

Slavery Wall Expressions

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Overview

For many years now, there have been countless attempts by different interest groups: scientists, physicians, product manufacturers, and of course the federal government, to get a handle on health care issues that still plague most Americans. For the most part though, African-Americans are among some of the highest statistical victims of these health care issues. The three largest issues are heart disease, cancer, and diabetes.

This unit will be of special interest because it will depict various slave foods used during the European-Atlantic Slave Trade system during the 1500s through part of the 1800s. It will also demonstrate how transporting, and marketing of the human cargo resulted in not only tress-related conditions and diseases, but also brought new foods and cooking techniques to the Americas. This is a very important period of history because it began the health care demise of Africans who would later become know as African-Americans.

The journey of African slaves from Africa to the Americas was a perilous one. It was whole-sale human cargo in the most inhumane of conditions. Never in any period of history have such conditions been so horrendous. Slavery was used to produce and manufacture products such as, sugar, rice, tobacco, cotton, and rubber

for Europe and the Americas. The historical stressful conditions such as starvation, overcrowded, unsanitary living conditions of the passage, not to mention the substandard food in supply, all played an intricate part in the health demise of the human African cargo.

This curriculum unit will depict how these human trade goods carried aboard ships, bound for the Trans-Atlantic Slave Trade route, survived on little, but nutrient filled vegetation. It will communicate some of the stressful working conditions, and unsanitary living that existed on board the slave ships. These facts will intertwine with the development of certain diseases aboard these ships that at times caused the demise of one-half to three quarters of the live human cargo. Among the survivors would emerge the most self-preserving, creative, and chameleon-like masters of survival. Their nutritional journey from the slave ships and onto American soil, to the present day will be one focus of this curriculum unit. The other will be the types of diseases encountered along the way.

The Industrial Revolution

The Industrial Revolution and introduction of new mass-produced food products began another set of health issues for Americans in general, but African-Americans in particular. At this time food became plentiful, the days of masters and slavery gone, but a different type of health demise was emerging. The Industrial Revolution brought with it a line of new products that would save time and energy for the consumer. Although not everyone could afford them in the beginning, with time, and the increase in mass production and competition by other countries, these modernized machines would replace much of the good old-fashioned muscle work put forth by man. Along with the lack of labor began longer work hours and the development of fast foods for people on-the-go. Stores that usually closed by 6 p.m. daily were staying open until nine, eleven, and finally found themselves open all night. Thus the birth of convenience stores and with convenience stores began convenience foods. These were mass-produced foods full of chemical preservatives to last longer on store shelves. These foods were put through a processing that extracted the very nutrients out of the product that were nutritionally beneficial to the body. As was mentioned, over time, physical labor became less and less, and with less physical energy being exerted, and the introduction of processed convenience foods, people gradually began exhibiting illnesses and diseases that coincided with nutritional and muscular deficiencies. In truth, the mortality rate from infectious diseases such as the flu, measles, and pneumonia were being replaced with chronic diseases such as heart disease, diabetes, and cancer.

Today, sugary mass produced, products full of white bleached or enriched flour, packed with refined sugar and sold cheaply are connected to the health demise of African-Americans. They are at highest risk for diseases such as Type 2 Diabetes, Cancer, and Heart Disease. White rice, breads, and dough-based products are all bleached products that raise the blood glucose levels in the body, helping to create diabetic conditions over a period of time. The nutritional value is so low in these products, that at times, the stomach cannot signal the brain that nutritional needs have been met. Thus a person continues to eat more frequently to keep up the demands for nutrition by the body. The body essentially stays in nutritional deficiency. This makes a person lack energy, and of course there is very little nutrition to maintain good muscle strength and bodily functions. Over a period of time with little exercise, and lack of proper nutrition, the body is not able to fully perform its daily tasks efficiently. This places unhealthy demands on the heart, lungs, and other vital organs. Blood vessels that supply oxygenated blood to these organs as well as assist in boosting the immune system's capabilities are especially vulnerable. Without strong blood vessels, and a high functioning immune system, the body gives way to arterial disease and pathogens. In time, the body is over-run by disease.

Tobacco is another product manufactured into cigar, cigarette, and/or chewing form that ensures the development of cancer over a period of time. The development of heart disease through clogged arteries, and weakened blood vessels due to lack of proper diet and exercise are at the top of the list. Couple this with low-paying jobs, and lack of adequate health care, and you have the perfect formula for an early death.

The students will be able to demonstrate through drawings and writings, nutritional foods from Africa that were used on the African slave voyage to the Americas. They will also use PSSA writing prompts to explain the value of these different foods, and how native tribal dancing exercised slaves aboard ship. Other problems arose however, when slaves refused to exercise in this manner, when overcrowding, dehydration, and disease-carrying persons were herded and stowed away aboard ships. So another primary focus will be the outbreaks of cholera, small pox, dehydration, and dysentery aboard the slave ships.

Rationale

I chose to create this type of unit because it seems that for African-Americans, health issues have come full circle. From slavery, and having limited chance for success over the previous centuries to having it all in this century one must ask some questions: Are they really any better off now-a-days nutritionally than back-in-the-day? Some may say a resounding yes, but when examining the facts, many students

will be able to compare living standards of yesteryear to today's, and find that things are truly different in many respects, but have the majority of African-Americans truly flourished with respects to their health status?

I feel that this unit is vitally important because when students are able to look at historical events leading to a health crisis, and are also able to trace a path to the present, it brings a deeper understanding to the health issue. In this unit, the students will be tracing the voyage of captives from Africa to the Americas. They will first fix their concentration on the food items fed to slaves through their perilous Trans-Atlantic Ocean journey. The students will then learn what types of foods and cooking methods slavery brought to and initiated in the Americas.

This unit will also enable the students to engage in connecting texts. They will be able to connect African-American Literature and history, with the Health curriculum. This is one of the PSSA standards required by the Pittsburgh School District. It will enhance their PSSA skills and provide practice of the Pennsylvania Academic Standards and Assessment Anchors area. They will engage in content-specific strategies to assist in furthering their academic performance. They will also compare and contrast, reason, demonstrate, determine, and organize information to reach the goals of this curriculum unit through a series of readings, writings, and recordings. This curriculum unit will give the students academic rigor, relevance, and relationship between their text, and other curriculums.

Objectives

1. The students will be able to gain a better understanding of food and nutrition during the Trans Atlantic Slave Passage.
2. The students will be able to engage in activities that will express creativity and a deeper understanding of the ingenuity and perseverance of their African ancestors.
3. The students will increase their PSSA reading and writing ability.
4. The students will be able to share the information from this unit with family, friends, and community members.
5. The students will be able to increase their knowledge of the spread of different pathogens

The Slave Ship

The original slave ship was a deep-sea sailing round ship propelled by oarsmen, but by the late sixteenth century, a new frontier of sailing ship started to emerge (Rediker 43). No longer were ships propelled by oarsmen alone. The creation of large sails to

capture the trade winds and propel the ships to their destinations had arrived. This along with the reshaping of the bow to cut through the waters more efficiently increased the ship's speed and lessened travel time thus making slave trade lucratively profitable. Another enhancement was the cannon. They were built into the ship's hull to forge against any hostile environment that might be out at sea. With the architectural design, sails to capture ocean winds, and cannons for protection, the slave ship was an awesome financial vessel.

These ships were also compartmentalized for ultimate space usage. The more organized spacing, the more cargo that could be carried. The more cargo carried, the larger the profits; and it was all about profits.

The History of Slave Maintenance

The Grueling Journey

First of all, the average Middle passage from West Africa to the Americas was approximately sixty days (Meltzer 60). If a voyage should take longer, the risk of disease increased. This was usually due to less water and food being given to the slaves, and the quicker onset of disease. The food fed aboard many slave ships was a basic gruel. It usually consisted of a mash of boiled horsebeans, rice, and corn. On some ships food came two times a day. Yams, farina, rice, corn, and bran were among some of the items. At times a little salted meat was available. It all depended on who was captain, and what schedule they decided to keep.

This was to deter illness among the slaves. They also received 3 rations of water a day. Sometimes tobacco was dispensed once a week and corn brandy on cold mornings. These were indeed survival foods. Aboard some ships food was served according to the region of slave origin such as rice for those from Senegambia, and Windward Coast, corn for those from the Gold Coast, and yams for those from the Bights of Benin and Biafra (Rediker 237). At times some slaves would not eat. To encourage them, a Cat-O-Nine Tails was used. It was a strap-like instrument that produced lashes during whippings. It moved some, but did nothing to force others to eat. With such methods being used, one can only assume that indigestion would also be an issue for the enslaved.

Dancing and Drumming - Physical Fitness

Music and dancing were encouraged to supply some form of physical activity for the slaves' minds, and muscles were exercised. Doctors and slave traders at that time believed that keeping the enslaved active would stave off disease, and bring a more

harmonious voyage, keeping the slaves minds off of captivity. After all, this human cargo was a precious and valuable commodity. These slaves had to be presentable in the Americas for purchase, and that meant that the healthiest slaves commanded the highest prices (Rediker 58). Also the rate of suicide would perhaps not be as high.

Slave tradesmen fed their human cargo as cheaply as possible. The problem was not actually the food served, but the quantity and quality. The horsebeans, rice, and corn would have been enough to survive, but among the slaves, and sailors, microscopic pathogens like, cholera, and smallpox were also being carried aboard. A doctor was usually on board a slave ship. He would tend to not only the illnesses, but usually was not much help when an outbreak of a major disease happened. Most ships were scrubbed weekly by sailors with sand and fumigated with vinegar and tobacco smoke. This was to ensure the health of the human cargo. Even though most ships adhered to this practice weekly, outbreaks happened (Rediker 236). These methods were no match for the viruses and bacteria that seeped into the crevices of the ships. Besides, as the slaves were returned below deck again, the ill re-infected the sites all over again.

Cholera/Small Pox/ Dysentery/Dehydration/Deaths

Although slave captains on most slave ships carried a doctor for medical purposes, and washed and smoked the slave quarters below deck, outbreaks of cholera were still most likely. Cholera is a bacterial disease that spreads quickly among a population, especially if they are in close quarters. It is a diarrhea-type infection of the intestinal tract caused by the vibrio cholerae bacterium. Unsanitary conditions are usually the main reason for its outbreak (“Cholera”). Since the conditions aboard ships were anything but sanitary, cholera outbreaks were quite common. Cholera causes diarrhea which causes the body to lose precious water. The slaves were given little fresh water to begin with so they became dehydrated, and quickly died from multiple organ failure.

Small Pox

Another disease that plagued slave ships was small pox. This viral disease is caused by the variola virus. High fever and small raised bumps appear on a person’s body (“Small Pox Disease Review”). It is spread by close contact, and direct contact with infected body fluids. According to the CDC, small pox can be air-borne transferred from one person to another if they are in very close quarters such as a plane, bus, or building. Since slaves were stored below deck and in very close quarters with one another, it most likely spread throughout the ship. In many cases slave ship captains

reported losing up to fifty-seventy-five percent of their human cargo due to these types of outbreaks.

Dysentery/Dehydration

Outbreaks of dysentery were also common among those who traveled on slave ships. Dysentery is a condition in which the digestive tract is invaded by parasitic organisms. These cause severe diarrhea and dehydration. The diarrhea usually contains blood and mucus. Valuable fluids are lost from the body dehydration results. Dehydration is when the body lacks proper amounts of fluids to sustain bodily functions. The only way to manage it and eventually arrest it is to take a culture to specify what microorganism is responsible, and re-hydrate the person with fluids along with medication if needed. Since there was no modern-day medical technology to ascertain the facts, and water was usually in short supply, this of course was not able to happen aboard slave ships, so it spread from person-to-person, and usually resulted in many deaths.

The Shores of North America

Sizable numbers of slaves were not imported to the North America until 1730. This was because crops such as sugar, cotton, rice, and tobacco began to pick up notoriety. The demand was greater than crop owners could supply. Slaves were cheap laborers. Owners only had to see to their needs. In all, it is estimated that approximately 600,000 slaves were imported into what is known as the United States (Meltzer 86).

Once the captives arrived on the shores of the Americas, food was no longer necessarily provided for them. This meant that it had to be secured and made by the slaves themselves. As they were being sold to individual property owners, slaves had to learn many new skills quickly to maintain survival. Plantations had cooks, hostlers, laundresses, chambermaids, and nursemaids.

Physical Labor: Planting, Harvesting, Building – Physical Fitness

Slaves spent from sunrise to sunset in the fields. At times they worked well into the night. Growing and tending cotton are laborious task. Slaves had to first get the ground ready for planting, then plant the cotton with long hours of walking, bending, stooping, and standing. They had to pull weeds, using a hoe. This action alone strengthened their core muscular structure. The actual picking of cotton was one intricate physical task. There was also the hauling of baskets to be weighed at the Gin House, and then hauling them to storage. There the slaves would spend time

trampling the cotton down to make room for more storage space. The growing seasons were usually from March through August (DeFord 69).

Other chores were assumed by slaves. These were feeding mules and swine, cutting wood, toting water, bailing hay, and plenty of other odds and ends types of chores. A slave's day was anywhere from sixteen to eighteen hours long (Meltzer 82). Rice was an example of a crop of the lower south. It was a meaningful cash crop, and it required long, hard work. It had a long season of cultivation. Some of the chores involved were clearing land by digging ditches with picks and shovels. Levees had to be built by hand. Weeding, harvesting, and threshing the rice also had to be done. This was hard, continuous physical labor. Some slave owners provided boiled rice, cornmeal, and molasses, and other foods for their slaves, but others did not. Slaves therefore had to go and seek other opportune foods to eat. They sometimes harvested their own gardens, or fished in the little time they had to themselves.

Despite not having much time for their own purpose, slaves found time to be together. They shared folktale stories and nutrient-filled recipes with each other. Small cooking tips and age ole seasoning secrets made their way from one slave's cook-pot to another's.

Vegetation Availability

Yams

These were first cultivated in West Africa. Their popularity stemmed from the availability of large quantities, and the fact that African people survived on them. They could be stored for up to six months without refrigeration. This was important for colonies of people during a region's rainy season in Africa when food is scarce. Yams vary in color from white, yellow, purple and pink. The most common preparation was "fufu," a type of dough, also known as "pounded yam." It was fried, or boiled. Without a doubt yams were most common food served aboard slave ships. It was also accompanied with fish or a meat source (Holloway).

Okra

According to the earliest documentation, this plant is classified with the mallow family. Its origin is West African. It is important for its green nutritious fruits. Okra contains 7.6 grams of carbohydrates, 3.2 grams of dietary fiber, 0.1 gram of fat, and 2.0 grams of protein. It also contains twenty-two percent folate, thirty-five percent vitamin C, eight percent calcium, and fifteen percent magnesium. This in itself explains why it was one of the readily available food sources stored aboard slave

ships. It was also a mainstay on southern plantations in America. Its leaves were used much the same way as beet or dandelion leaves, boiled, or raw in salads. Its seeds were usually roasted and ground into a non caffeinated coffee substitute for slaves to drink. It also has some diuretic properties. No part of this plant was wasted (Holloway).

Black-Eyed Peas

Well known as the “cowpea” this medium-sized bean has many varieties. It is a pale color by nature with a striking black spot. It is sold in almost every grocery store in the U.S. Black-eyed peas originally from Africa, made their way to the U.S. in the 1600s, but were not widely cultivated there until the 1700s. They can be prepared and eaten at any time of the year, but they are very popular on New Years Day. They are usually accompanied with greens, and a pork source. The bean fattens when boiled, and this expansion equates prosperity. The greens represent money, and the pork source such as ham symbolizes a hopeful forward economic movement. This is because the pig usually from which the ham source comes from usually surges forward when foraging (Black-Eyed Peas).

Rice

It is the most important food for much of the world’s population today especially in the West Indies, South America, and Southeast Asia. It requires much water for cultivation According to some historians rice may have been introduced in the U.S. around 1685 from Madagascar. African slaves were thought to already have the expertise in growing this crop from their mother-land. It was grown massively in the Carolinas. It was cheap and fed many people. <http://en.wikipedia.org/wiki/Rice>

Types of Cooking

A heart of gratitude has to go to the African-American ancestors for not only their perseverance, but their innovative cooking techniques. For instance, “hoecakes” were made from fufu. Fufu was made from flour, boiling water, and other ingredients mixed together. These were actually made in the fields while slaves were working. The slave would gather small twigs for a fire, mix the ingredients together with his/her hoe, and cook them over the fire using his/her hoe-blade as a grill. They were a quick snack to energize the worker and stave off hunger pangs. Slaves were not permitted to take the occasional breaks during the day that we so enjoy these days. They had to be quick and resourceful or go hungry. These specialized cakes would eventually become “pancakes” (Holloway).

As was mentioned before, slaves had very limited time and supplies to work with. Their ingenuity and perseverance would be the key to their long-lasting survival. Another intuitive skill was using virtually every part of an animal's carcass. Even the leftovers from these meager, but nutritious meals were used. Leftover fish were fashioned into croquettes, old bread into bread pudding, and cooked greens liquid became potlikker, to name a few ("Soul Food").

A variety of cooking styles were passed down from generation to generation by word of mouth. One slave met another through slave trading, marketing, migration, etc. to make this happen. Slaves also got together during the little free time they had and brought pieces of the evening meal to the rest of the group. This was a special opportunity for them to share ingredients and special seasoning techniques along with folktales with each other. At the core of slave food was high fat, high sugar and high salt ingredients. These were affordable, and plentiful. Cholesterol was not mentioned at this point in history, but probably accumulated in the final product as well. Most meats were salted for preservation, and where there was water, there was plenty of aquatic food. Two types of cooking evolved in the South as a result.

Barbecue

This was known as Braai in South Africa. It was a way of cooking using an open pit-type of fire. Slaves were not privy to the better cuts of meats. They resorted to small game such as squirrel, rabbit, opossum, raccoon, and fish ("Soul Food"). These were seasoned with spices and cooked over the open fire. Some vegetables were skewered with sticks and cook along side the game. Home-made sauces were poured or brushed on for extra flavoring.

Cajun and Creole Cooking

There are many opinions when it comes to differences between Cajun and Creole styles of cooking (Are Cajun and Creole the Same?). Cajun cooking also known as "swamp cooking" or "Louisiana cooking," was a common-man's way of cooking. It's said to be spicier and less refined than Creole. The Creole style came from French infusion, a kitchen of wealthier people. Both styles use rice to supplement many of its dishes. This dates back to the days when there had to be enough for a large family to survive on. Over time, many differences that once existed have been lost in translations in different cookbooks. People have put their own spin on these types of cooking. It generally depends on where you dine and whose cooking to know different taste of how hot or spicy a dish may be.

Classroom Activities

Day One

Activity # 1 **Soul Food Pretest - Reading Article – “African Crops and Slave Cuisine” by Joseph E. Holloway, Ph.D.**

Objectives: The student will be able to:

1. demonstrate his/her knowledge about soul food
2. demonstrate their pretest-taking ability
3. use the results of the pretest to measure growth in knowledge by end of the unit
4. demonstrate his/her understanding of the different types of slave foods
6. demonstrate his/her PSSA skills of highlighting key facts in the article
7. discuss different ingredients that went into the making of slave food
8. identify different vegetables that were essential to slave food

Procedure

The students will engage in a short pretest to evaluate their general knowledge of soul foods and slaves. The instructor will not divulge any information about the unit ahead of time. The instructor will collect, score, and store all pretests until the end of the unit. At that time, the students will take a post test and compare those results with their pretest results. Both pre and post test will be similar. Next the students will be divided into five to six groups. Each group will choose a common food of the slave trade and will be responsible for an oral report on one of the common soul foods.

Teacher Note: The pretest is located in the appendices. This activity should only take ten minutes. The rest of the time will be devoted to grouping students and having them read and discuss the article, as well as reporting to the class.

Day Two and Three

Activity # 2 **Listening to a CD called; The Slave Ship: A Human History, by Marcus Rediker**

Objectives: The student will be able to:

1. increase their listening skills
2. demonstrate his/her ability to take key notes from the CD
3. identify important details about the slave ships
4. use accountable talk to discuss the activities aboard a slave ship

Procedure

The students will sit in their groups and listen to excerpts of The Slave Ship. They will take notes during the recording. At ten minute intervals, the instructor will stop the CD and the students will engage in dialogue to formulate a group “key facts list.” They will then share these key facts with the rest of the class.

Teacher Note: This activity will increase their oral/public speaking skills. You may have the groups report in front of the class or have a full class discussion using the “accountable talk” model. This is located in the appendices.

Day Four and Five

Activity # 3 Library Research - PSSA Summary

Objectives: The students will be able to:

1. demonstrate their PSSA summary writing ability
2. analyze different items and activities aboard a slave ship
3. highlight key aspects of the article or passage
4. demonstrate their ability to follow PSSA writing standards

Procedure

Using some of the very websites and books listed in the bibliography, the students will research chosen information about slave ships, slave ship foods, illnesses and diseases developed aboard the ships, and slave ship activities. Each student will be given one of these topics or be able to choose one. They will then go to the school library and use computer technology to research, take notes on index cards, and write a PSSA summary of the information. They will use the standard rubric located in the appendices.

Homework: Finish the final copy of the summary.

Teacher Note: Be sure to record what topic each student is researching so you have a variety. These will be used for the wall display activity as the sails of the ship, or on the haul of the ship. A sample prompt is located in the appendices. Use one for each topic. Information may also be gotten from www.google.com. The PSSA standards can be accessed from <http://www.pps.k12.pa.us/143110127103415203/blank/browse.asp?>

Day six and seven

Activity # 4 Construction of a Slave Ship, Foods and Human Cargo Display

Objectives: The students will be able to:

1. demonstrate cooperation in a group activity
2. demonstrate his/her understanding of the construction of the ship
3. creatively design the cargo and ship pieces: haul, sails, food, activities
4. demonstrate their knowledge of slave ships, cargo, and activities

Procedure

Based upon the facts gathered during the listening of The Slave Ship recordings, and the PSSA written summaries, the students will design a slave ship. The group of students constructing the ship will Google search different images of the slave ships hulls or be provided with this information by the instructor. They will then decide which image to project. Art supplies will be given to begin construction of the slave ship. One group will work on the actual construction of the ship's cargo haul. Another group will work on the ship's masts and sails. Other groups will work on constructing the different foods that would be stored aboard, along with some instruments that might have been played by the slaves.

Teacher Note: This activity can reach across curricula to the two or more academic departments. The health and history instructors for instance can have their students working on this project. One class can be working on the physical lay-out of the ship. Other classes can be writing the important historical detailed information about the different aspects of the ship, foods and its daily activities. Students can also do a Google search for more information and images.

Construction of a Slave Ship’s Physical Activity Display

Objectives: The student will be able to:

1. analyze why physical activity was important not only for the slaves survival, but their benefactors monetarily
2. demonstrate the different types of physical activity
3. creatively design the instruments played aboard slave ships
4. demonstrate their knowledge of slave ship physical activity

Procedure

Based upon the information gathered through the “The Slave Ship” recordings, and the PSSA writing responses the students will create a “Slave’s Activity Display.” This will depict traditional dancing and musical instruments that might be used aboard a slave ship. Art supplies will be given to begin construction. A Google search can also be used.

Large Cook-Pot Display Activity

Objectives: The students will be able to:

1. analyze information from the summary writing prompts
2. demonstrate their understanding of slave ship foods
3. identify any ingredients that were used during slavery
4. familiarize themselves with different African-based foods

Procedure:

The students will choose a certain food items brought aboard slave ships. They will read different student prompt responses and decide which items will be displayed on the exterior of the pot. They will then analyze the steps involved in creating the final meal product. This pot will go along side the ship or on its deck.

Cookbook Display Activity

Objectives: The students will be able to:

1. analyze today’s soul food for nutritional information
2. stress “eating in moderation”
3. demonstrate how traditional soul food can be made more healthy

4. explain how exercise enables the body to burn calories and use the energy efficiently to build strong muscle, and bones
5. emphasize that the fact that soul food does not have to be unhealthy
6. analyze different soul food recipes and alter some ingredients to make the dish less caloric in terms of saturated in fat, sugar, sodium, cholesterol
7. support the evidence that soul food in fact can save families money by feeding many people over many days
8. reinstate the importance of heritage cooking and its health value over the centuries

Procedure

Each student will choose a traditional soul food recipe. They will write that recipe in its entirety. They will then analyze its nutritional information, and implement healthy changes to the recipe. They will write these changes directly across from the original recipe. These will be used on the wall display along side the Cook-Pot Display.

Zumba Activity – Traditional African Dancing – Fitness

Objective: The students will be able to:

1. engage in traditional African dance appreciation
2. engage in traditional African music
3. engage in physical activity for fitness
4. learn more about African instruments and cultural activities

Procedure

The students will gather in the gym area for this activity. They will be introduced to the Zumba instructors. The instructors will give the students a brief overview Zumba: its history and how it will allow them to become more familiar with their cultural surroundings. The instructors will then teach the students Zumba dancing for cardio fitness.

Teacher Note: This is a nice activity to end the unit. It can even be done in front of the wall displays created by the students or in the gym. Don't forget to get camera pictures.

I hope you and your students enjoy this unit. It's a celebration of what was and a reminder to stay as health-conscious as possible while

celebrating tradition. There are also a few strategic websites in the bibliography that lead to much more information about African-American Cuisine and Soul Food History.

Academic Standards for Health, Safety & Physical Education

These standards indicate what the students should have learned by the end of the third, sixth, ninth and twelfth grade. This unit specifically uses 10.1, 10.2, 10.3.

- 10.1 Concepts of Health – Stages of Growth and Development, Interaction of Body Systems, Nutrition, Alcohol, Tobacco and Chemical Substances, Health problems and Disease Prevention
- 10.2 Healthful Living – Health Practices, Products and Services, Health Information and Consumer Choices, Health Information and Media, Decision-Making Skills, Health and the Environment
- 10.3 Safety and Injury Prevention – Safe/Unsafe Practices, Emergency Responses/Injury Management, Strategies to Avoid/Manage Conflict, Safe Practices in Physical Activity
- 10.4 Physical Activity – Physical Activities that Promote Health and Fitness, Effects of Regular Participation, Responses of the Body Systems to Physical Activity, Physical Activity Preferences, Physical Activity and Motor Skill Improvement, Physical Activity and Group Interaction
- 10.5 Concepts, Principles and Strategies of Movement – Movement Skills and Concepts, Motor Skill Development, Practice Strategies, Principles of Exercise/Training, Scientific Principles that Affect Movement, Game Strategies

Unit Vocabulary

Potlikker	Survival
Fufu	Nutrients
Heritage	Cultivate
Plantations	
Dysentery	
Small pox	
Dehydration	
Okra	
Rice	
Cajun	
Creole	

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<<http://en.wikipedia.org/wiki/Dysentery>>
This website was valuable for its information about dysentery.
- Harrell, Cassandra. ”Soul-Food-History.” Soul-Food-Advisor.com. 7 March 2009.
<<http://www.soul-food-advisor.com/Soul-Food-History.html>>
This website was helpful for background information on soul food.
- Harris, Colin. A Taste of West Africa. New York: Thomson Learning, 1997.
This book was valuable for the colonial history of West Africa. It also gave a glossary of terms, and some popular dish recipes.

- Holloway, Joseph E. "African Crops and Slave Cuisine." Slavery in America. 18 March 2009 <http://slaverinamerica.org/history/hs_es_cuisine.htm>
 This website was great for the slave crops and traditional slave foods that were created from leftovers. If this website does not come up properly, use www.google.com and type in: Slave Food in America in the search box.
- Medearis, Angela S. The African-American Kitchen: Cooking From Our Heritage. New York: Penguin Group, 1994.
 This book gave information about the roots of African-American cooking – What went on in the kitchens. It is also great for African-American recipes.
- Meltzer, Milton. They Came in Chains: The Story of the Slave Ships. New York: Benchmark Books, 2000.
 This book was helpful in depicting life aboard slave ships, and the arrival of slaves in America.
- Mother Africa's Table. New York: Doubleday, 1998.
 This book was valuable for information about long standing cultural traditions, ceremonies and celebrations.
- "Provisions." The Mariners Museum. 2002. 18 March 2009. <<http://www.mariner.org/captivepassage/middlepassage/mid007.html>>
 This website was valuable for background information of the middle passage.
- Randall, Joe, and Toni Tipton-Martin. A Taste of Heritage: The New African-American Cuisine. New York: Simon & Schuster Macmillan Company, 1998.
 This book assisted with information about ingredients, cooking styles, and the overall African influence in cooking. It also depicted the slave experience in the South, followed by recipes of African-American cuisine.
- Rediker, Marcus B. The Slave Ship: A Juman History. CT: Old Saybrook, 2007.
 This book was awesome for its information about the different slave ships, and how they were constructed, slave foods, day-to-day slave and ship procedures, and innovative technology of colonial times. It also depicts different captains, and voyage logs.
- "Rice." Wikipedia. 20 June 2009. 7 March 2009. <http://en.wikipedia.org/wiki/Rice>
 This website was valuable for rice information.
- "Small Pox Disease Review." Emergency Preparedness and Response. 30 December 2004. 28 March 2009. <<http://emergency.cdc.gov/agent/smallpox/overview/disease-facts.asp>>
 This website was valuable for information about smallpox.
- "Soul Food." Wikipedia. 20 June 2009. 7 March 2009. <http://en.wikipedia.org/wiki/Soul_food>
 This website was valuable for soul food history information and provides many other soul food links to investigate. This was extremely helpful.
- Webster, Cassandra H., comp. Mother Africa's Table. New York: Main Street Books/Doubleday, 1998.

Appendices

Name _____ Period _____ Date _____

Soul Food Pretest

Name 3 crops enslaved Africans would have consumed during the Trans-Atlantic journey.

1. _____
2. _____
3. _____

4. Which food was most commonly fed to African slaves? _____

5. What plant did slaves in South Carolina commonly prepare as a coffee substitute?

6. What was another name for peanut? _____

True or False

7. African slaves introduced African crops to white planters and farmers.

8. Pan cakes evolved from the expression "hoecakes." _____

9. Fufu is also known as grits. _____

10. Much of the food that slaves ate were leftovers from the masters table.

Accountable Talk Rubric For Class Discussion

I use this simple form for class discussion grading. This rubric has four levels.

The **fourth level** is an **advanced level**. On this level the student has answered questions in a clear and concise manner. They have used unit vocabulary in a sophisticated dialog. They have clearly demonstrated their understanding/knowledge of the film/reading and how it applies to the unit of study. They are also able to link it to previous units of study.

The **third level** is a **proficient level**. On this level the student has answered most questions in an acceptable manner. They have used some unit vocabulary in dialog. They clearly demonstrated their understanding of the film/reading and how it relates to the unit of study.

The **second level** is a **non proficient level**. The student has inconsistently answered questions in discussion. They use minimum unit vocabulary in dialog. They have a **minimum of understanding** of how the film/reading applies to the unit of study.

The **first level** is a **non proficient level**. This student answered no questions or refused to be a part of the discussion. They demonstrated no use of unit vocabulary. They demonstrated **no** participation in the film/reading as it related to the unit of study.

Teacher Note: These levels can be assessed any number of points for grading.

Example: 4 = 100 pts 3 = 75 pts 2 = 50 pts 1 = 0 pts

Name: _____

Date: _____

WRITING

Informative Writing Prompt

Directions: You will have up 45 minutes to plan, write and proof read your response to this writing prompt.

Using the **Google** search engine, choose an article or gather information about slave foods/slave ships/illnesses-diseases, and write a summary paragraph explaining the importance of the food you chose. Your paragraph should be at least **10 sentences**.

Plan

Before you write:

- ✓ Read the prompt carefully so you understand exactly what you are being asked
- ✓ to do.
- ✓ Consider topic, task, and audience.
- ✓ Think about what you want to write.
- ✓ Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:

- ✓ Maintain a clear and consistent focus.
- ✓ Include specific details; use examples and reasons to support your ideas.
- ✓ Use a variety of well-constructed, complete sentences.
- ✓ Use a logical organization with an obvious introduction, body, and conclusion.

Proofread

After you write:

- ✓ Did you support your ideas with specific details?
- ✓ Do the point of view and tone of the essay remain consistent?

Check for capitalization, spelling, sentence structure, punctuation, and usage

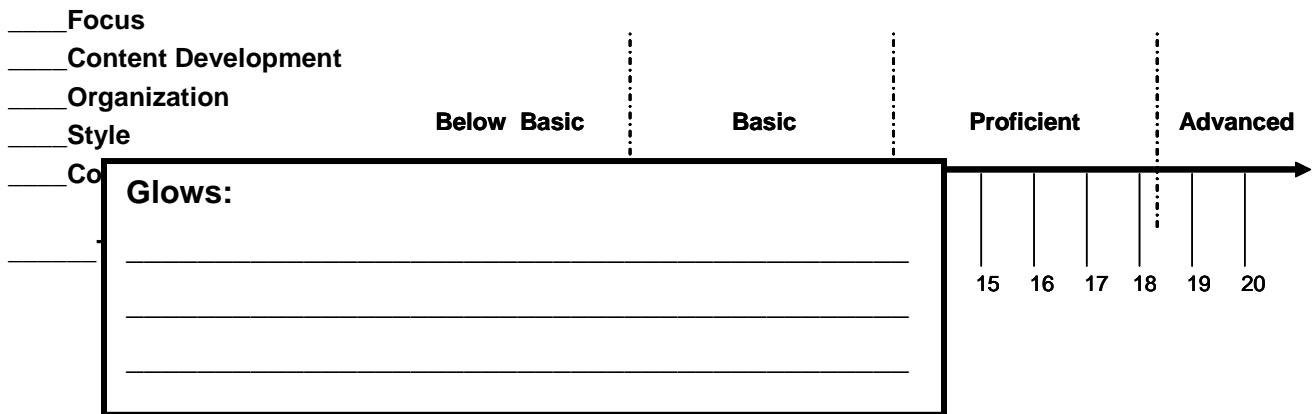
PSSA Summary Writing Rubric

	4 (Advanced)	3 (Proficient)	2 (Basic)	1 (Below Basic)	Score
Focus	<p>__ Topic statement is clearly communicated, names the source of information, and thoroughly communicates the main idea and purpose of the original text.</p> <p>__ Well-chosen key points and essential supporting details give the reader a thorough understanding of the original text.</p>	<p>__Topic statement names the source of information, and identifies the main idea of the original text.</p> <p>__Key points and supporting details give the reader an adequate understanding of the original text.</p>	<p>__Topic statement is attempted but source of information and/or main idea may not be clear.</p> <p>__ Some key points and supporting details are missing or may need development; giving the reader only partial understanding of the original text.</p>	<p>__ Topic sentence is missing.</p> <p>__ Key points and supporting details are missing or do not represent that of the original text giving the reader an inaccurate understanding of the text.</p>	
Content	<p>__Significantly shorter than the original text and thoroughly communicates main ideas of original; no outside information/ideas.</p> <p>__Content is accurate and skillfully paraphrased (rather than directly copied); reveals deep understanding of original text.</p> <p>__Evidence of deliberate selection of key points and essential (clarifying) supporting details from the original text; non-essential details are excluded.</p>	<p>__Shorter than original text and adequately covers of the main ideas of original; no information/ideas from outside the original text.</p> <p>__ Content is accurate and paraphrased (rather than directly copied); reveals adequate understanding of original text.</p> <p>__Contains key points with appropriate supporting details from original text; most non-essential details are excluded.</p>	<p>__May include too much or too little information to clearly communicate the main ideas of the text in a concise manner or may contain information not in the original text.</p> <p>__Minimal paraphrasing, text often directly lifted from the original. May contain some inaccuracies, indicating limited understanding of original text.</p> <p>__Some key information is missing and/or may include irrelevant (non-essential) information.</p>	<p>__Information provided is extremely limited and/or does not reflect the original text.</p> <p>__Majority is copied from the original text or includes extensive inaccuracies.</p> <p>__Much of the key information is missing and/or contains an excessive amount of irrelevant (non-essential) information.</p>	
Organization	<p>__Topic statement and key points are presented in a logical order; supporting details follow the appropriate key points.</p> <p>__Direct and subtle transitions are used within and between paragraph(s) to logically and effectively move the piece.</p>	<p>__Topic statement, key points, and supporting details are presented in a logical order.</p> <p>__Appropriate transitions move the piece.</p>	<p>__Topic sentence, key points, and supporting details are not consistently presented in a logical order.</p> <p>__Some transitions, but not enough or were used inappropriately. (May be list-like)</p>	<p>__Topic sentence, key points, and supporting details, if present, are not presented in a logical order.</p> <p>__Lacks appropriate or logical transitions.</p>	

Style	__Sophisticated, engaging and precise word choice	__Appropriate word choice for task and audience	__Overly simplistic word choice	__Inappropriate or unnecessarily repeated words and phrases	
	__Smooth, varied and flowing sentences are used to give the piece a polished feel.	__Sufficient variety in sentence structure and in the way sentences begin	__Mostly simple sentences or sentences that begin the same way	__Many fragments and/or run-on sentences; several short, choppy sentences	

	4 (Advanced)	3 (Proficient)	2 (Basic)	1 (Below Basic)
Conventions	<p>__Very few errors, if any, in grammar, usage, spelling, capitalization and other punctuation; does not interfere with reading</p> <p>__Strong control of sentence formation; no interruption in flow</p> <p>__Precise format is used for assigned task.</p>	<p>__Some errors in grammar, usage, spelling, capitalization and other punctuation; does not interfere with reading</p> <p>__Sufficient control of sentence formation; few, if any, fragments and run-ons</p> <p>__Appropriate format is used for assigned task.</p>	<p>__Many errors in grammar, usage, spelling, capitalization, and punctuation; sometimes interferes with reading</p> <p>__Limited and/or inconsistent control of sentence formation; fragments and run-ons often interfere with flow.</p> <p>__Format is partially followed for assigned task.</p>	<p>__Filled with errors in grammar, usage, spelling, capitalization, and punctuation; extremely difficult to read</p> <p>__Lacks control of sentence formation; many fragments and run-ons repeatedly interfere with flow.</p> <p>__Format is inappropriate for assigned task.</p>

Prompt / Writing Task



Grows:

Student Name: _____

Teacher Name: _____

Grade: _____ **Class / Content:** _____

Date: _____ **English Teacher:** _____