carry on his work. Among these have been such noted historians as John Hope Franklin, Charles Wesley, and Benjamin Quarles. Whether it's called Black history, Negro history, Afro-American history, or African American history, his philosophy has made the study of Black history a legitimate and acceptable area of intellectual inquiry. Dr. Woodson's concept has given a profound sense of dignity to all Black Americans.

Lesson Plan Source Education World
# CHRONOLOGY of DR. WOODSON'S LIFE

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1875, Dec. 19</td>
<td>Birth, New Canton, Virginia</td>
</tr>
<tr>
<td>1892</td>
<td>Left home to work on the railroad and then in the mines</td>
</tr>
<tr>
<td>1893</td>
<td>Family moved to Huntington, West Virginia</td>
</tr>
<tr>
<td>1895-1896</td>
<td>Attended Douglass High School, Huntington, West Virginia</td>
</tr>
<tr>
<td>1896-1897</td>
<td>Attended Berea College, Kentucky</td>
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<tr>
<td>1897, Sept.-Dec</td>
<td>Attended Lincoln University, Pennsylvania</td>
</tr>
<tr>
<td>1898-1900</td>
<td>Taught, Winona, West Virginia</td>
</tr>
<tr>
<td>1900-1903</td>
<td>Principal, Douglass High School, Huntington, West Virginia</td>
</tr>
<tr>
<td>June 18, 1902-Dec. 1903</td>
<td>Attended University of Chicago</td>
</tr>
<tr>
<td>1903</td>
<td>Bachelor of Literature from Berea College</td>
</tr>
<tr>
<td>1903-1907</td>
<td>Taught in the Philippines</td>
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<tr>
<td>1907</td>
<td>Traveled in Europe and Asia; attended the Sorbonne, Paris, France</td>
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<tr>
<td>1907, Oct.-Dec.</td>
<td>Attended University of Chicago</td>
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<tr>
<td>1908, Jan.-Aug.</td>
<td>Attended Graduate School, University of Chicago; received B.A. in March; M.A. in August</td>
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<tr>
<td>1908-1909</td>
<td>Attended Harvard University</td>
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<tr>
<td>1909-1918</td>
<td>Taught, M Street (Dunbar) High School, Washington, D.C.</td>
</tr>
<tr>
<td>1912</td>
<td>Ph.D. in History from Harvard University</td>
</tr>
<tr>
<td>1913 or 1914-1921</td>
<td>Member of the American Negro Academy</td>
</tr>
<tr>
<td>1915, Apr.</td>
<td><em>The Education of the Negro Prior to 1861</em> published</td>
</tr>
<tr>
<td>1915, Sept.</td>
<td>Established the Association for the Study of Negro Life &amp; History</td>
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<tr>
<td>1917, Aug.29</td>
<td>First Biennial meeting of ASNLH</td>
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<tr>
<td>1918</td>
<td><em>A Century of Negro Migration</em> published</td>
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<tr>
<td>1919-1920</td>
<td>Dean, School of Liberal Arts, Howard University</td>
</tr>
<tr>
<td>1920-1922</td>
<td>Dean, West Virginia Collegiate Institute (West Virginia State College); Established Associated Publishers</td>
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<tr>
<td>1921</td>
<td>Received grant from the Carnegie Institution; <em>The History of the Negro Church</em> published</td>
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<tr>
<td>1922</td>
<td><em>The Negro in Our History</em> published</td>
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<tr>
<td>1924</td>
<td><em>Free Negro Owners of Slaves in the U.S. in 1830: Together with Absentee Ownership of Slaves in the U.S. in 1830</em> published</td>
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<tr>
<td>1925</td>
<td><em>Free Negro Heads of Families in the United States in 1830</em> published</td>
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<tr>
<td>1926</td>
<td><em>Negro Orators and Their Orations</em> published; <em>The Mind of the Negro as Reflected in Letters Written During the Crisis, 1800-1860</em> published; established</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>1927</td>
<td>Appointed to Advisory Committee, Interracial Relations Committee on Problems and Policy Social Science Research Council; appointed staff contributor Dictionary of American Biography</td>
</tr>
<tr>
<td>1928</td>
<td>Negro Makers of History published; African Myths: Together with Proverbs published</td>
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<tr>
<td>1928</td>
<td>Attended summer meeting of Social Science Research Council, Dartmouth College</td>
</tr>
<tr>
<td>1929</td>
<td>The Negro as a Businessman, with John H. Harmon, Jr. and Arnett G. Lindsay published</td>
</tr>
<tr>
<td>1929-1933, 1938</td>
<td>Established Woodson Collection at the Library of Congress</td>
</tr>
<tr>
<td>1930</td>
<td>The Negro Wage Earner, with Lorenzo Greene published; The Rural Negro published</td>
</tr>
<tr>
<td>1932</td>
<td>The encyclopedia controversy</td>
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<tr>
<td>1932-1935</td>
<td>Summers in Europe</td>
</tr>
<tr>
<td>1933</td>
<td>The Mis-Education of the Negro published</td>
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<tr>
<td>1934</td>
<td>The Negro Professional Man and the Community, with Special Emphasis on the Physician and the Lawyer published</td>
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<tr>
<td>1935</td>
<td>The Story of the Negro Retold published</td>
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<tr>
<td>1936</td>
<td>The African Background Outlined published</td>
</tr>
<tr>
<td>1937</td>
<td>Began publication of the Negro History Bulletin</td>
</tr>
<tr>
<td>1939</td>
<td>African Heroes and Heroines published</td>
</tr>
<tr>
<td>1941</td>
<td>Doctor of Laws from West Virginia State College</td>
</tr>
<tr>
<td>1950, April 3</td>
<td>Died suddenly</td>
</tr>
<tr>
<td>1958</td>
<td>Elected to the Ebony Hall of Fame</td>
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Black History Lesson Plans K-12
Rosa Parks Changed the Rules

Grade(s)

Elementary

Brief Description

Students will complete a diagram of the Montgomery bus that carried Rosa Parks into the history books. Work sheet included. Students will research African Americans via Internet resources.

Keywords

Rosa Parks, Black History, African American, Montgomery, bus, boycott, role play, drama

Materials Needed

- A children's book about the story of Rosa Parks (optional)
- *Rosa Parks Changed the Rules* work sheet, one copy per student (provided)
- Black History Scavenger Hunts, 101, 102, 103, 104 handout (provided)

Lesson Plan

- Students are to use computers to research famous African Americans to complete Black History scavenger hunt handouts.
• Students will complete and discuss answers orally with class.
• Students are distributed handout, Rosa Parks changed the rules.
• Have students listen to or read a selection describing the events of December 1, 1955 (handout).
• Allow students to then read the rules that people had to follow on the bus. They label an illustration of the bus to reflect those rules (handout).
• Read aloud to students a book about Rosa Parks. If you are unable to locate a book, you can read the story that follows:

Rosa Parks was a seamstress in Montgomery, Alabama. One December day, almost 50 years ago, Rosa got on the bus to go to work. She took a seat in the first row of the section in the back of the bus that was reserved for black people like Rosa.

A short time later, the bus stopped to pick up another passenger. A white person wanted to get on the bus, but there no more seats at the front of the bus, which was reserved for white people. The driver asked Rosa to move to the back of the bus so the white person could sit down. But Rosa would not move.

News of Rosa’s refusal to give up her seat spread quickly through Montgomery. Just a few days later black people across the city stopped riding the bus. They walked to work instead. The bus company lost lots of money because only white people rode the bus.

Black people in Montgomery walked to work for almost a year. Finally, the rules were changed. The new rules let black people sit in any seat on the bus. Black people in Montgomery had Rosa to thank for the new bus rules.

After sharing Rosa’s story, distribute to each student a copy of the Rosa Parks Changed the Rules work sheet. Have students read the text at the top of the page that tells about the rules that were usually followed on buses in Montgomery, Alabama, in 1955. Then call on students to read those rules aloud. Discuss the rules in relation to Rosa’s story, and have students do the activity on the work sheet.

Extension activities

• Share photos of the actual bus that carried Rosa Parks into the history books. Utilize the Rosa Park’s Bus (provided).
• Set up chairs in the classroom to reflect the seating arrangement on the bus. Then have student’s role play passengers on that bus, acting out the events that day as Rosa got on the bus and as the driver asked Rosa to move to the back of the bus.

Assessment Check students' work sheets to see if they made proper inferences and followed directions. The driver's area at the front of the bus should be colored blue.

• The fare box at the front of the bus should be colored green.
• The two long seats facing each other, and the first three rows of seats (the "white section") should be colored red.
• The five rows of seats at the back end of the bus should be colored black.
• The words “Front Door” should appear by the front door of the bus.
• The words "Back Door" should appear by the back door of the bus.
• The words "Standing Room" should appear in the area with no seats at the back of the bus.


The Rosa Park's Bus (actual bus photo)
December 1, 1955, was the day on which Rosa Parks took her famous bus ride. Below you will read some of the rules bus riders followed at that time:

- White people boarded the bus through the front door. They dropped their coins into the fare box next to the driver. Then they sat in one of the long seats at the front of the bus or in one of the first three rows of seats.

- Black people boarded the bus through the front door. They dropped their coins into the fare box. Then they had to get off the bus and get back on through the door in the back of the bus. They took a seat in one of the last five rows or they stood in a “standing only” area at the back of the bus.

- If a white person got on the bus and there were no more seats in the white section, a black person who was sitting in the front rows of seats set aside for black people had to give up his or her seat.

DIRECTIONS: Study the drawing of a bus like the one Rosa rode on. Then follow the directions below.

1. Color the driver’s place with a blue crayon.
2. Use a green crayon to color the box into which people put their coins.
3. Color with a red crayon the bus seats that were for white people.
4. Use a black crayon to color the seats that were for black people.
5. Write the words “Front Door” by the front door of the bus.
6. Write the words “Back Door” by the back door of the bus.
7. Write the words “Standing Only” in the part of the bus where black people would stand if there were no more seats.
Black History Scavenger Hunt 101

DIRECTIONS: Read each clue below. Each clue tells about a famous black American on the list at the bottom of the page. Use the list to connect to a short biography of each person. On the line next to each clue, write the name of the person to whom the clue refers.

1. ________________ This person started a school in Alabama where black children could learn skills such as shoemaking and farming.
2. ________________ This person started a newspaper called "The North Star."
3. ________________ This person refused to give up a seat on the bus. That led to a 382-day bus boycott by black people in Montgomery, Alabama.
4. ________________ When this person was just a few weeks old, he and his mother were kidnapped. His mother was sold into slavery.
5. ________________ Because this person led so many slaves to freedom, he or she was sometimes called by the nickname Moses.
6. ________________ This person was a doctor who spent two years working with poor people in Africa before she went on to become famous.
7. ________________ One of 13 children, this person's birthname was Isabella Baumfree.
8. ________________ The president named this person to be the first black to hold a seat on the Supreme Court, the highest court in the land.
9. ________________ In 1962, this person became the first black player inducted in the Baseball Hall of Fame.
10. ________________ This person's performance at the 1936 Summer Olympic Games made him famous.

Frederick Douglass  http://www.kulturezone.com/kidz/abc/frederick.html
Mae Jemison  http://quest.arc.nasa.gov/women/TODTWD/jemison.bio.html
Jesse Owens  http://www.infoplease.com/biography/var/jesseowens.html
Rosa Parks  http://www.jackierobinson.org/jackie/
Jackie Robinson  http://www.lkwipl.org/wihohio/trut-soj.htm
Sojourner Truth  http://www.enchantedlearning.com/history/us/aframer/tubman/
Harriet Tubman  http://infoplease.com/ce6/people/A0851531.html
Booker T. Washington
Lesson Plan Source: Education World

Name ________________________________________________

Date _________________________________________________

Black History Scavenger Hunt 102

DIRECTIONS: Read each clue below. Each clue tells about a famous black American on the list at the bottom of the page. Use the list to connect to a short biography of each person. On the line next to each clue, write the name of the person to whom the clue refers.

1. _________________ This lay preacher led a Virginia slave revolt in 1831.

2. _________________ This person, who was one of 13 children, died in an airplane crash.

3. _________________ This person, who was a famous writer of piano music, was known as the "king of ragtime."

4. _________________ When first out of college, this person worked as a TV news reporter.

5. _________________ This person, a well-known trumpet player, was known by the nickname "Satchmo."

6. _________________ This person attended the University of California on a tennis scholarship.

7. _________________ This person was a teacher in Mississippi before she became a well-known journalist.

8. _________________ This person was appointed by President George Washington to help survey the land that would become Washington, D.C.

9. _________________ This person was the world heavyweight boxing champion from 1937 to 1949.

10. _________________ This person wrote proudly of black people in books, poems, and plays.

Louis Armstrong  http://www.satchmo.net/bio
Arthur Ashe  http://search.eb.com/Blackhistory/article-9009817
Benjamin Banneker  http://search.eb.com/Blackhistory/article-9013201
Bessie Coleman  http://search.eb.com/Blackhistory/article-9002993
Langston Hughes  http://www.redhotjazz.com/hughes.html
Scott Joplin  http://search.eb.com/Blackhistory/article-9043968
Joe Louis  http://www.cmgworldwide.com/sports/louis/bio.htm
Ida Wells-Barnett  http://search.eb.com/blackhistory/article-9076512
Oprah Winfrey  http://search.eb.com/Blackhistory/article-9002504
Lesson Plan Source: Education World

Name ________________________________________________
Date _________________________________________________

Black History Scavenger Hunt 103

DIRECTIONS: Read each clue below. Each clue tells about a famous black American on the list at the bottom of the page. Use the list to connect to a short biography of each person. On the line next to each clue, write the name of the person to whom the clue refers.

1. ______________________ This person invented a machine, called a "lastig machine," that stitched the leather of a shoe to its sole.
2. ______________________ This person served three years in reform school for attempted burglary before writing many famous rock-and-roll songs.
3. ______________________ This person sang in church choirs while growing up as the granddaughter of two Methodist ministers.
4. ______________________ This person worked at a childcare center before becoming a well-known political figure.
5. ______________________ A Nation of Islam minister at one time, this person was assassinated while giving a speech in 1965.
6. ______________________ This person's given first and middle names at birth were "Edward Kennedy."
7. ______________________ This person was the first black congresswoman to be elected from the Deep South.
8. ______________________ A Harvard graduate, this person played a role in starting the National Association for the Advancement of Colored People (NAACP).
9. ______________________ This person helped register black voters in Mississippi and led boycotts there of firms that practiced racial discrimination.
10. ______________________ This person was awarded the Nobel Peace Prize for his role in making an Arab-Israeli peace in 1949.

Chuck Berry  http://search.eb.com/Blackhistory/article-9078885
Ralph Bunche  http://search.eb.com/Blackhistory/article-9018070
Shirley Chisholm  http://afgen.com/chisholm.html
Medgar Evers  http://search.eb.com/Blackhistory/article-9033366
Barbara Jordan  http://search.eb.com/Blackhistory/article-904397
Malcolm X  http://search.eb.com/Blackhistory/article-9050305
Jan Matzeliger  http://www.blackinventor.com/pages/janmatzeliger.html
Leontyne Price  http://search.eb.com/Blackhistory/article-9061339
Black History Scavenger Hunt 104

DIRECTIONS: Read each clue below. Each clue tells about a famous black American on the list at the bottom of the page. Use the list to connect to a short biography of each person. On the line next to each clue, write the name of the person to whom the clue refers.

1. _____________ In 1870, this person was the first black to serve in the U.S. House of Representatives.
2. _____________ This person, the child of former slaves, invented the ironing board, the lawn sprinkler, and many other useful things.
3. _____________ This person was one of the first people killed in the cause of American independence.
4. _____________ This civil rights advocate told her life story in the book *A Colored Woman in a White World*.
5. _____________ This person -- the 15th of 17 children born of former slaves -- grew up to become a college president.
6. _____________ This person, the child of ex-slaves, developed a hair product and died a millionaire.
7. _____________ Many consider this fur and grain trader to be the founder of the city of Chicago.
8. _____________ This former coal mine worker born to former slaves got a degree from Harvard University and started what is called today "Black History Month."
9. _____________ Many consider this doctor to be the originator of the Blood Bank concept.
10. _____________ This person, the child of a runaway slave, was a football All-American and a well-known actor and singer.

Crispus Attucks  http://search.eb.com/Blackhistory/article-9011185
Mary McLeod Bethune  http://www.stamponhistory.com/2003/09/06/0001
Jean-Baptist-Point DuSable  http://search.eb.com/Blackhistory/article-9031305
Elijah McCoy  http://www.infoplease.com/ima/A0775694.html
Joseph Hayne Rainey  http://search.eb.com/Blackhistory/article-9082498
Paul Robeson  http://africawithin/bios/paul_robeson.htm
Mary Eliza Church Terrell  http://search.eb.com/Blackhistory/article-9002972
Madame C.J. Walker  http://www.lkwdpl.org/wihohio/walk-mad.htm
Carter G. Woodson  http://www.chipublib.org/002branches/woodson/woodsonbib.html
Lesson Plan Source: Education World

ANSWER KEY


Local Black History

Grade(s)

Elementary and Secondary

Brief Description

Students will learn about African American history in their city or town using library sources, online sources, and oral narratives.

Objectives

Students will be able to define the word researcher; use library sources, online sources, and oral narratives to learn about the history of African Americans in their city;

Keywords

• community,
• local, black history,
• African Americans,
• oral history

Materials

• paper
• pens or pencils
• computer with PowerPoint software (optional)

Lesson Plan

• Begin the lesson by discussing the meaning of the word researcher.
• Tell students that they are going to become researchers of African American history in their city.
• Ask students where they might begin their research.
• Divide the class into small groups. Have each group work together to find information about local African American history using a variety of sources, including your local library and the Internet.
• For firsthand accounts from oral narratives, have students contact local African American community organizations for people who might provide oral histories.
• Have students compile their research in reports and present their findings to the class.

Lesson Plan Source

http://www.educationworld.com/a_lesson/02/lp248-04.shtml
Famous African Americans ABC Book

Grade Level(s)
Elementary and Secondary

Brief Description
Students will create an ABC book with short biographies of famous African Americans in history.

Objectives
Students will be able to define the word biography; learn about famous African Americans in history, and use the letters of the alphabet to create an ABC book about famous African Americans.

Keywords
African Americans, famous, ABC book, history

Materials Needed
- teacher-selected and/or student-researched library sources about African Americans in history printouts from sites listed in the lesson
- construction or drawing paper
- drawing materials, such as markers or crayons
- pens or pencils

Lesson Plan

Suggestion: You may want to complete this activity in two lessons.

Lesson 1
- Ask students to name some famous African Americans they have studied.
- Read aloud to students’ background information about some famous African Americans in history from library sources.
- Discuss the meaning of the word biography. Tell students that each person will create a one-page biography for a class ABC book about famous African Americans in history.
- Assign each student one famous African American. Have students check library sources or provide printouts of information about African Americans from the links at Pathfinder: African American Biographies.

Lesson 2
- Distribute construction or drawing paper and drawing materials.
- Have each younger student draw a picture of the assigned person and write a few words about the person under the picture. Have each older student draw the person and write several paragraphs about the person under the picture.
- When all the pages are finished, arrange them in ABC order.
- Have students brainstorm a title for the book and a design for the cover.
- Variation: Focus the book on a specific theme in black history; for example, create an ABC book about African American leaders, scientists, writers, or famous women.
Assessment
Evaluate each student's contribution to the book.

Lesson Plan Source
http://www.educationworld.com/a_lesson/02/lp248-04.shtml
Fabulous Firsts in African American History

Grade: Elementary and Secondary

Brief Description
Students will learn fascinating firsts and facts and answer questions about African American history.

Objectives
Students will demonstrate their abilities to research information about African American history using Internet or library sources. Students will use the information to correctly complete a work sheet about African American history.

Keywords
African American, history, facts

Materials Needed
- copies of the Education World work sheet Fabulous Firsts in African American History printouts from African-American Firsts
- library sources about African American history
- pens or pencils computers with Internet access (optional)

Lesson Plan
- Provide each student with a copy of the Fabulous Firsts in African American History and copies of printouts from African-American Firsts.
- Variation for younger students: Work together as a class to complete the work sheet.
- Variation for older students: Organize students into small groups. Tell students they must use print sources only -- for example, library books, magazines, or textbooks -- to find the answers to the questions on the work sheet.

Assessment
Evaluate students' work sheet answers.

ANSWER KEY: Assessment


Lesson Plan Source: http://www.educationworld.com/a_lesson/02/lp248-04.shtml
African-American Firsts

DIRECTIONS: Study African-American Firsts and complete questions.

1. What was the first African American newspaper?  
_____________________________________

2. Who was the first African American woman to head a bank?  
______________________________________

3. Which state was the first to abolish slavery?  
______________________________________

4. Who was the first African American to have a network TV show and a network radio show?  
___________________________________________________________________________

5. Who was the first African American born in the United States?  
____________________________________

6. Who was the first African American inventor to get a patent?  
____________________________________

7. Who were the first two African Americans to play in the National Basketball Association?  
___________________________________________________________________________

8. Who was the first African American to win a gold medal in the Olympics?  
___________________________________________________________________________

9. Who was the first African American poet?  
____________________________________

10. Who was the first African American to receive an Oscar?  
____________________________________

11. Who was the first African American to go into space?  
____________________________________

12. Where was the first African American bank located?  
____________________________________

13. Who performed the first successful human heart operation?  
____________________________________

14. What city did John Baptiste Pointe DuSable first settle?  
____________________________________

15. Who was the first African American to win the Nobel Peace Prize?  
____________________________________

Lesson Plan Source: Education World
1619--- 17 black men and 3 black women land at Jamestown, Virginia, on August 20th. Possibly the first Africans to arrive in what will later be the U.S., they are accorded the status of indentured servants.

1623 or 1624--- The first black person born in America was William, son of Antoney and Isabell, indentured servants.

1644---11 blacks petitioned the Council of New Nether lands for freedom--the first black legal protest in America. The Council freed them because they had "served the Company 17 or 18 years" and had "long since been promised their freedom."

1760--- Jupiter Hammon, a New York slave, was the first black poet. He wrote *An Evening Thought: Salvation by Christ with Penitential Cries*.

1770s--- Jean Baptiste Pointe DuSable was the first settler in Chicago.

1777--- Vermont became the first state to abolish slavery.

1778--- Lemuel Haynes of the Congregational Church was the first black minister certified by a predominantly white denomination.

1784--- The first general institution organized and managed by blacks was the Free African Society of Philadelphia. The first black Masonic lodge was African Lodge No. 459 in Boston. James Derham, a former slave, was the first black physician. He bought his freedom and established a large practice among both blacks and whites.

1798--- The first scientific writing by a black person was produced by astronomer and mathematician Benjamin Banneker, writing in his almanac, which was issued annually after 1792.

1804--- Lemuel Haynes was the first black to receive a degree from a U.S. college, an honorary M.A. from Middlebury College.

1810--- The first black insurance company was the American Insurance Company of Philadelphia.

1816--- Richard Allen was the first black bishop, elected at the general convention of the African Methodist Episcopal Church in Philadelphia. 1818--- Frank Johnson became the first black to publish sheet music in the U.S.

1820s--- The first black drama group was the African Company of New York City.
African-American Firsts

1821--- Thomas L. Jennings was the first African American to receive a patent, issued on March 3rd.

1822--- James Hall graduated from the Medical College of Maine, the first black to graduate from a U.S. medical college.

1823--- Alexander Lucius Twilight was the first black college graduate, who received a bachelor's degree from Middlebury College.

1827--- *Freedom's Journal*, published in New York City, was the first black newspaper.

1830--- The first black national convention met at Philadelphia's Bethel African Methodist Episcopal Church.

1832--- Maria W. Stewart began an unprecedented public speaking tour at Franklin Hall in Boston. She was the first woman in the U.S. to engage in public political debates.

1834--- Henry Blair of Maryland was the first black inventor to receive a patent. He invented a corn planter.

1836--- Alexander Lucius Twilight was the first black elected to public office (the Vermont legislature).

1837--- Cheyney State Training School in Pennsylvania was the first black college established.

1838--- *Mirror of Liberty*, published in New York, was the first black magazine.

1843--- Macon B. Allen of Maine was the first black lawyer.

1853--- William Wells Brown, who wrote *Clotel: or, The President's Daughter*, was the first black novelist.

1854--- John V. DeGrasse was the first black to be admitted to a medical society, the Massachusetts Medical Society.

1858--- William Wells Brown was the first black playwright. He wrote *The Escape*.

1862--- Mary Jane Patterson was the first black woman to graduate from an American college--Oberlin College.

1863--- The 1st Kansas Colored Volunteer Infantry Regiment was the first African American regiment from a northern state to join the U.S. Army during the Civil War. Sgt. William H. Carney of the 54th Massachusetts Volunteers was the first black to earn the Congressional Medal of Honor. He was 1 of 20 blacks who fought during the Civil War to receive Congressional Medals of Honor, although the honor was not awarded until May 23, 1900.

1864--- Rebecca Lee of Boston was the first black woman physician. The *New Orleans Tribune*, founded by Dr. Louis C. Roudanez, was the first black daily newspaper.
African-American Firsts

1865--- John S. Rock of Massachusetts was the first black lawyer admitted to practice before the U.S. Supreme Court. Patrick Francis Healy was the first black to receive a Ph.D.

1866--- Lucy Hobbs was the first black woman to graduate from dental school.

1867--- Robert Tanner Freeman of Harvard University was the first black to graduate from an American school of dentistry.

1869--- Ebenezer Don Carlos Bassett became the first black diplomat and the first black to receive a major government appointment—he was appointed minister to Haiti by President Grant. John Willis Menard of Louisiana became the first black to speak on the floor of the House when he pleaded his own case concerning the election he had just won when he was denied a seat.

1870--- Hiram Rhodes Revels of Mississippi became the first black U.S. senator when he was elected to fill the unexpired term of Jefferson Davis. He was the first black in Congress. Joseph R. Rainey was the first black member of the U.S. House of Representatives. Jonathan Jasper Wright was the first black judge. He was elected to the South Carolina Supreme Court. James W. Smith of South Carolina was the first black student at West Point Military Academy.

1872--- P.B.S. Pinchback became the first black governor (Louisiana). John Henry Conyers of South Carolina was the first black student at Annapolis Naval Academy. Charlotte E. Ray was the first black woman lawyer.

1874--- The first black to preside over the House of Representatives was Rep. Joseph H. Rainey of South Carolina. Patrick Francis Healy was inaugurated president of Georgetown University, the oldest Catholic university in the U.S. Healy was the first African-American to head a predominantly white university.

1875--- The first black to serve a full term as a U.S. senator was Blanche Kelso Bruce of Mississippi. Oliver Lewis became the first black jockey—and the first jockey—to win the Kentucky Derby. 13 or 14 jockeys in the 1st race were black. James A. Healy was the first black bishop of a predominantly white denomination, the Roman Catholic Church.

1876--- Edward A. Bouchet was the first black to receive a Ph.D. degree from an American university, Yale University.

1877--- Frederick Douglass became the first black to receive a major government appointment in the U.S., the U.S. marshal of the District of Columbia. Henry O. Flipper was the first black to graduate from West Point.

1878--- Mary Eliza Mahoney enrolled in the New England Hospital Nursing School on March 26th. She became the first professionally trained African-American nurse in the U.S.

1879--- Blanche Kelso Bruce became the first black to preside over the U.S. Senate.

1881--- The first African-American nursing school in the country opened at Spelman College in Atlanta, Georgia.
African-American Firsts

1884--- John R. Lynch was the first black to preside over a national political convention (Republican). Moses Fleetwood Walker was the first black in major league baseball, a catcher on the Toledo team of the American Association.

1886--- Matthew Henson moved in with his sister Eliza in Washington, D.C. Working as a stock boy for a haberdashery, he met civil engineer Lieutenant Robert Peary and began work with him as a valet. He proved himself more useful as a colleague, going with Peary on his crossings of northern Greenland in 1891-1892 and 1893-1895, lending invaluable support during the explorer's repeated struggles to reach the North Pole. He pushed Peary forward during periods of despair and saved his life on more than one occasion. He was also able to deal with the Inuits, who taught him to drive dogsleds and survive in their world, when the arrogant Peary could not convince them to lift a finger on his behalf.

1888--- Capital Savings Bank of Washington, D.C., was the first black bank.

1890--- George Dixon was the first black world champion in boxing, defeating Nunc Wallace in the 18th round.

1892--- Playing for center Harvard, William H. Lewis was the first black All-American from a major college.

1893--- Dr. Daniel Hale Williams performed the first successful operation on the human heart at Chicago's Provident Hospital.

1896--- Oriental America was the first Broadway production with an all-black company.

1897--- Edwin P. "King" McCabe founded Langston University in Oklahoma, the first African American A & M College.

1898--- A Trip to Coontown was the first black musical comedy produced, directed and managed by blacks. It ran for 3 seasons in New York.

1900--- "Lift Ev'ry Voice and Sing" was first performed.

1901--- Joe Walcott defeated Rube Ferns in 5 rounds to become the first black welterweight champion.

1902--- Joe Gans became the first black lightweight champion by knocking out Frank Erne in the 1st round.

1903--- Maggie Lena Walker founded the Saint Luke Penny Savings Bank, becoming the first black woman to head a bank.

1904--- George Poage was the first black to compete in the Olympics.

1907--- Alain L. Locke was the first black Rhodes scholar.

1908--- Jack Johnson was the first black heavyweight boxing champion. He defeated Tommy Burns.
African-American Firsts

1909--- Matthew Henson became the first black to reach the North Pole, accompanying Robert Peary. Later Peary downplayed Henson's role in the expedition. Henson wrote a book, *A Negro Explorer at the North Pole*. A racially-mixed group met at Niagara Falls to organize the NAACP. Then later in the year 300 blacks and whites met in New York City for the first NAACP conference.

1912--- W.C. Handy's "Memphis Blues" was the first published blues number. Bill Foster's comedy, *The Railroad Porter* was the first black film.

1914--- Sam Lucas was the first black actor in a full-length Hollywood film—he played Tom in *Uncle Tom's Cabin*.

1915--- The Lincoln Motion Picture Company was the first black movie production company. Ernest E. Just received the first Springarn Medal for pioneering research on fertilization and cell division.

1917--- Tally Holmes and Lucy Stone were the first black players to win the American Tennis Association championship.

1919--- Fritz Pollard was the first black professional football player. He was also the first black coach—he was a player-coach for the Indians. He coached them to a world professional championship in 1920.

1920--- James Weldon Johnson became the first black secretary of the National Association for the Advancement of Colored People—he was preceded by 3 white women and 2 white men.

1921--- In June, aviator Bessie Coleman became the first African American and woman to be licensed as an international pilot. Georgiana Simpson and Sadie M. Alexander were the first black women awarded Ph.D. degrees one day apart.

1923--- *The Chipwoman's Fortune* was the first Broadway play by a black writer (Willis Richardson).

1924--- DeHart Hubbard was the first black to win an Olympic gold medal. *Dixie to Broadway*, "the first real revue by Negroes," opened in New York City. Florence Mills starred.

1926--- The First Negro History Week was observed. Tiger Flowers became the first black middleweight champion, defeating Harry Greb in 15 rounds.

1928--- Archibald Motley was the first black artist to have a show at the New Gallery of New York.

1929--- The first feature-length black Hollywood films were *Hearts in Dixie* and *Hallelujah*.

1933--- Caterina Jarboro was the first black to perform with an American opera company, the Chicago Opera Company.

1934--- Caterina Jarboro was the first black prima donna of an opera company, performing *Aida* at the Metropolitan Opera House in New York City.
African-American Firsts

1936--- Mary McLeod Bethune was the first black woman to receive a major appointment from the U.S. government. She was named Director of Negro Affairs of the National Youth Administration. Jesse Owens defied Hitler's racist predictions and won four gold medals at the Summer Olympics in Berlin. 1938--- Crystal Bird Fauset of Pennsylvania was the first black woman elected to a state legislature.

1939--- *Way Down South* was the first film with a script by black writers (Langston Hughes and Clarence Muse). Jane Matilda Bolin was the first black woman judge (in New York City). The first full-length black film was Oscar Micheaux's *Birthright*.

1940--- Hattie McDaniel was the first black to receive an Oscar for her supporting role in *Gone With the Wind*. Benjamin O. Davis Sr. was the first black general in the regular army. He was appointed by President Franklin Delano Roosevelt. Booker T. Washington was the first black to be pictured on a U.S. postage stamp--the 10-cent stamp.

1943--- W.E.B. Du Bois was the first black admitted to the National Institute of Arts and Letters.

1945--- Nat King Cole was the first black with his own network radio show.

1946--- Kenny Washington of the Los Angeles Rams was the first black player in professional football in the modern era. He played for the Los Angeles Rams.

1947--- Jackie Robinson was the first black in the major leagues in the modern era. He played for the Brooklyn Dodgers. The first black players in a World Series were Jackie Robinson and Dan Bankhead, who played with the Brooklyn Dodgers in the play-offs against the New York Yankees.

1948--- Alice Coachman was the first black woman to win a gold medal in the Olympics.

1949--- The first black-owned radio station was WERD in Atlanta.

1950--- Edith S. Sampson became the first black named to the U.S. delegation to the United Nations. Charles Cooper was signed by the Boston Celtics and Harlem Globetrotter "Sweetwater" Nat Clifton's contract was purchased by the New York Knicks. They were the first black players in the NBA. Ralph J. Bunche, undersecretary of the U.N., was the first black to be awarded the Nobel Peace Prize. Gwendolyn Brooks was the first black to receive a Pulitzer Prize for poetry. Althea Gibson was the first black tennis player to be accepted in national competition. Arthur Dorrington of the Atlantic City Seagulls was the first black man in organized hockey to suit up.

1951--- *Amos 'n' Andy* moved to television, the first TV show to have an all-black cast.

1952--- Jackie Robinson was named Director of Communication for NBC, becoming the first black executive of a major radio-TV network.

1953--- Lorraine Williams was the first black to win a nationally recognized tennis title, the junior girls' championship.

1954--- Benjamin O. Davis Jr. was the first black general in the U.S. Air Force.
African-American Firsts

1955--- E. Frederic Morrow was the first black named to an executive position in the White House. He was appointed administrative aide to President Eisenhower. Marian Anderson was the first black signed by the Metropolitan Opera. She appeared as Ulrica in Verdi's The Masked Ball on January 7th. The Brooklyn Dodgers took to the field, making history as the first team with a majority of black players.

1956--- Nat King Cole was the first black with his own network TV show, The Nat King Cole Show. Althea Gibson was the first black to win a major tennis title—the French Open.

1957--- Charles Sifford was the first black to win a major professional golf tournament (Long Beach Open). Althea Gibson was the first black to win a major U.S. national tennis championship. She was also the first black to win a Wimbledon championship.

1958--- Clifton R. Wharton Sr. was the first black to head a U.S. embassy in Europe. He was minister to Rumania. Althea Gibson was the first black woman athlete to become a stewardess. Lorraine Hansberry's Raisin in the Sun was the first Broadway play by a black woman to be produced.

1960--- Lorraine Hansberry's Raisin in the Sun was the first Broadway play by a black writer to win the New York Drama Critics Award.

1961--- Robert C. Weaver was the first black to head a major agency of the U.S. government as administrator of the Housing and Home Finance Agency. Ernest Davis of Syracuse was the first black to win the Heisman Memorial Trophy. With a contract for $85,000, Willie Mays was making more money than any other baseball player.

1962--- Jackie Robinson was the first black inducted into the National Baseball Hall of Fame. John "Buck" O'Neil was the first black coach of a major league baseball team, the Chicago Cubs.

1963--- Sidney Poitier was the first black to receive an Academy Award for best actor for his performance in Lilies of the Field.

1964--- Martin Luther King Jr. was the youngest person awarded the Nobel Peace Prize—he was 35. Arthur Ashe was the first African-American to play on the U.S. Davis Cup tennis team.

1965--- Patricia R. Harris took the post of U.S. Ambassador to Belgium, becoming the first African-American U.S. ambassador.

1966--- Robert C. Weaver became the first black cabinet member when appointed by President Johnson to be secretary of the Department of Housing and Urban Development. Andrew F. Brimmer was the first black governor of the Federal Reserve Board. Emmett Ashford was the first black umpire in the major leagues. Andrew F. Brimmer was the first black governor of the Federal Reserve Board.

1967--- Emlen Tunnell, a defensive back for the New York Giants, was the first black elected to the Football Hall of Fame. Thurgood Marshall became the first black Supreme Court justice.

1968--- Henry Lewis was the first black musical director of an American orchestra, the New Jersey Symphony. Shirley Chisholm was the first black woman in Congress. Moneta J. Sleet Jr. of Ebony magazine was the first black male to receive a Pulitzer Prize for photography.
African-American Firsts

1970--- Joseph L. Searles III became the first black on the New York Stock Exchange. Cheryl Brown, Miss Iowa, was the first African-American contestant in the nation's most popular beauty pageant.

1971--- Samuel Lee Gravely, Jr. was the first black admiral in the U.S. Navy.

1972--- Shirley Chisholm was the first black woman nominated for president of the U.S. Jerome H. Holland was the first black elected to the board of directors of the New York Stock Exchange. Bob Douglas, owner and coach of the New York Renaissance (which won 88 consecutive games in 1933) was the first black man to be elected to the Basketball Hall of Fame.

1975--- Lee Elder was the first black to play in the Masters Tournament at Augusta, Georgia. The first black-owned TV station was Detroit's WGPR-TV.

1976--- Patricia R. Harris was the first black woman named to the cabinet of a U.S. president. She was appointed secretary of the Department of Housing and Urban Development by Jimmy Carter.

1979--- The first black general in the Marine Corps was Frank E. Peterson, Jr. Hazel Johnson was appointed the first black woman general.

1983--- Guion Steward Bluford, Jr. was the first black in space. Vanessa Williams, Miss New York, was crowned the first black Miss America.

1986--- Navy Lt. Commander Donnie Cochran became the first black pilot to fly with the celebrated Blue Angels precision aerial demonstration team. Debi Thomas was the first black to win a world figure skating championship.

1988--- The Most Reverend Eugene Antonio Marino became the nation's first black Roman Catholic archbishop during an installation mass in the Atlantic Civic Center.

1989--- Oprah Winfrey became the first black to own her own television and film production company, Harpo Studios, Inc.

2002--- Vonetta Flowers was the first African-American to win a gold medal in a Winter Olympics. She wins in the women's bobsleigh event on February 19th. Then on March 24th, Actress Halle Berry became the first African-American woman to win the Academy Award for best actress for the film *Monsters Ball*.

Quotes

*Some people dream of great accomplishments, while others stay awake and do them.*

--Constance Newman

*The kind of ancestors we have is not as important as the kind of descendants our ancestors have.*

--Phyllis A. Wallace
African American History Mural

Brief Description
Students will create a mural of famous African Americans.

Objectives
Students will be able to define the word *mural*, draw pictures of famous African Americans in history, and work collaboratively to create a mural.

Keywords
African American, history, mural

Materials
- teacher- and/or student-researched information and pictures of famous African Americans from print sources and/or online sources
- small slips of paper
- a pen or marker
- a plastic bag, paper bag, or small box
- art materials (crayons, markers, paint, etc.)
- construction paper
- scissors
- a roll of large paper (any color)
- glue
- computers with Internet access (optional)

Lesson Plan

Prior to the lesson:
- Research print sources for pictures of famous African Americans or print out pictures from the links at Pathfinder: African American Biographies.
- Write the names of the people students will draw on the mural on slips of paper. Put the slips in a bag or small box.

Lesson:
- Explain the meaning of the word *mural*. If possible, show students examples of murals from art books or other sources.
- Tell students that they are going to create a mural showing famous African Americans in history. Have students view pictures of famous African Americans.
- After students have viewed the pictures, let each student pull from the bag or box the name of a person he or she will draw on the mural.
- Distribute drawing materials. Have students draw and color their pictures on construction paper.
• Have students cut out their pictures. (Assist those who might have trouble using scissors.)
• Unroll the large paper to the length desired. Have students paste the pictures in different spots on the roll. Display the mural on a classroom wall or in a hallway.

**Variations**
• Assign each student the person he or she must draw for the mural.
• Focus the mural on a specific theme; for example, create a mural about the civil rights movement or create a mural showing African American leaders, scientists, writers, or famous women.
• Have older students research the pictures for the mural using print or online sources.

**Assessment** Observe and evaluate students' participation in the project.

**Lesson Plan Source** Education World
African American Inventors and Inventions

Brief

Students will learn about inventions created by African Americans and complete a work sheet about the information learned.

Objectives

Students will be able to define the words invention, inventor, and patent; demonstrate ability to research information about African American inventors, using Internet or library print sources; use the information to correctly complete a work sheet about African American inventors and their inventions.

Keywords African American, inventors, inventions, information, reading comprehension

Materials

copies handout African American Inventors and Inventions (provided)
printouts from Partial List of African American Inventors (provided)
library sources about African American history
pens or pencils
computers with Internet access (optional)

Lesson

• Discuss the meanings of the words invention, inventor, and patent. Tell students that African Americans invented many of the devices we use today and used in the past.
• Provide each student with a copy of African American Inventors and Inventions and copies of printouts from Partial List of African American Inventors.
• Have students use information on the Partial List of African American Inventors Web page to complete the work sheet.

For Elementary students: Work together as a class to complete the work sheet.
For Secondary students:

• Organize students into small groups. Tell students they must use print sources only, such as library books, magazines, or textbooks, to find the answers to the questions on the work sheet.
• Have students research additional inventions developed by African Americans from:
  • The Black Inventor Online Museum
  • The Top Ten African-American Inventors
  • Black Inventors A to Z

Have students use print or online sources to learn background information about some of the inventors on those Web pages.
Assessment Evaluate students' work sheet answers.
ANSWER KEY:

Lesson Plan Source Education World
# African American Inventors and Inventions

Name ________________________

DIRECTIONS: Use the resource below to learn about inventions created by African Americans. Use the information to help you decide whether each statement on the page is true or false. Circle **true** if the statement is true. Circle **false** if the statement is false.

RESOURCE:
Partial List of African American Inventors

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A variation of the fire extinguisher was invented in 1872.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Elijah McCoy invented the traffic signal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The railway signal was invented after 1900.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Granville Woods developed five of the inventions on the list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Robert Rillieux developed a process for refining corn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. J. L. Love invented a device you might have in your classroom.</td>
<td></td>
<td></td>
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<tr>
<td>7. Henry Blair invented two devices that might have been used on a farm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The lawn mower was invented before the umbrella stand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The ironing board was invented by an African American woman.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The fountain pen was invented by W. B. Purvis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Lesson Plan Source* Education World
Partial List of African American inventors.
Inventions and patent dates

written:
  last updated 3/5/94
contributors:
The initial list was provided by C. Butler
Other contributors include: Charles Isbell, from various sources

A.P. Ashbourne  Biscuit cutter  November 30, 1875
L.C. Bailey  Folding bed  July 18, 1899
A.J. Beard  Rotary Engine  July 5, 1892
A.J. Beard  Car-coupler  November 23, 1897
G.E. Becket  Letter Box  October 4, 1892
L. Bell  Locomotive smoke stack  May 23, 1871
M.E. Benjamin  Gong and signal chairs for hotels  July 17, 1888
M.W. Binga  Street sprinkling apparatus  July 22, 1879
A.B. Blackburn  Railway signal  January 10, 1888
Henry Blair  Corn planter  October 14, 1834
Henry Blair  Cotton planter  August 31, 1836
Sarah Boone  Ironing board  April 26, 1892
C.B. Brooks  Street-sweepers  March 17, 1896
O.E. Brown  Horseshoe  August 23, 1892
J.A. Burr  Lawn mower  May 9, 1899
J.W. Butts  Luggage carrier  October 10, 1899
W.C. Carter  Umbrella stand  August 4, 1885
T.S. Church  Carpet beating machine  July 29, 1884
G. Cook  Automatic fishing device  May 10, 1899
J. Cooper  Elevator device  April 2, 1895
P.W. Cornwall  Draft Regulator  February 7, 1893
A.L. Cralle  Ice-cream mold  February 2, 1897
W.R. Davis, Jr.  Library table  September 24, 1878
C.J. Dorticus  Machine for embossing photo  April 16, 1895
Clarence L. Elder  Occustat  1976
T. Elkins  Refrigerating apparatus  November 4, 1879
F. Flemings, Jr.  Guitar (variation)  March 3, 1886
G.F. Grant  Golf tee  December 12, 1899
J. Gregory  Motor  April 26, 1887
M. Headen  Foot power hammer  October 5, 1886
B.P. Jackson  Gas burner  April 4, 1899
Fredrick M. Jones  Automatic refrigeration system  1897
J.L. Love  Pencil sharpener  September 13, 1881
Latimer and Nichols  Electric lamp  May 26, 1872
T.J. Marshall  Fire extinguisher (variation)  July 2, 1872
Elijah McCoy  Lubricator for steam engines  1900
Garrett A. Morgan  Gas mask  1890
Garrett A. Morgan  Traffic signal  1923
J.F. Pickering  Airship  1846
W.B. Purvis  Fountain pen  November 13, 1870
Norbert Rillieux  Sugar refining process  October 5, 1886
H. Spears  Portable shield for infantry  December 27, 1870
Rufus Stokes  Air-purification device  1968
<table>
<thead>
<tr>
<th>Name</th>
<th>Invention</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.H. Sutton</td>
<td>Cotton cultivator</td>
<td>April 7, 1878</td>
</tr>
<tr>
<td>Granville T. Woods</td>
<td>Electromechanical brake</td>
<td>August 16, 1887</td>
</tr>
<tr>
<td>Granville T. Woods</td>
<td>Railway telegraphy</td>
<td>November 15, 1887</td>
</tr>
<tr>
<td>Granville T. Woods</td>
<td>Induction telegraph system</td>
<td>November 29, 1887</td>
</tr>
<tr>
<td>Granville T. Woods</td>
<td>Overhead conducting system for electric railway</td>
<td>May 29, 1888</td>
</tr>
<tr>
<td>Granville T. Woods</td>
<td>Electromotive railway system for long-haul trucks</td>
<td>June 26, 1888</td>
</tr>
</tbody>
</table>

**Lesson Plan Source**: Education World
Civil Rights Time Line

Grade: Secondary

Brief Description
Students will create a time line about important events in the civil rights movement of the 1950s and 1960s.

Objectives
Students will be able to define the term civil rights movement, sequence historical events in chronological order, and demonstrate research skills using the Internet and/or library sources.

Keywords
Civil rights, time line, Martin Luther King, Rosa Parks, black history

Materials Needed
- teacher-selected examples of time lines computers with Internet access or student-researched library materials about the civil rights movement
- paper
- pens or pencils
- PowerPoint software (optional)

Lesson Plan
- Discuss the meaning of the term civil rights movement. Briefly discuss the roles Rosa Parks and Martin Luther King Jr. played in the movement.
- Discuss the meaning of the term time line. Show students examples of time lines from school texts and library or online sources.
- Divide the class into small groups. Have students create time lines about aspects of the civil rights movement.
- Students might use library sources or these suggested Web sites:
  - The Martin Luther King Jr. Timeline Page
  - MLK-Civil Rights Timeline
  - CNN: The Civil Rights Movement
  - Greensboro Sit-Ins: Launch of a Civil Rights Movement
  - Timeline of the Modern Civil Rights Movement
- Have students present their completed time lines to the class.

Variation: If you have access to PowerPoint, have students create their time lines as PowerPoint presentations.

Assessment
Evaluate students’ time lines and presentations.

Lesson Plan Source Education World
365 Days of African American History

Description
Students will create a daily calendar of events in African American history.

Objectives
Students will create or modify a calendar template, research events in African American history, write one event for each day of the year on a calendar.

Keywords African American, history, calendar, events, time line

Materials
- different colored construction paper or tagboard (at least 9 inches by 12 inches) or copies of printouts from calendar templates on a computer software program
- markers or pens
- ruler, computers with Internet access or printouts from one or more of the sites noted in the lesson
- paper

Lesson
- Prior to the lesson, make calendar templates on construction paper or tagboard using a ruler and markers or pens. Or make copies of printouts of calendar templates from any computer software calendar program you might have.
- Briefly discuss the purpose of Black History Month. Explain that events in African American history occur each day of the year.
- Tell students that they are going to create a calendar of daily events in black history.
- Divide the class into 12 groups. Assign each group one month of the year.
- Distribute the calendar templates.
- Have each group search for events in black history for each day of their assigned month using the sites suggested below. If Internet access is not available to everyone, print out pages from sites below.

Google the following websites:
- Today in Black History
- Black Facts Online (search for daily events)
- The African American Registry
- The Black Market.com Black History Calendar (updated monthly)
- Have students write in one event for each day on their calendars. Post the completed calendars in the classroom.
Extension: Use the students' research to create a daily "Today in Black History" chart for your classroom. On a rotating basis, have students write a new event each day on the chart.

Assessment Evaluate students' calendars.

Lesson Plan Source Education World
"I Have a Dream" Poster

Grade (s)
Elementary and Secondary

Brief Description
After studying Dr. Martin Luther King Jr.'s "I Have a Dream" speech, students will create a poster about their dreams for the future.

Objectives
Students will be able to define the word dream, study Dr. Martin Luther King Jr.’s "I Have a Dream" speech, and create a time capsule of their dreams for the future.

Keywords
Dr. Martin Luther King, poster, dream, future

Materials Needed
- A copy of Dr. King's "I Have a Dream" speech from a print, an audio, a visual, or an online source
- Paper pens or pencils
- Different colored construction paper or tagboard, markers, crayons, or paint

Lesson Plan
- Briefly review information about Dr. Martin Luther King Jr. Have students study and discuss the text of King's "I Have a Dream" speech from a library, media, or online source. A copy of the I Have a Dream speech has been provided.
- Discuss the meaning of the word dream. Ask students to think about Dr. King's dreams and their own dreams for the future. Ask students to write a few sentences or a short paragraph about their dreams.
- Distribute construction paper or tagboard and art materials so students can create a poster with an image and words to depict their dreams.
- Have students share their finished posters with the class. Display the posters on the classroom wall or in the hallway.

Variation for younger students
Have the class work together to create one or several posters about their future dreams.

Assessment
Evaluate students’ posters.

Lesson Plan Source
Martin Luther King, Jr.

"I Have a Dream"

delivered 28 August 1963, at the Lincoln Memorial, Washington, D.C.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One
hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can
I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold
these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

*My country 'tis of thee, sweet land of liberty, of thee I sing.*

*Land where my fathers died, land of the Pilgrim's pride,*

*From every mountainside, let freedom ring!*

And if America is to be a great nation, this must become true.
And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

_Free at last! Free at last!_

_Thank God Almighty, we are free at last!_

_Lesson Plan Source_ Education World
The African American Population in U.S. History

Grades Elementary and Secondary

Brief Description Students will utilize charts, graphs, and maps to help them learn about the growth of the African-American population throughout history.

Objective Students will be able to read maps and charts (tables) through inference.

Keywords African American, Black History, February, census, population, map, chart, table, graph, directions, sequence, ABC order, alphabetical order, map key, making inferences, percent, percentage

Materials Needed

• computer (optional)
• teacher-created work sheets (optional/content provided)

Lesson Plan

• Distribute a copy of activity 1 to students.
• Give students time to study the information on activity 1, the African-American Population.
• Ask students orally the following sample questions: (teachers are encouraged to develop their own questions)

Sample Questions:

1. What was the total U.S. population in the year 1900? (76,000,000) 2000? (281,400,000)
2. In which year on the chart did the African American population first grow to be more than 10,000,000 people? (1920)
3. Did that population double to 20,000,000 by 1960 or 1980? (1980)
5. Were there more or less than 15 million African Americans in the United States in the year 1960? (more)

Bonus Question:

The following activity is for students who have been taught the concept of percent. What percent of the total U.S. population was African American? Calculate the percent of African Americans in the total U.S. population for each year on the chart. (Answers appear in the Assessment section below.)

Activity 1: The African-American Population

Lesson Plan Source Education World

The following chart shows the total population of the United States since 1860. It also shows the African-American population in each of those years.

<table>
<thead>
<tr>
<th>Date Year</th>
<th>Total U.S. Population</th>
<th>African-American Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860</td>
<td>31,400,000</td>
<td>4,400,000</td>
</tr>
<tr>
<td>1880</td>
<td>50,100,000</td>
<td>6,500,000</td>
</tr>
<tr>
<td>1900</td>
<td>76,000,000</td>
<td>9,100,000</td>
</tr>
<tr>
<td>1920</td>
<td>105,700,000</td>
<td>10,500,000</td>
</tr>
<tr>
<td>1940</td>
<td>131,700,000</td>
<td>13,200,000</td>
</tr>
<tr>
<td>1960</td>
<td>179,300,000</td>
<td>17,900,000</td>
</tr>
<tr>
<td>1980</td>
<td>226,500,000</td>
<td>27,200,000</td>
</tr>
<tr>
<td>2000</td>
<td>281,400,000</td>
<td>36,400,000</td>
</tr>
</tbody>
</table>

Source: U.S. Census Data. All numbers are rounded
RESOURCES

LOCAL/ONLINE
LOCAL RESOURCES

The Black Archives, History and Research Foundation of South Florida, Inc., located at the Joseph Caleb Community Center, is a repository for primary and secondary resources on the contributions of South Florida’s Black communities. The Archives also holds the charter for the local chapter of the Association for the Study of African American Life and History and has resource materials on the current theme which was developed by ASALH. The Black Archives can be contacted by phone – 305 636-2390, by email – baf@theblackarchives.com, or visit their website at – www.theblackarchives.org.

WLRN Public Radio and Television’s programming for February, visit the website at – http://www.pbs.org/wnet/aalives/.

The Miami-Dade Public Library System’s Black History Month Programs feature a number of presentations at various branches including the following which are scheduled for the Main Branch:

Meet the Author: Geoffrey Philp

Author of Grandpa Sydney’s Anancy Stories, Benjamin,

My Son and other works, shares how his Caribbean roots inspire him to write novels for children. His latest work, Grandpa Sydney’s Anancy Stories, draws on the rich oral tradition of Anancy stories that are told and re-told in West Africa, Jamaica and the Caribbean.

Golden Glades Branch
Monday, February 4, 10 a.m.
Lemon City Branch
Tuesday, February 26, 10:30 a.m.

Meet the Author: Nanette Orange

Local author and poet Nanette Orange shares her timeless poems of love and romance, family sanctity, self-awareness, and nature’s divinity. From rhyming stanzas to emotionally charged free verses, Orange’s writing uplifts with a deep sincerity anyone can appreciate.

Kendall Branch
Saturday, January 19, 2 p.m.
West Kendall Branch
Saturday, February 2, 2 p.m.

Adinkra Symbols Workshops
Under the direction of artist Brenda Jordan, children will explore the symbolism of an ancient African language, by designing and painting a panel, in this interactive and educational workshop.

Lemon City Branch
Wednesday, January 23, 10:30 a.m.
Sunset Branch
Saturday, January 26, 11 a.m.
Key Biscayne Branch
Saturday, February 2, 11 a.m.
West Flagler Branch
Saturday, February 9, 2 p.m.
Miami Beach Regional
Saturday, February 16, 11 a.m.
North Shore Branch
Saturday, February 16, 3 p.m.
Opa-locka Branch
Saturday, February 23, 1 p.m.
California Club Branch
Saturday, February 23, 4 p.m.

Technology Leaders Initiative Workshops

Designed to inspire young entrepreneurs, these workshops will provide the resources for kids to innovate feats in the realm of technology. Dr. Ivan Yeager, inventor of a state-of-the-art prosthetic arm, will guide participants through the creative process in this nine part workshop series.
Registration required.

North Dade Regional
Black History Presentation
Wednesday, January 23, 4-5 p.m.
Lessons 1 & 2
Wednesday, January 30, 4-6 p.m.
Lessons 3 & 4
Wednesday, February 6, 4-6 p.m.
Lessons 5 & 6
Wednesday, February 13, 4-6 p.m.
Lessons 7 & 8
Wednesday, February 20, 4-6 p.m.
Lesson 9
Wednesday, February 27, 4-5 p.m.
Book and Certificate Ceremony, 5-6 p.m.
Freddick Bratcher and Company Contemporary Dance Theatre Presents
A Storydance: A Creative Interpretation of the Anansi Stories

Anansi and his cast of characters will leap from the storybook pages as this magical folk tale comes to life through dance, music and narration.

West Dade Regional

Saturday, January 26, 11 a.m.
Main Library
Wednesday, February 6, 10 a.m.
West Kendall Regional
Saturday, February 16, 11 a.m.
Coral Gables Branch
Saturday, February 23, 11 a.m.

Sounds of the Caribbean with Reggie Paul

Reggie Paul known for his smooth vocal style and fine guitar playing will offer an interactive program of music and dance for kids. Children will be introduced to a repertoire of musical styles including light rock, reggae, calypso, merengue, and jazz.

Sunny Isles Beach Branch
Saturday, January 26, 2 p.m.
Naranja Branch
Tuesday, January 29, 6:30 p.m.
South Shore Branch
Thursday, January 31, 10 a.m.
Country Walk Branch
Thursday, January 31, 2 p.m.
California Club Branch
Monday, February 11, 10:30 a.m.
Model City Branch
Tuesday, February 19, 10:30 a.m.
West Kendall Regional
Tuesday, February 19, 3:30 p.m.
Lakes of the Meadow Branch
Wednesday, February 20, 4 p.m.
Jewelry Making with African Beads

Explore Black History through the art of beading. Learn how beads were used throughout history and in today’s society for health and well being. Make beading your creative outlet. Registration required.

South Miami Branch
Saturday, February 2, 2-3 p.m.

Hip-Hop Lecture Series

“From Black Power to Black Empowerment”. A multi-media presentation and discussion that incorporates audience engagement and traces the evolution of Hip-Hop culture, from the 70’s to the 21st century.

Coral Reef Branch
Saturday, February 2, 2 p.m.
Golden Glades Branch
Tuesday, February 12, 6 p.m.
North Dade Regional
Tuesday, February 19, 7 p.m.
South Dade Regional
Saturday, February 23, 2 p.m.
Bea Peskoe Lunchtime Lecture Series

Actor and Scholar Leroy Mitchell, Jr. will portray James Weldon Johnson, prominent figure in the Harlem Renaissance. Mr. Mitchell will entertain dialog about James Weldon Johnson and his impact on civil rights, arts and humanities.

Homestead Branch
Monday, February 4, Noon-1 p.m.

Hip-Hop Writing Workshop

Write your own Hip Hop song with well-known Musician and instructor, Nicole Yarling.

West Dade Regional
Thursday, February 7, 4:30 p.m.
Little River Branch
Thursday, February 21, 3:30 p.m.
Meet the Author: Edwidge Danticat

Selected as part of Oprah’s Book Club for her novel Breath, Eyes, Memory, Acclaimed Author Edwidge Danticat shares from her latest work, Brother, I’m Dying.

Edison Branch
Saturday, February 9, 2 p.m.

Jamaican Folk Revue

Storytelling, singing and dancing the Jamaican way.

Coral Reef Branch
Saturday, February 9, 11 a.m.
South Dade Regional
Saturday, February 9, 2 p.m.

Faith, Scholarship, Service: Dr. Mary McLeod Bethune

Travel back to 1954 to meet the founder of Bethune-Cookman College in Daytona, Florida – a visionary educator, civil rights activist and presidential advisor.
Dr. Mary McLeod Bethune
(portrayed by Ersula Knox Odom)
shares stories about her life and accomplishments.

Coral Reef Branch
Saturday, February 9, 2 p.m.
South Dade Regional Saturday, February 16, 1:30 p.m.
Storytelling with Toni Simmons

Author and storyteller Toni Simmons brings life to her stories with the use of rhythm, song and audience participation.

Palm Springs North Branch
Thursday, February 14, 10 a.m.

Miami Lakes Branch
Thursday, February 14, 4 p.m.

West Dade Regional
Saturday, February 16, 11 a.m.

West Flagler Branch
Saturday, February 16, 1:30 p.m.

Meet the Illustrator: Jerry Pinkney

Award-Winning Children’s Author and Illustrator will share his life long love of drawing and the exciting creative process.

Main Library
Thursday, February 21, 10:30 a.m.

California Club Branch
Thursday, February 21, 4 p.m.

America’s First Civil Rights Martyr: Harry T. Moore

Before civil rights marches and bus boycotts, Harry T. Moore worked in Jim Crow Florida to organize the NAACP and the Progressive Voters League. In 1951, a bomb placed under his bed ended Moore’s life. Meet this early pioneer of the Civil Rights Movement (as portrayed by Bob Devin Jones) on Christmas Eve 1951 – the night before his tragic death.

North Dade Regional
Saturday, March 1, 2 p.m.
Juba This Juba That

Library storytellers celebrate Black History Month with a special traveling performance of storytelling, poetry, creative dramatics and songs.

Check your branch library for performance dates and times.

ONLINE RESOURCES

Home Box Office (HBO) — www.hbo.com/blackhistorymonth/

Miami-Dade County Public Schools’ Virtual Library - The M-DCPS Education Portal provides a wealth of educational tools for support of instruction on African American history. One resource that contains many online tools is the Library Media Services Virtual Library. The Virtual Library contains a Reference Desk, Reading/Storytime link, Pathfinders, and a Magazine Room. The Reference Desk, Magazine room, and Pathfinders have links to the District’s subscription-based, Internet-delivered online databases. The databases provide a wealth of reference and periodical materials on countless topics. A general subject search using key words and phrases such as African American and civil rights will lead to many related topics. A specific search using the last name of a person (e.g., DuBois, W.E.B.), a country (e.g. Nigeria), African American music genre (e.g. Jazz, Gospel), or African American literature will result in a list of numerous encyclopedia and periodical articles on the selected topic(s). The Reading/Storytime Room contains links to resources containing suggestions of books and lists of favorite authors, as well as storytelling links.

Additionally, Destiny, the District-wide library catalog and circulation system provides access to all the library media materials in Miami-Dade County Public Schools. Students or teachers can use Destiny from any computer with Internet access, even from home, to check availability of materials and to print out bibliographies and book lists on topics of interest. These resources are available through the Virtual Library at the following web address: http://portal.dadeschools.net/library/index.htm.

The Association for the Study of African American Life and History’s (ASALH) website includes posters and other materials to support instruction on this year’s theme: http://www.asalah.com.
Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

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