

Linking African American History to Heritage Through Great African American Speeches

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Overview

“If I had a thousand tongues and each tongue was a thousand thunderbolts and each thunderbolt had a thousand voices, I would use them all today to help you understand a loyal and misrepresented and misjudged people.” Joseph C. Price

Comprehensive African American history is essential to everyday learning and teaching, especially in diversified classrooms. Students learn the major aspects of the African American culture: history, literature and culture. Given these components, students can learn to appreciate a culture which may or may not be their own.

Teaching of African American history can be linked to the African American heritage. One way to do this is through great African American speeches which are recorded as early as the 1800s. Over one hundred years later, Barbara Jordan tells a waiting nation that the Constitution indicates that freedom was for all the people, but people of color were not included in that census. African Americans had plenty to say then, and they continue to have their say. They talk about the injustices done to their people. They speak of a home far away. They talk of a time of freedom and they talk of a time of peace. Now, in this new era of an African American president, is the time to continue to remember who are the famous and not so infamous that had something to say. These influential people from history exemplify the African American society and political beliefs.

There are theories that suggest that Africans were already in North America when the conquistadors came calling. An African American man was

with Lewis and Clark as they made their famous trek to Oregon. Matthew Henson was with Robert Perry on Perry's quest to reach the North Pole. Millions of enslaved Africans were brought to North America to increase labor and production, while creating a profit for white America. Let us not forget the negative impact of the Middle Passage.

In all of some forty years, African-Americans have advanced from being banned from voting in the southern portion of the country to being personified in the highest or top position of the nation. It will be difficult for some to discern the concept that ethnicity is not important, and all the while racism continues to exist. Black history is more than a month; it is a lifestyle.

Everyone is aware, at least partially, of Martin Luther King's "I Have A Dream Speech" and Barack Obama's presidential nomination acceptance speech and Inaugural Address. Harriet Tubman had something profound to say as well as Mary McLeod Bethune. Fannie Lou Hamer denounced injustice and Marcus Garvey wanted a united nation of Blacks. Why was Jim Crow easy to maintain, and separate, yet unequal education given to Negroes? The late 1960s were a time of turmoil and unrest. Black people had decided that they had had enough of the racial injustices that were being thrown in their face. Things like unequal pay, poor housing, unfair health care practices and the continual beatings of those who protested are some of the reasons why African Americans demanded justice. The Civil War made people free on paper, and did nothing to discontinue the hatred, racism and ignorance that were imparted on African Americans.

African American history is full of firsts. These firsts include the first African American astronaut, the first person of color to obtain a seat on Congress, the first black lawyer, and first black Supreme Court Justice. Sidney Poitier, Denzel Washington, Jennifer Hudson and Halle Berry all won Academy Awards, etc. All of these people made an impact on the history of the United States, the world, and the African American community. The sporting genre also commands center stage. These men and women are trailblazers whose accomplishments have quashed stereotypic ideas and conceptions of African Americans. Now, each person, regardless of ethnicity, can strive to become part of some national historical experience, all made possible by those who previously lined the way.

Slavery is an unfortunate part of the black man's history. But without the suffering, the pain and the inert desire for freedom, the story of the African American could not be told. There could be no greater beginning than with pain and misery, and ending with victory. Man's inhumanity to man has led this country for many years. The ability to enslave one man for another man's gain is not only abominable, but plainly repulsive. Those of us alive today could not

have withstood the pain and agony of slavery. God enslaved our ancestors to give this nation a sign of victory in a world full of trouble and demise.

Although that victory took over 300 years, it is still a triumph. This victory is seen not only by the African American, but by the United States and the world as a whole. This is a black man, a man whose ancestry included both the dominate culture and the African from the continent of African. Here is a man, who the world will view as the leader of the free nation. He sits in this nation's capital. Barack Obama's main job is to put his beloved country back to financial gain and guarantee to the world that not only is he smart, but he is quite capable. This is a black man who publicly loves his wife and daughters and who is not ashamed to tell the world. This kind of exhibit also shows that there are positive black male role models. Children should look at him and see that while they may come from a "broken" home, a man can love a woman and not show violence, drugs or defamation to his mate. How does the world proceed from here? Perhaps this can come to fruition by electing an African American woman president who is not afraid of what people will say. Also, achievement can be gained by encouraging all of the little boys and little girls of today, regardless of color, race or creed, to do their best and know that they can "be somebody."

But speeches by great leaders of African descent are nothing new. During Biblical days, David made speeches to his armies and Moses, too. If the Bible is correct, the Garden of Eden was in Africa. Genesis 2:10-14 tells that there were four rivers, the Euphrates, the Tigris, the Gihon and the Pishon. Although the Euphrates and the Tigris are in Mesopotamia (Turkey and Iraq), the Gihon is said to surround all of the land of Cush (Ethopia). Given this, then, perhaps the Bible had its beginning in an area where the people who made an impact on the religious world were of color.

Africa can be seen as the birthplace of great nations. As the world changed, so did people. They moved into other parts of the continent. Some of these people were brought to the Americas as slaves. America's most evil sin was the enslavement of black people. From such came the Black Church which was developed to supply leaders with a Moses-like determination. The term black church means those churches that are mainly [African-American Christian churches](#) that attend to the needs of predominantly black church members in the [United States](#).

After Emancipation, the development of churches for persons of color grew immensely. Black people created congregations and facilities that were designed to meet their own needs spiritually. The tradition of following the ways of Christ was done by many who could not even read, but who probably had the opportunity to attend white Christian services as a slave, and copied and modified

those services to meet the needs of the people during Reconstruction. African American churches have long been the centers of communities for many years. Many continue to serve as social welfare agencies, spiritual resting places and nourishment for the soul. Perhaps many of the rituals experienced in the Black church today grew from slaves secretly maintaining some part of their native spiritual ritual. One only has to look at *Roots* to discover how slaves held on to their beliefs and customs.

The Black church should be the heart of the African-American community. The Black church has been seen by some as a stable force in African American religious and economic development. The Black church kept hope alive during slavery, often secretly, and was the foundation of the fight for freedom during the 1960s. No matter what adversities the Black church faces, it continues to stand strong, bringing the gospel of Jesus Christ to those who are lost. There are some who say they have lost their faith in God and the church because now people are all about “show” and not about missions. Some have even turned away from the place that their grandmothers took them to every Sunday without any other destination in mind. Moreover, we live in a time of strife and turmoil. The Black church must continue to stand strong and provide for its people. Although the average person in the Black church may not be rich and or have much, a single Black church may take in more weekly (tithes and offerings) than many black owned businesses combined.

Today’s biblical leaders, too, make great speeches, how else could there be “megachurches” with large numbers of members in attendance on Sunday morning? These megachurches are situated in cities across the nation, typically in the south where there is plenty of land. A megachurch is described as having over 2,000 members in attendance on any particular Sunday, and having grown to its extended size in a short period of time, usually 10 years, and under the tutelage of one senior pastor. In Pittsburgh megachurches exist.

Yesterday’s religious leaders included greats like Benjamin Hooks, Adam Clayton Powell, Jesse Jackson and Andrew Young to name a few. The new emergence of Christian ministers now includes T. D. Jakes, Paul Morton, Fred Price, Eddie Long and William Curtis, pastor of a megachurch in Pittsburgh. One would be remiss not to mention Louis Farrakhan and Malcolm X, although they are not Christian ministers. However, they believed in the cause for liberation for the black man. Many people of color were glued to the words of these two extraordinary men. As such, they earned much respect with the Christian world as well. With the advent of television and its increased use, these great ministerial leaders are able to reach a wider population of people who may not otherwise hear the great gospel.

Those who are born of African American descent should be proud of their heritage. Many people fought and died for equal education. Today's generation should stand tall and denounce inequality in education, housing, and employment. However, large numbers of students today appear to fail at even the smallest task of attainment. Some simply refuse to come to school. Others opt to sell drugs in a world where drug use should be seen as genocide. By coming to school, these students would at least know why African Americans stayed in the struggle so long. They could find out why African Americans make great speakers and how they, too, can become aware of their ethnicity and increase their self-esteem. Teachers can utilize the literal seldom heard voice, the voice of the upcoming student. Teaching about great African American speeches would allow any willing student to understand that Black History is not just a story, but a heritage to be kept alive.

Rationale

Black history is no less insignificant now than it was 400 years ago. Why is black history confined to one month of the year? Why is that month the shortest month of the year? Why are school children only taught Martin Luther King and Rosa Parks? Why is any curriculum so limited that it only allows for bits and pieces of a world so large that there is not true beginning or ending? Teenagers, in history classes, may find history as boring as they might find movies from the 1980s. How can a teacher, elementary, middle and high school combined, be able to influence students of all diversities on the importance of black history? There is a richness of knowledge in Black history that needs to be cultivated by every teacher and embraced by all students.

How is a teacher to close the achievement gap? This phenomenon is simply a matter of race and class. The achievement gap exists between minority and underprivileged students and their Caucasian peers. America and the new presidential administration should face this challenge as one of the most pressing needs in education.

Until teachers realize that they, along with parental support, are the key factors to challenging and changing the achievement gap, it will continue to broaden. The status quo of accepting failure as an option should be eliminated. Students, especially those who systematically fall behind, may find relevance in education if it pertains to them. Students are given state assessments that do not consider economic advantages. For instance, students, given a reading assignment, might find that assignment irrelevant to them if it does not address the fabric of their lives. These include their environment, their economic status and their reading ability. Encouraging students to understand that great people

have come before them could be one way to attempt to narrow the achievement gap.

Another way could be to have teachers who look like the students. How long must a student attend school before he or she sees an educator of color? Let us not fail to remember that students should not just see women educators, but men as well. It appears that men do not often seek the teaching profession. For whatever reason, men may find education is not their career choice. However, there is a need to have male representation in the school. This includes having qualified teachers as a librarian or an administrator – someone in a position of power. Yes, this could also even be the custodian.

Teachers cannot rely on specialized programs to enhance and enrich student lives through Black history. At every teacher's fingertip in the 21st century is the practical use of the internet. The internet has made available many resources and options to aid teachers in the development of quality lesson plans. Teachers can utilize class time to instruct students on how to research, dissect and explain information on many genres. Here, too, is an available resource tool for teachers to explore and integrate black history into the lives of young people. Black America has something to say, and they will be heard!

Teaching students about black history can be the first line of resistance against prejudice and unfairness. Black children should be taught that they are not inferior to their white peers (see any achievement gap information). If teachers and administrators become proactive and countering the evil forces of self-destruction, positive self-image can be fostered and developed. Students who could develop their full potential should be aware of the challenges overcome by their forefathers. It was not easy for Rosa Parks to take a stand. Her feet hurt and as such, she stayed put and did not give up her seat to a white person. Dr. King was not born a minister. He was nurtured and developed until he was ready to become a great speaker. Other great African American leaders have their own issues, but through it all, they have become people to overcome difficulties and strife.

The purpose of teachers is to add value to the lives of students. To achieve this, teachers must be willing to be part of the solution, not part of the problem. Childhood is where students learn the most valuable lessons in life, although some of them do not come from the classroom. Children's minds are like sponges that soak up everything around them. Add education and knowledge, and a powerhouse is created. By incorporating themes and motifs from Black History into any curriculum, we allow for the development of the whole child. People who are successful in persuading others have the capacity to encourage and have the gift to teach successfully.

Objectives

What are academic standards?

They are statements organized by a given state about what students should be able to do and know. However, California educational standards are not the same as Pennsylvania's. Standards are derived to describe the goals of the educational system and where a student should "arrive" either at the end of the unit or the school year. Mainstream students who are expected to graduate from high school should be able to read and write across many different genres. Students with disabilities, however, have their own individual learning plan as outlined in their Individualized Educational program, or commonly called an IEP. Standards basically inform the teacher what is to be taught and local curriculum and teacher instruction determine how the student will obtain information.

Many schools' curricula are derived from district, state, or national values. These values attempt to indicate what students should have knowledge about at different grade levels. In Pennsylvania, the History Standards and the Language Arts Standards are interconnected. In History, students are required to analyze chronological thinking (11th grade) and in Language Arts, they are to relate prior knowledge that is built from 3rd grade.

The Pennsylvania Department of Education has outlined standards to assist teachers and students. The Reading, Writing, Speaking and Listening standards that would be utilized in this unit would be:

- 1.1 Learning to Read Independently
- 1.2. Reading Critically in All Content Areas
- 1.4. Types of Writing
- 1.5. Quality of Writing

This unit could also be developed for history. Pennsylvania History Standards to be included are

- 8.1 Historical Artifacts and Skills Development
- 8.3 US History

In addition, students would be required to have prior knowledge that centers on conflict, culture, historical evidence and timelines.

However, in the Pennsylvania Standards there is no discussion of religious texts, although the curriculum covers many books that have religious themes.

Although the texts that are chosen reflect United States diversity (In The Time of Butterflies, Nectar in a Sieve, Black Boy), there is nothing that speaks directly of religion. There are hints, however, (Their Eyes Were Watching God, Night, The Crucible, Romeo and Juliet). To include a speech by an African American minister may make some uncomfortable with the connection to religion and education. Just recently, during the Obama candidacy, his own pastor made remarks that the media found disparaging and derogatory. However, these sentiments were not echoed chiefly among African American parishioners.

Strategies

The curriculum objective of this unit is to have students analyze and discuss famous African American speeches. This would include speeches by prominent African American pastors and ministers at the teacher's discretion. The African American church is the center of culture for many people and its use here is very relevant to the development of the unit. Students would be required to spend time reading and listening to various speeches and would need to be able to compare and contrast several of the speeches.

Speeches to be included, but are not limited to, include: Phyllis Wheatley. Ms. Wheatley is pivotal to development of reading and writing of slaves, which was vehemently dissuaded. Sojourner Truth's "Ain't I a Woman" speech delivered to the Women's Convention in Akron, OH in 1851 is astounding and should be referenced as interest in women's rights as well as those of African Americans.

Frederick Douglas gave a speech in 1852 to the general public of Rochester, NY in which he discussed the significance of the Fourth of July to a slave. These are but a few of the speeches that make African Americans great. Any teacher would be remiss to exclude any speech by Dr. Martin Luther King. Dr. King's words are as powerful now as they were 40 years ago. His "I Have A Dream Speech" is probably more famous now than when he originally spoke it. His words speak to injustice and determination and are only rivaled by those of Malcolm X of the same era. Malcolm went through many transformations to become a great man of his own words.

Other great speakers, too, came through the gates of determination. W. E. B. DuBois and Booker T. Washington sound off against each other as they stand on opposite sides of the racial divide as slavery is ending and Jim Crow has come to roost. Susan B. Anthony and Elizabeth Cady Stanton spoke on equality for women. The Harlem Renaissance produced hundreds of great African Americans with plenty to say. Langston Hughes tells us that he, too, is an American. James Weldon Johnson talks of an ex-colored man. Ralph Ellison became "invisible".

Zora Neale Hurston tells us to “watch for God”. Marcus Garvey was insistent upon a mass black exodus back to Africa.

Lest we forget to include speeches not only by African Americans, but political speeches spoken to the unity of a country that was and still is divided by race and economics. Bill Clinton spoke to ministers in Memphis in 1993. President Lincoln’s Second Inaugural Address points towards the manifestations made when fighting the Civil War and the results thereof. President Lyndon B. Johnson told us in 1965 that overcoming was possible and proved it true when Barbara Jordan became a keynote speaker at the 1976 Democratic National Convention. Nelson Mandela said that he was prepared to die and Barack Obama, born of a white woman and an African father, spoke to the world of a change and became the first man of color of the free world.

Students would be required to develop their own “great” speech. Speaking in front of peers is often complex for high school learners. Casual bantering back and forth is one thing, but standing before their peers, and being judged by them, is another matter. An additional purpose of this curriculum unit is to create good speakers. Students never know when they may be called upon to speak in front of crowds of unknown faces. Preparation in high school (or before) will help to ease fears and create self-confidence.

Positive self-image is needed by all youth to effectively become superior adults who are responsible. This means they work at quality jobs and own property. But by whose standards are they living? If the images that they see in their music videos or sports stars are their idealist role models, then students are already at a deficit. African American children, or all children for that matter, are the light to the pathways of the future.

Teachers and administrators need to be able to reinforce and strengthen self-images that really should begin at home. When students do not receive enough praise and acceptance at home, they may begin to look for approval elsewhere. This could be in teen gangs or teen pregnancy. Students who exhibit positive self-image could become role models for other youth as they are often the students who perform well in school and in social settings.

Another purpose of this curriculum is to strengthen self-awareness and encourage students to see that perseverance in anything you do yields positive results. Marian Wright Edelman said, “Education is a precondition to survival in America today.” www.africanamericanquotes.org Even today such a statement continues to be profound.

Classroom Activities

Each lesson is written for one class period (40 minutes) unless otherwise noted.

Note: All lessons in this unit are written for any student. Modifications for students with disabilities will be noted.

Unit One –

Whole group/individual activity 3-4 day activity

Day 1

Objective: To introduce students to Phyllis Wheatley, study Gambia, and complete a Gambian travel brochure.

Students would be introduced to Phyllis Wheatley. Phyllis Wheatley is the first known and recorded African American writer. Born in Gambia, she was set free after she became successful as a poet. Wheatley wrote many poems and was able to perform them in public.

Students will use the Internet to locate information on Phyllis Wheatley. Using a pre-made template, students would complete biographical information. Students would then locate a Wheatley poem on the Internet. The students will use their template to write the title of the poem, where they found it, and what connections they could make to their own lives using the poem. Students would then share with their peers the information they had received. For this project students could receive grades for worksheet completion, listening and speaking, and research.

Day 2 and 3, possibly 4

Students would have prior knowledge that Wheatley was born in Gambia. Students would be given samples of various travel brochures that teachers could get from travel agencies or magazines. Again using the Internet, students would locate Gambia, and using the handouts, design their own travel brochure using various software programs as guides, an example of the software could be Microsoft Publisher. Students would have their brochures graded using a rubric. The rubric could be easily modified to accommodate students with disabilities.

Unit 2

Whole group/individual activity 2-3 day activity

Objective: Students will be able to discuss attitudes and beliefs of the women's suffrage era by recognizing Sojourner Truth's contribution to the cause through her pivotal speech, "Ain't I a Woman" that can be obtained from the website <http://www.nisto.com/wct/who/sojourn.html>.

Day 1

Teacher will write two words on the board – suffrage and abolitionism. Students will write in their notebooks what they think are the definitions of each. Discussion will take place that will include the teacher giving information on the 15th Amendment, the 19th Amendment and all "men" being created equal.

The teacher will now put three columns on the board, asking students to copy. Then writing (anyone's) attitudes towards women in across the top, the teacher will put 19th century in one column, 20th century in the second, and now in the 21st century. Students will again use their notebooks to brainstorm what to put in each column. After 5 minutes, teacher and students come together to discuss what they wrote, using students to copy their thoughts from their notebooks to the board for others to share. As an open dialogue, the teacher then changes the subject to "attitudes towards African American women" utilizing the prior procedure. The teacher will ensure that students talk about what they perceive are men's views on women, the power of women, what role television and videos have on viewing women, and how organizations were founded just for women to express themselves. Students will also be informed that often these organizations were segregated.

Days 2-3

The culminating project for this unit is Sojourner Truth's speech, "Ain't I a Woman." Students will write a five paragraph persuasive essay encouraging others to see Truth's point of view. Students will be graded using a standard rubric as outlined by the district.

Students with disabilities would have the speech read to them, as the dialogue of the speech may be difficult to read fluently. Students would write 2-3 paragraphs depending on their disability.

Unit 3

Group activity – 5-6 day activity

Day 1

Objective: Students will be able to identify keynote African American speeches of the 20th and 21st centuries.

Check students' prior knowledge of Malcolm X, Martin Luther King, Jr. and Barbara Jordan. It is a good bet that they will possibly have knowledge on two of the three. Distribute copies of Barbara Jordan's biography (can be taken from a variety of websites including www.answers.com, www.beejae.com, www.americanrhetoric.com, that include her keynote address, explaining her pivotal role at the Democratic National Convention. Students would also discuss why Jordan was possibly selected and not someone else.

After breaking students into groups, students would dissect the speech, line by line, making notations on what is relevant to 21st century black America, using easel pads and markers. Students would then utilize whole group discussion on their findings.

Students with disabilities could have segments of the speech given to individuals or groups, use the same chart paper and discussion.

Day 2

Objective: Students would be able to examine whether or not Malcolm X was able to speak for the entire race or if he only spoke for the radicals.

Students would then be given copies of Malcolm X's February 14, 1965 Speech in Detroit, "More African than American," his last speech before his death. This written text can be found in *The Greatest American Speeches*. Students would read along as they listen to the speech on http://www.malcolm-x.org/speeches/spc_021465.htm. Here, students would hear Malcolm in his own voice (and not that of the actor Denzel Washington).

After listening to the speech, students would write five (5) paragraphs indicating their opinion on the speech as to whether or not Malcolm had the interest of the entire Negro population in mind when he wrote/spoke it. Students would be graded according to a standard writing rubric.

Students with disabilities would be given headphones to hear the speech individually. Students would also have to write two to three paragraphs, depending on their individual abilities.

Day 3 – Independent practice/think, pair, share

Objective: Students will read and analyze Dr. King's 1957 speech, "Justice Without Violence" taken from the website:

http://www.stanford.edu/group/King/liberation_curriculum/pdfs/justicewithoutviolence.pdf

Teacher and students discuss the lives of African Americans during 1957 in the United States. Students will be given handouts of Dr. King's speech. Students will read the speech and, using their notebooks, write thoughts that come to mind about what Dr. King's purpose of the message was. Students would also show relevance to 1957's way of life and that of the present era. Students would then share what they had written.

The culminating project would be to write questions for Dr. King and give those questions to their peers to answer.

Day 4, 5 and 6 – independent and guided practice

Objective: Students would be able to read, analyze and compare Dr. King's prior message with that of Malcolm X. Students would determine which great orator was more on target for the task of liberating the African Americans and who would have been a better leader for the people. To accomplish this, students would prepare a PowerPoint presentation giving their insight and would be required to present their presentations. Presentations would be no less than four slides and no more than 10. Students would be given computer time to complete the project. Students would be graded according to the district rubric for written and oral presentations.

Students with disabilities would be given excerpts from each speech. Students would be required to have a minimum of three slides for their individual presentations to the class.

Unit 4

Group/Individual activity – 3-5 day activity

Objective: Students will be able to write their own narrative speeches and present them to the class.

This lesson assumes that all students have some awareness of Barack Obama's biography. Therefore, time is not required to formulate background knowledge.

Students will be given copies of two of Obama's speeches – his acceptance speech at the Democratic National Convention and his inaugural address. Students will also listen to both speeches taken from either "Barack Obama, Words that Inspired a Nation" or <http://www.learnoutloud.com/Resources/Authors-and-Narrators/Barack-Obama/4180>

Days 3-5 – individual activity

Discussion will begin on the Obama speeches. After about 15 minutes, students are told they are to write their own narrative speeches (portfolio entry) on topics that are of importance to them personally. Such topics could include: raising/lowering the drinking age, abortion, violence and crime, legalization of drugs, etc. Students would be given computer time and additional time outside of class to complete the project in a timely manner. Students would submit a typed entry for their portfolio and complete an oral presentation. Grading for the project would be by a district created rubric for portfolio entries and oral presentations.

Annotated Bibliography/Resources

Student Reading List

Altman, Susan, and Joel Kemelhor. Encyclopedia of African-American Heritage. New York, NY: Checkmark Books, 2001.

Daley, James. Great Speeches by African Americans: Frederick Douglass, Sojourner Truth, Dr. Martin Luther King, Jr., Barack Obama, and Others. (Thrift Edition). New York: Dover Publications, 2006.

Great American Speeches: the Stories and transcripts of the words that changed our history. London: Quercus Books, 2006.

Haskins, James;, and Jim Haskins. Separate but Not Equal: The Dream and the Struggle. New York: Scholastic, Inc., 2002.

Mullane, Deirdre (Edt). Crossing the Danger Water. New York: Random House Inc, 1993.

Obama, Barack. Barack Obama - Words that Inspired a Nation (Book & DVD). Fall River: Fall River Press, 2009.

Walker, Margaret. Jubilee. New York: Mariner Books, 1999.

Wright, Kai. The African American Experience: Black History and Culture Through Speeches, Letters, Editorials, Poems, Songs, and Stories. New York: Black Dog & Leventhal Publishers, 2009.

Websites:

<http://en.wikipedia.org>

http://www.malcolm-x.org/speeches/spc_021465.htm.

www.answers.com

www.beejae.com

www.americanrhetoric.com,

<http://www.nisto.com/wct/who/sojourn.html>.

http://www.stanford.edu/group/King/liberation_curriculum/pdfs/justicewithoutviolence.pdf

<http://www.learnoutloud.com/Resources/Authors-and-Narrators/Barack-Obama/4180>

Teachers

Annotated Bibliography

Altman, Susan, and Joel Kemelhor. Encyclopedia of African-American Heritage. New York, NY: Checkmark Books, 2001.

Who are the leaders of the African American nation that gave endless hours of fight and struggle so that today's generation could look back and find themselves? Herein lies the answer. This book gives readers a source of African American wealth as it delivers biographies of the great and the not so great African Americans.

Daley, James. Great Speeches by African Americans: Frederick Douglass, Sojourner Truth, Dr. Martin Luther King, Jr., Barack Obama, and Others. (Thrift Edition). New York: Dover Publications, 2006.

The reader can step back into the past and fast forward to the future with Daley's book of great speeches. Independence and the quest for civil liberties are encompassed through influential people of color – Frederick Douglas, Sojourner Truth, Dr. King and Barack Obama are among a short list of African American speeches.

Franklin, John Hope, and Alfred A. Moss, Jr.. From Slavery to Freedom. Boston: McGraw Hill, 2000.

Originally published in 1947, this book has grown through the transformation of people of color – from the dreaded “n” word, to the prosperous term of African Americans, Franklin and Moss has given the reader greater insight into the plight and growth of the black man.

Haskins, James. Separate but not equal; the dream and the struggle. New York, First Scholastic, 1998.

Brown v. Board of Education has left residue on the African American way of life. This book tells the reader that yes, segregation is not a myth and separate but unequal still exists with the very brest of the free world. Mr. Haskins proves that historically he's on point and the success of education is in the hand of every parent, child, and educator, black or not.

Mullane, Deirdre (Edt). Crossing the Danger Water. New York: Random House Inc, 1993.

Herein lies an anthology of writings of African Americans. Suitable for any high school environment, *Crossing the Danger Water* is a great supplement to any personal library.

Obama, Barack. Barack Obama - Words that Inspired a Nation (Book & DVD). Fall River: Fall River Press, 2009.

Obama tells the world who he is, why he is, and how he plans to succeed through speeches. He begins as an unknown and creates an uproar that is heard from sea to sea. He crosses color barriers and becomes the world's most powerful leading man. His drive and determination are inspiration for anyone who is seeking self assurance.

Peebles, James W.. The Original African Heritage Study Bible. Nashville: The James C. Winston Publishing Co., 1993.

In studying the beginning of the black man, one needs to start with the Bible. Peebles provides a quantitative view of African heritage as it relates to the Bible. He has outlines Biblical passages that point the reader directly to the African.

Rogak, Lisa. Barack Obama in his Own Words. New York: PublicAffairs, 2008.

When the first Africa American president speaks, people listen. This is Obama, in his own words, before he became president of the free world. He provides significant quotes that permit the reader to find out about the man and his mission. The reader takes in his views on controversial topics such as abortion and how he does not trivialize the heritage of this great nation.

Walker, Margaret. Jubilee. New York: Mariner Books, 1999.

Vyry is a young slave girl when the Yankees marched on the South. Confused about freedom and determined to live a free life, Vyry sets out in search of her own identity. Her survival and strength are measured against her determination to see her children prosper. Meet Vyry and experience a part of African American survival that encompasses starvation, abuse, and affection.

Wright, Kai. The African American Experience: Black History and Culture Through Speeches, Letters, Editorials, Poems, Songs, and Stories. New York: Black Dog & Leventhal Publishers, 2009.

African American culture is exemplified in this book. Here Kai Wright brings to the reader stories, letters and speeches, to name a few of African Americans with the names of the unknown and the renown. The book begins, naturally, at the beginning of the African experience and ends with speeches by the current United States president.

Great American Speeches: the Stories and transcripts of the words that changed our history. London: Quercus Books, 2006.

Who speaks for the people, for this nation? When at war, either civil or national, great leaders give us strength. When times are difficult, there are words of encouragement that afford the reader calm and serenity in knowing that our leaders are on the job.

Works Cited

"African American History: Major Speeches | The Black Past: Remembered and Reclaimed." The Black Past: Remembered and Reclaimed. 15 April 2009 <<http://blackpast.org/?q=african-american-history-major-speeches>>.

"Christian Church Directory : USA Churches." Christian Church Directory : USA Churches. 10 March 2009 <<http://www.usachurches.org>>.

"Welcome to African American Quotes.com." Welcome to African American Quotes.com. 19 June 2009 <<http://africanamericanquotes.org>>.

10 April 2009 <<http://www.mt-ararat.org>>.

KJV The Original African Heritage Study Bible. Waco, TX: Thomas Nelson, 2005.

Appendices

Biography worksheet

Your Name:
Name of Famous Person
Date and Place of Birth
Family History
Accomplishments
Life Changing Events
Date and Place of Death
Website(s) used:

Travel Brochure

Student Name: _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Phyllis Wheatley Biography Worksheet

Your Name:
Date and Place of Birth:
Date and Place of Death:
Title of Wheatley Poem – rewrite poem here:
Where found (website):
How is this poem connected to your life?