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The District School Board of Collier County
Dr. Martin Luther King, Jr. Administrative Center
5775 Osceola Trail
Naples, Florida 34109-0919

Report Number: 01312001

Coordinated by: Social Studies Department

VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.
African Americans in Times of War

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Florida Statute 1003.42

(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
The Association for the Study of African American Life and History announces the 2020 National Black History Theme

African Americans and the Vote

The year 2020 marks the centennial of the Nineteenth Amendment and the culmination of the women’s suffrage movement. The year 2020 also marks the sesquicentennial of the Fifteenth Amendment (1870) and the right of black men to the ballot after the Civil War. The theme speaks, therefore, to the ongoing struggle on the part of both black men and black women for the right to vote. This theme has a rich and long history, which begins at the turn of the nineteenth century, i.e., in the era of the Early Republic, with the states’ passage of laws that democratized the vote for white men while disfranchising free black men. Thus, even before the Civil War, black men petitioned their legislatures and the US Congress, seeking to be recognized as voters. Tensions between abolitionists and women’s suffragists first surfaced in the aftermath of the Civil War, while black disfranchisement laws in the late nineteenth and early twentieth centuries undermined the guarantees in the Fourteenth and Fifteenth Amendments for the great majority of southern blacks until the Voting Rights Act of 1965. The important contribution of black suffragists occurred not only within the larger women’s movement, but within the larger black voting rights movement. Through voting-rights campaigns and legal suits from the turn of the twentieth century to the mid-1960s, African Americans made their voices heard as to the importance of the vote. Indeed the fight for black voting rights continues in the courts today. The theme of the vote should also include the rise of black elected and appointed officials at the local and national levels, campaigns for equal rights legislation, as well as the role of blacks in traditional and alternative political parties.
Do's and Don'ts of Teaching Black History

How do you ensure students get the most out of black history and Black History Month? Here are some suggestions.

DO...

Incorporate black history year-round, not just in February. Use the month of February to dig deeper into history and make connections with the past.

Continue Learning. Explore how to provide an in-depth and thorough understanding of black history. Textbooks are notorious for omitting information about the struggles of communities, and what they include is limited, so use the textbook as one of many resources. While exploring multiple resources, allow for opportunities to learn along with your students.

Reinforce to students that "black" history is American history. Make black history relevant to all students.

Relate lessons to other parts of your curriculum, so that focusing on a leader, like Fred Shuttlesworth, expands upon rather than diverts from your curriculum. By the time February comes around, the context of the struggle for civil rights and social justice should be familiar to students if you have already addressed such issues across the curriculum.

Connect issues in the past to current issues to make history relevant to students' lives. For example, ask students to gather information with a focus on what social disparities exist today and how a particular leader has worked to change society.

Include the political and social context of the community's struggle for social justice. For example, talk about Daisy Bates' political affiliations and her political ideologies. You see her bravery not as just a personal act but as coming out of community determination.

DO NOT...

Stop your "regular" curriculum, to do a separate lesson on Rosa Parks, on the Civil Rights Act or on Martin Luther King Jr. This trivializes and marginalizes anything you are teaching, making these leaders a token of their culture and ethnicity. Students will get the message that the diversion it is not as important as the "regular" curriculum.

Decontextualize heroes or holidays, separating them from the larger social movement or historical place. Great leaders don't make history all by themselves. For example, if you teach about James Farmer, you must also address the work of the Congress on Racial Equality (CORE) and the Freedom Rides.

Focus on superficial cultural traits based on stereotypes. It's ok to celebrate black music, but teachers should also explore the political and social contexts that give rise to musical forms like hip hop.

Talk about black history in solely "feel-good" language, or as a thing of the past. This fails to help students examine how racism manifests itself today.

Limit the presentation to lectures and reading. Be sure to allow students an opportunity for discussion and reflection.

Teach with little or inaccurate information. Review resources to make sure they don't promote a Eurocentric perspective, which may misrepresent historic figures and social movements.

Shy away from controversial, ambiguous, or unresolved issues. Share the real-life experiences about racial realities in developmentally appropriate ways.

-Adapted from material by Pat Russo of the Curriculum & Instruction Department at SUNY Oswego. (Sept. 2007) [http://www.tolerance.org/article/dos-and-donts-teaching-black-history](http://www.tolerance.org/article/dos-and-donts-teaching-black-history)
Additional Resources for Black History Month

African American History Month:  http://www.africanamericanchoritymonth.gov/

National Park Service: http://www.nps.gov/teachers/index.htm


Smithsonian National Museum of African American History and Culture:  http://nmaahc.si.edu/

Smithsonian Education Black History Teaching Resources: http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html


Education World Black History Month Lessons: http://www.educationworld.com/a_special/black_history.shtml


Scholastic’s Teaching Themes Black History Month: http://www.scholastic.com/teachers/unit/black-history-month-everything-you-need

Teachnology Black History Month Lesson Plans: http://www.teachnology.com/teachers/lesson_plans/history/us_history/blackhistory/

Black History Month Lesson Plans

Grades 3-12: The Underground Railroad: Escape from Slavery by Scholastic

Elementary

Introduction to Diversity: We Are All Like Crayons
Grades K-2

Let Your Motto Be Resistance: African American Portraits
Grades K-2

African-American Scientists, Engineers, and Innovators
Grades 3-5

Secondary

African-American Scientists, Engineers, and Innovators
Grades 6-8

Anna Kingsley: A Free Woman
Grades 6-12

Black History Timeline: A Century of Struggle
Grades 6-12

Examining History with Maya Angelou
Grades 9-12

Social Studies Department  Collier County Public Schools  2020
The Underground Railroad: Escape from Slavery
by Scholastic

Grades 3-12
Teacher’s Guide and Student Activities can be found at:
http://teacher.scholastic.com/activities/bhistory/underground_railroad/

Important Note to Teachers:
The Underground Railroad: Escape From Slavery online activity presents an accurate and personal view of the brutal practice of slavery, a concept that may be difficult for young students.

Introduction
Students will travel back to the year 1860 and follow a young slave as he flees a Kentucky plantation for Canada along the Underground Railroad. Along the way, they can read or listen to the runaway slave describe his terrifying journey from slavery to freedom. They'll discover what life was like as a slave, encounter the dangers of the Underground Railroad, meet brave abolitionists who took great risks to help runaways, and compare life in the North and South.

There are four "stops" on this journey, and each one explores a different curriculum theme in American History:
On the Plantation: Life as Slave [Theme: Slavery in America]
Escape! The Underground Railroad [Theme: The Underground Railroad]
Reaching Safety: Heroes for the Cause [Theme: Abolitionists and Harriet Tubman]
Almost Free: Life in the North [Theme: Causes of the Civil War]
We Are All Like Crayons
Elementary Lesson Plan

GRADE LEVEL: Social Studies – Elementary Grades – Primary

TITLE: Introduction to Diversity – “We Are All Like Crayons”

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The students will understand, appreciate, and respect similarities and differences among people of different races, ethnicities, religions, and cultures.

SUGGESTED TIME: 1 hour

TEACHER’S NOTE:

This lesson is an excellent introductory lesson on the importance of respect among people of different races, ethnicities, religions, or cultures. The song/poem included in the lesson promotes respect and an appreciation of diversity.

DESCRIPTION OF ACTIVITIES:

1. Show students a box of crayons. Ask students to explain what they see when they look at the crayons. (They should be able to explain the differences and similarities among the crayons.) Ask them how the different crayons make them feel. Do they like certain crayons better than others? Why or why not?

   Next discuss what would happen if all crayons were the same. Ask if they would like to use crayons if all of them were only one color? Why or why not?

   Ask students if they know what the word variety means. Help them develop a definition using the crayon example as a frame of reference. (Variety is an assortment or collection of different things, like red, blue, and green crayons with some being new and others being used.)

   Explain that people also come in different colors, shapes, and sizes. These differences are what make us special, unique, and makes us who we are. To make this point, point out some differences among the students in the class. Explain that when we talk about differences among people, we call that diversity.
Also explain that sometimes people say or think things about a person before they get to know them or based on the person’s physical appearances. Explain that this is called prejudice. Further explain to students the prejudice is not a good thing and we shouldn’t judge whether we like a person by what he or she looks like.

2. Introduce the poem/song “We’re Just Like Crayons” by Stephen Fite.

Listen to the song at http://www.songsforteaching.com/fitecrayons.htm

In a choral reading style, re-read and/or sing the poem/song together.

3. Discuss the poem giving special emphasis to the concepts of diversity and respect.

4. As closure, have the children listen to the song again.

**ASSESSMENT STRATEGY:** Participation in class discussion.

**MATERIALS/AIDS NEEDED:** Box of crayons including different colors, sizes, wrappers, and some that are worn out; Poem/song “We’re Just Like Crayons” by Stephen Fite (provided); Recording of the song “We’re Just Like Crayons” by Stephen Fite, http://www.songsforteaching.com/fitecrayons.htm

**SOURCE:** Adapted from a lesson on Hot Chalk, http://lessonplanspage.com/ssmusicomartinlutherkingdaywearejustlikecrayonsdiversitylesson12-htm/
“We’re Just Like Crayons” by Stephen Fite

We're just like crayons
Spread over the world
Just like my crayons
    All over the floor
Black, brown, yellow, red & white
It's such a wonderful sight
We're just like crayons
    All over the world

I was coloring a picture
Of the earth the other day
When my baby sister decided
That she wanted to play
She grabbed my box of crayons
And turned them upside down
Of course the crayons left the box
And fell right to the ground
And when I looked down at the mess
I knew was waiting for me
A thought popped right into my brain
    Then I began to see

We're just like crayons
    All over the world
Just like my crayons
    All over the floor
Black, brown, yellow, red & white
It's such a wonderful sight
We're just like crayons
    All over the world
“We’re Just Like Crayons” by Stephen Fite (continued)

Now even though the color
Of my skin is not the same
As yours or yours of his or hers
One fact is very plain
I'm no better or no less
Than anybody else now
And if you're wandering why that is
Then let me tell you how
We were all created
Created equally
So we should all just live
Together peacefully

Just like crayons
All over the world
Just like my crayons
All over the floor
Black, brown, yellow, red & white
It's such a wonderful sight
We're just like crayons
All over the world
Title: Let Your Motto Be Resistance: African American Portraits(K-2)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida Standards

Kindergarten  SS.K.A.1.2  Develop an awareness of a primary source.

Grade 1  SS.1.A.1.1  Develop an understanding of a primary source.
         SS.1.A.2.1  Compare life now with life in the past.

Grade 2  SS.2.A.1.1  Examine primary and secondary sources.

Objectives: At the conclusion of this lesson, students will be able to use visual cues to:
1. compare and contrast a historic photograph with a contemporary photograph.
2. analyze and interpret photographic images.

Key Terms:
- Photo
- Photograph
- Sitter

Materials:
- Printout of six photographs (provided)
- Graphic Organizer (provided)
- Student photographs from home – or the equivalent

Activities:
1. Tell students that a photograph or photo is a picture taken with a camera.
2. Pass around the photographs of:
   - Sojourner Truth – abolitionist and women’s rights leader
   - Frederick Douglass – abolitionist and writer
   - Henry Highland Garnet – abolitionist
   - W.E.B. Du Bois – scholar and writer
   - Lorraine Hansberry – playwright and civil rights activist
   - Muhammad Ali- Boxing Olympian and Heavyweight Crown Winner
3. Ask student if they know the names of any of these people.
4. Discuss what sitter means – when someone poses to have their picture taken they are called a sitter.
5. Some questions to ask:
   - Have you ever had your picture taken?
   - Does your family take pictures on special occasions, like birthday parties?
   - When pictures are taken on special occasions are people formal or relaxed?
6. Explain that A long time ago, having your photo taken was very special. People dressed up and posed or sat for their picture in a formal way. Today a photo can be formal or informal.
7. On the computer, look at the six photographs in the exhibition. Compare them to six photographs from home. Some questions to ask might include:
   - Is anyone wearing a necktie?
   - Does the tie look like the ties men wear now?
   - Is anyone wearing a hat? Does the hat look like hats we wear now?
   - Is anyone an athlete? Do his clothes look like what people wear now?
   - What else can you see about the people’s clothes?
   - Look at their faces. Does anyone look sad? Is anyone smiling?
   - Look at the way they are sitting. Are they relaxed or are they sitting formally?
   - Is there anything else can you see in the photographs that can tell you if it was taken a long, long time ago?

8. Using the graphic organizer, compare “Then” and “Now”. In the overlapping area, write the names of images that are similar in both the photographs from both eras. Give students time to research and fill in their graphic organizer.

**Evidence of Understanding:**

The students’ discussion and graphic organizer will demonstrate their understanding of the similarities and differences between the different eras.

-lesson from the Smithsonian National Museum of African-American History and Culture
Compare and Contrast Graphic Organizer

Then...

Now...
Title: African-American Scientists, Engineers, and Innovators (3-5)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida! Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>SS Standard(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>SS.3.A.1.1</td>
<td>Interpret primary and secondary sources.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>SS.3.A.1.2</td>
<td>Utilize technology resources to gather information from primary and secondary sources.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>LAFS.4.RI.3.9</td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>Grade 5</td>
<td>SS.5.A.1.1</td>
<td>Use primary and secondary sources to understand history.</td>
</tr>
</tbody>
</table>

Objectives: At the conclusion of this lesson, students will be able to:

1. Explain that technological advances are the result of the work done by a diverse group of people, many of whom are African Americans.
2. Students will identify the impact of researched inventions on the world today.

Key Terms:
- Almanac
- Device
- Engineer
- Forerunner
- Gas Mask
- Innovator
- Patent
- Pioneer
- Scientist

Materials:
- African-American Scientists, Engineers, and Innovators Handout (provided)
- Who Am I? Worksheet (provided)
- Poster directions and rubric (provided)
- Additional research material – books, videos, articles, internet access
- Construction Paper or Poster board
- Markers

Activities:

1. Ask students the following question, “If you had to pick one invention as your personal favorite, which would you select and why?” Have students write their answer before sharing with a partner and then the entire class.
2. Pass out the African-American Scientists, Engineers, and Innovators Handout and then the Who Am I? Worksheet. Students can work with a partner or individually.
3. Review the answers and discuss the individuals from the two handouts – teachers may want to explain how African American scientists may have had to face different barriers when making contributions to their field.
4. Explain to the students that they will be researching one African-American scientist, engineer, or innovator. Student will then be expected to create a poster and present it to the class.
5. Pass out the Poster directions and rubric (teachers can supply their own rubric if desired).
6. Give students time to research and create their posters.
7. Students should present their posters to the class.

Evidence of Understanding:

The students’ posters and presentations will demonstrate their understanding of the impact African-Americans have had on technological advances and the importance of those advances.
### African-American Scientists, Engineers, and Innovators

**Grades 3-5**

<table>
<thead>
<tr>
<th>Image</th>
<th>Name and Date of Birth</th>
<th>Description</th>
</tr>
</thead>
</table>
| ![Benjamin Banneker](image1) | **Benjamin Banneker**  
(1731-1806)  
Banneker was a free African American scientist, surveyor, almanac author and farmer. Banneker's knowledge of astronomy helped him write a successful series of almanacs. He corresponded with Thomas Jefferson, drafter of the United States Declaration of Independence, on the topics of slavery and racial equality. |
| ![Dr. Patricia Bath](image2) | **Dr. Patricia Bath**  
(1942-present)  
Dr. Bath holds the record as the first African-American doctor to be given a patent for a medical device. The Cataract Laserphaco Probe laser created by Bath can cure cataracts (clouding on the eye), and her other inventions have greatly improved the effectiveness of some forms of eye surgery. |
| ![Andrew Jackson Beard](image3) | **Andrew Jackson Beard**  
(1849-1921)  
With the railroad industry’s rapid expansion throughout the country, a large number of rail men suffered serious injuries to their arms and legs when they were crushed during the joining of railroad cars. Beard received a patent for a device he called the Jenny Coupler; it automatically joined cars by simply allowing them to bump into each other. Beard sold the rights to his invention for $50,000.00 and the railroad industry was revolutionized. |
| ![Marie Brown](image4) | **Marie Brown**  
(1922-1999)  
In 1966, Brown had the idea for a home security device. She applied for a patent along with her husband Albert Brown for a closed circuit television security system. They created a system for a motorized camera to show images on a monitor. The patent, #3,482,037 was granted. Her device was the forerunner to the modern home security system. |
<table>
<thead>
<tr>
<th>Image</th>
<th>Name</th>
<th>Birth-Death</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="George Washington Carver" /></td>
<td>George Washington Carver</td>
<td>(1860-1943)</td>
<td>Washington was behind the earliest known edition of instant coffee - a substance which is today a store cupboard essential. He developed 400 plant products in total, and is widely credited as the inventor of peanut butter.</td>
</tr>
<tr>
<td><img src="image" alt="Dr. Charles R. Drew" /></td>
<td>Dr. Charles R. Drew</td>
<td>(1904-1950)</td>
<td>Dr. C. Drew managed to achieve something great for the medical community as the major influence behind the creation of the blood bank (a place where supplies of blood are stored). He also conducted many researches in the field of blood transfusion and invented improved techniques for storage of blood.</td>
</tr>
<tr>
<td><img src="image" alt="Lonnie Johnson" /></td>
<td>Lonnie Johnson</td>
<td>(1949- present)</td>
<td>Inventor of the famous water gun, the Supersoaker, Johnson is an Aerospace Engineer for NASA, the American Space Agency. Alongside one of the best-known toys of modern times, Lonnie has invented various systems for use in NASA rockets.</td>
</tr>
<tr>
<td><img src="image" alt="Lewis Latimer" /></td>
<td>Lewis Latimer</td>
<td>(1848-1928)</td>
<td>Co-working with science greats Alexander Graham Bell and Thomas Edison in their laboratories, Latimer's greatest invention was the carbon filament, a vital component of the light bulb, this piece of metal is in many modern day filament lamps.</td>
</tr>
<tr>
<td><img src="image" alt="Garrett Morgan" /></td>
<td>Garrett Morgan</td>
<td>(1877-1963)</td>
<td>Those who survived either of the World Wars thanks to a gas mask will probably thank Morgan - the creator of one of the world's first effective gas masks. He also invented the first real traffic signal, for which he received a patent in 1923, courtesy of the US Government.</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Charles Turner</td>
<td>1867-1923</td>
<td>Charles Henry Turner was an African-American scientist and scholar. Among his achievements, Turner was the first African American to receive a Ph.D. in zoology from the University of Chicago, and the first person to discover that insects can hear and alter behavior based on previous experience.</td>
<td></td>
</tr>
<tr>
<td>Madame C.J. Walker</td>
<td>1867-1919</td>
<td>Her contributions to the hairdressing industry will never be forgotten, especially her invention of a hair-growing lotion. This product, as well as the Walker System - a nationally-operating company dedicated to providing employment opportunities for black women - made her the first African-American female millionaire.</td>
<td></td>
</tr>
<tr>
<td>Dr. Daniel Williams</td>
<td>1856-1931</td>
<td>The son of a barber, Daniel Hale Williams founded the first black-owned hospital in America, and performed the world's first successful heart surgery, in 1893.</td>
<td></td>
</tr>
<tr>
<td>Elijah McCoy</td>
<td>1843-1929</td>
<td>Considered one of the most famous black inventors ever, McCoy was credited for over 50 inventions during his career. The most well-known of these is a cup that feeds oil onto moving parts of steam engines - vital in avoiding sticking to the track. His success led to the development of the saying 'the real McCoy'.</td>
<td></td>
</tr>
<tr>
<td>Otis Boykin</td>
<td>1920-1982</td>
<td>The inventor of 28 useful electronic devices, Boykin's known for the development of IBM computers, pacemakers (used by medical staff to correct faulty heartbeats), and an electronic resistor used in controlled missiles and other devices.</td>
<td></td>
</tr>
</tbody>
</table>
Who Am I?

Directions: Please fill in the name of the person from the list of names below. Place this name under the contribution, invention, or accomplishment he/she made.

<table>
<thead>
<tr>
<th>George Washington Carver</th>
<th>Lonnie Johnson</th>
<th>Garrett Morgan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Beard</td>
<td>Lewis Latimer</td>
<td>Patricia Bath</td>
</tr>
<tr>
<td>Marie Brown</td>
<td>Madame C. J. Walker</td>
<td>Charles Turner</td>
</tr>
<tr>
<td>Dr. Charles R. Drew</td>
<td>Benjamin Banneker</td>
<td>Dr. Daniel Williams</td>
</tr>
</tbody>
</table>

1. I am an authority on insects and the 1st to prove they could hear.  
   Who Am I? __________________________

2. I am best known for publishing an almanac based on my astronomical calculations.  
   Who Am I? __________________________

3. I not only founded the Provident Hospital in Chicago in 1891, but also performed the first successful open heart surgery in 1893.  
   Who Am I? __________________________

4. I conducted research in blood plasma and set up the first blood bank.  
   Who Am I? __________________________

5. I invented the carbon filaments for the Maxim electric incandescent light bulbs and was the only black member of Thomas Edison’s engineering division.  
   Who Am I? __________________________

6. I am the 1st African-American female doctor to patent a medical invention known as the Cataract Laserphaco Probe (a laser device making eye surgery more accurate).  
   Who Am I? __________________________

7. In 1881 I patented my first invention, a plow, and sold the patent rights for $4,000. Later in 1897, I invented the Jenny Coupler hooking railroad cars together.  
   Who Am I? __________________________

8. I invented a gas mask to rescue 32 men trapped during an explosion in an underground tunnel and would later invent a t-shaped traffic signal we now know as traffic lights.  
   Who Am I? __________________________

9. I have revolutionized the hair care and cosmetics industry for African-American women.  
   Who Am I? __________________________

10. I invented the first home security system on Dec. 2nd, 1969. The system used television surveillance.  
    Who Am I? __________________________

11. I am an agricultural chemist, who discovered 300 hundred uses for peanuts including peanut butter.  
    Who Am I? __________________________

12. In 1988, I invented the “Super Soaker” formerly known as the “Power Drencher.”  
    Who Am I? __________________________
African Americans in Science, Engineering, and Innovation Poster
For this assignment, you will prepare a poster on an African American Innovator. In order to complete your poster, you will need to research your subject. Look for personal and historical information about the place and time this person lived and worked. Gather facts about the field of science this person succeeded in. Keep in mind that you will use this information to present your scientist, inventor, or engineer to the class. Answer the questions below and use this information to create your poster.

1. Who is the scientist you have selected?

2. Why did you select this person?

3. What did this person contribute to the world of science?

4. What time period in history did this people live?

5. Did this person have to overcome any obstacles in his or her career?

6. Did any of these obstacles have to do with race?

7. What do you think life would be like without your scientist’s discovery or invention?

8. List any websites that you have used for your poster research (put on the back of the poster):

9. List any books or articles that you have used for your poster research (put on the back of the poster):
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coverage of the Topic</strong></td>
<td>Details on the poster capture the important information about the topic and increase the audience’s understanding.</td>
<td>Details on the poster include important information but the audience may need more information to understand fully.</td>
<td>Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.</td>
<td>Details on the poster have little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></td>
<td>All graphics are related to the topic and make it easier to understand.</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics relate to the topic.</td>
<td>Graphics do not relate to the topic.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Information is very organized with clear titles and subheadings.</td>
<td>Information is organized with titles and subheadings.</td>
<td>Information is organized, but titles and subheadings are missing or do not help the reader understand.</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td><strong>Layout and Design</strong></td>
<td>All information on the poster is in focus and can be easily viewed and identified from 4 ft. away.</td>
<td>Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.</td>
<td>Most of the information on the poster is in focus and the content is easily viewed and identified from 2 ft. away.</td>
<td>Much of the information on the poster is unclear or too small.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>All sources (information and graphics) are accurately documented.</td>
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<td><strong>Mechanics</strong></td>
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</table>
Title: African-American Scientists, Engineers, and Innovators (6-8)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies and Florida Standards

Grades 6-8
- SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives: At the conclusion of this lesson, students will be able to:
1. Explain that technological advances are the result of the work done by a diverse group of people, many of whom are African Americans.
2. Students will identify the impact of researched inventions on the world today.

Key Terms:
- Engineer
- Forerunner
- Innovator
- Patent
- Scientist

Materials:
- African-American Scientists, Engineers, and Innovators Handout (provided)
- Who Am I? Worksheet (provided)
- Poster directions and rubric (provided)
- Additional research material – books, videos, articles, internet access
- Construction Paper or Poster board
- Markers

Activities:
1. Ask students the following question, “If you had to pick one invention as your personal favorite, which would you select and why?” Have students write their answer before sharing with a partner and then the entire class.
2. Pass out the African-American Scientists, Engineers, and Innovators Handout and then the Who Am I? Worksheet. Students can work with a partner or individually.
3. Review the answers and discuss the individuals from the two handouts – teachers may want to explain how African American scientists may have had to face different barriers when making contributions to their field.
4. Explain to the students that they will be researching one African-American scientist, engineer, or innovator. Student will then be expected to create a poster and present it to the class.
5. Pass out the Poster directions and rubric (teachers can supply their own rubric if desired).
6. Give students time to research and create their posters.
7. Students should present their posters to the class.
8. Have students chose an invention presented and write an essay on how life would be different without that particular invention.

Evidence of Understanding:

The students’ posters, presentations, and writings will demonstrate their understanding of the impact African-Americans have had on technological advances and the importance of those advances.
| Benjamin Banneker  
<table>
<thead>
<tr>
<th>(1731-1806)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banneker was a free African American scientist, surveyor, almanac author and farmer. Banneker’s knowledge of astronomy helped him author a commercially successful series of almanacs. He corresponded with Thomas Jefferson, drafter of the United States Declaration of Independence, on the topics of slavery and racial equality.</td>
</tr>
</tbody>
</table>

| Dr. Patricia Bath  
<table>
<thead>
<tr>
<th>(1942-present)</th>
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</thead>
<tbody>
<tr>
<td>Dr. Bath holds the record as the first African-American doctor to be given a patent for a device with medical intentions. The Cataract Laserphaco Probe laser created by Bath can cure cataracts, and her other inventions have greatly improved the effectiveness of some forms of eye surgery.</td>
</tr>
</tbody>
</table>

| Andrew Jackson Beard  
<table>
<thead>
<tr>
<th>(1849-1921)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the emergence of the railroad industry and its rapid expansion throughout the country, an alarming number of rail men suffered serious injuries to their arms and legs when they were crushed during manual style coupling of railroad cars. Beard received a patent for a device he called the Jenny Coupler; it automatically joined cars by simply allowing them to bump into each other, or as Beard described it the &quot;horizontal jaws engage each other to connect the cars.&quot; Beard sold the rights to his invention for $50,000.00 and the railroad industry was revolutionized.</td>
</tr>
</tbody>
</table>

| Marie Brown  
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<thead>
<tr>
<th>(1922-1999)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1966, Brown had the idea for a home surveillance device. She applied for a patent along with her husband Albert Brown for a closed circuit television security system. They created a system for a motorized camera to show images on a monitor. The patent, #3,482,037 was granted. Her device was the forerunner to the modern home security system.</td>
</tr>
<tr>
<td>Image</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td><img src="image" alt="George Washington Carver" /></td>
</tr>
<tr>
<td><img src="image" alt="Dr. Charles R. Drew" /></td>
</tr>
<tr>
<td><img src="image" alt="Lonnie Johnson" /></td>
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<tr>
<td><img src="image" alt="Lewis Latimer" /></td>
</tr>
<tr>
<td><img src="image" alt="Garrett Morgan" /></td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Charles Turner</td>
</tr>
<tr>
<td>Madame C.J. Walker</td>
</tr>
<tr>
<td>Dr. Daniel Williams</td>
</tr>
<tr>
<td>Elijah McCoy</td>
</tr>
<tr>
<td>Otis Boykin</td>
</tr>
</tbody>
</table>
Who Am I?

Directions: Please fill in the name of the person from the list of names below. Place this name under the contribution, invention, or accomplishment he/she made.

George Washington Carver  Lonnie Johnson  Garrett Morgan
Andrew Beard  Lewis Latimer  Patricia Bath
Marie Brown  Madame C. J. Walker  Charles Turner
Dr. Charles R. Drew  Benjamin Banneker  Dr. Daniel Williams

1. I am an authority on insects and the 1st to prove they could hear.
   Who Am I? ____________________

2. I am best known for publishing an almanac based on my astronomical calculations.
   Who Am I? ____________________

3. I not only founded the Provident Hospital in Chicago in 1891, but also performed the first successful open heart surgery in 1893.
   Who Am I? ____________________

4. I conducted research in blood plasma and set up the first blood bank.
   Who Am I? ____________________

5. I invented the carbon filaments for the Maxim electric incandescent light bulbs and was the only black member of Thomas Edison’s engineering division.
   Who Am I? ____________________

6. I am the 1st African-American female doctor to patent a medical invention known as the Cataract Laserphaco Probe (a laser device making eye surgery more accurate).
   Who Am I? ____________________

7. In 1881 I patented my first invention, a plow, and sold the patent rights for $4,000. Later in 1897, I invented the Jenny Coupler hooking railroad cars together.
   Who Am I? ____________________

8. I invented a gas mask to recue 32 men trapped during an explosion in an underground tunnel and would later invent a t-shaped traffic signal we now know as traffic lights.
   Who Am I? ____________________

9. I have revolutionized the hair care and cosmetics industry for African-American women.
   Who Am I? ____________________

10. I invented the first home security system on Dec. 2nd, 1969. The system used television surveillance.
    Who Am I? ____________________

11. I am an agricultural chemist, who discovered 300 hundred uses for peanuts including peanut butter.
    Who Am I? ____________________

12. In 1988, I invented the “Super Soaker” formerly known as the “Power Drencher.”
    Who Am I? ____________________
African Americans in Science, Engineering, and Innovation Poster
For this assignment, you will prepare a poster on an African American Innovator. In order to complete your poster, you will need to research your subject. Look for personal and historical information about the place and time this person lived and worked. Gather facts about the field of science this person succeeded in. Keep in mind that you will use this information to present your scientist, inventor, or engineer to the class. Answer the questions below and use this information to create your poster.

1. Who is the scientist you have selected?

2. Why did you select this person?

3. What did this person contribute to the world of science?

4. What time period in history did this person live?

5. How did the time and place affect his/her accomplishments?

6. Did this person have to overcome any obstacles in his or her career?

7. Did any of these obstacles have to do with race?

8. List any websites that you have used for your poster research (put on the back of the poster):

9. List any books or articles that you have used for your poster research (put on the back of the poster):
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of the Topic</td>
<td>Details on the poster capture the important information about the topic and increase the audience's understanding.</td>
<td>Details on the poster include important information but the audience may need more information to understand fully.</td>
<td>Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.</td>
<td>Details on the poster have little or nothing to do with main topic.</td>
</tr>
<tr>
<td>Use of Graphics</td>
<td>All graphics are related to the topic and make it easier to understand.</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics relate to the topic.</td>
<td>Graphics do not relate to the topic.</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is very organized with clear titles and subheadings.</td>
<td>Information is organized with titles and subheadings.</td>
<td>Information is organized, but titles and subheadings are missing or do not help the reader understand.</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td>Layout and Design</td>
<td>All information on the poster is in focus and can be easily viewed and identified from 4 ft. away.</td>
<td>Most of the information on the poster is in focus and the content easily viewed and identified from 4 ft. away.</td>
<td>Most of the information on the poster is in focus and the content is easily viewed and identified from 2 ft. away.</td>
<td>Much of the information on the poster is unclear or too small.</td>
</tr>
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Anna Kingsley
Teacher’s Guide and Educational Activities

Kingsley Plantation, an area of the National Park Service’s Timucuan Ecological and Historic Preserve, is located on Fort George Island, near the mouth of the St. Johns River. Early 19th century plantation structures represent the Sea Island cotton era, a planter and family of that era, and the enslaved people who were forced to toil in that time.

Anna Kingsley was an African woman purchased by Zephaniah Kingsley, a planter and trader. Anna Kingsley became his wife and resided at the Fort George Island plantation from 1814 to 1839 with their four children. Upon receiving her freedom in 1811, Anna had become a freed person, slave owner, effective plantation manager, and independent businesswoman, all in addition to her roles as wife and mother. During their time at this plantation, Florida changed hands from Spanish rule to become a territory of the United States.

Background information and an article from Florida History & the Arts follows the lesson.

LEVEL

The information and activities in this educational packet are targeted towards upper middle school to high school age students.

GOAL

Through the study of historical documents, physical environment, and other evidence, students will relate the experiences of one woman to the social and political issues of freedom, slavery, and race.

OBJECTIVES

Upon completion of the program, the participant will be able to:

1. evaluate primary documents to reconstruct aspects of Anna Kingsley’s life, such as her manumission.

2. identify through essay writing ways in which Anna Kingsley’s life was affected by the events of the year 1821.

3. propose ways in which Anna Kingsley’s life events are representative of other persons of different economic, social, political, or racial backgrounds living during the early 19th century in northeast Florida.
**Lesson Procedures**

1. Students should read the Anna Kingsley article and receive copies of the two included documents.

2. Have students use maps to trace Anna's life and travels.

3. Ask students to draw a time line from 1775 to 1875. On one side of the time line students should identify important events in Anna's life and when they occurred, and on the other side students should note the dates and major events of American and (with some research) Florida history. Discuss with your students events in Anna's life that were influenced by political or social issues.

4. The two documents represent the first, and one of the last, official records of Anna's life. Ask students to list information about Anna using only the two documents. What additional information can be inferred from the documents? Ask students to list official documents (not diaries or personal correspondence) that might be used to collect information about themselves. What, for example, does a drivers license reveal? Report card?

5. For extension, students can do projects that might compare and contrast living conditions of enslaved women and slaveholding women such as Anna; or explore the responsibilities (and implications) of a woman managing a large, remote plantation.

Lesson from the National Park Service: http://www.nps.gov/timu/learn/education/kp_anna_kingsley.htm
ANNA KINGSLEY

Introduction

In the early years of the nineteenth century, the population of Spanish Florida was small but diverse. Americans and Europeans came seeking wealth by obtaining land and establishing plantations. The forced labor of enslaved Africans secured that wealth. Those Africans who were freed by their owners or who purchased their own freedom became farmers, tradesmen, or black militiamen who helped protect the colony. On the frontier, away from the settlements and plantations, the Seminole Indians and the Black Seminoles kept an uneasy vigil on the encroaching development of Florida.

Among those striving for freedom and security in Spanish Florida was Anna Kingsley. Anna was the African wife of plantation owner Zephaniah Kingsley. At an early age she survived the Middle Passage and dehumanizing slave markets to become the property of Kingsley. After manumission by her husband, Anna became a landowner and slaveholder. She raised her four children while managing a plantation that utilized African slave labor. She survived brutal changes in race policies and social attitudes brought by successive governments in Florida, but survival demanded difficult, often dangerous, choices.

Anna Kingsley was a woman of courage and determination. She is an example of the active role that people of color played in shaping their own destinies and our country's history in an era of slavery, oppression, and prejudice. She left, however, no personal descriptions of her life. She was not a famous or powerful person who figured prominently in accounts of that era. Today we must find Anna in the official documents of her time and in the historic structures that she inhabited. There, her story may be discovered.
**Anna Kingsley: A Free Woman**

On the first day of March 1811, in the Spanish province of East Florida, white plantation owner Zephaniah Kingsley put his signature on a document that forever changed the life of a young African woman. The document was a manumission paper which ensured her legal freedom. The young woman, a native of Senegal whom Kingsley had purchased in a slave market in Havana, Cuba, was his eighteen-year-old wife and the mother of his three children. That paper not only marked the beginning of the young woman's freedom in the New World, it was also the beginning of the written record of a remarkable life. Her name was Anna Madzigine Jai Kingsley.

A free woman, Anna Kingsley petitioned the Spanish government for land, and land grant records show that in 1813 she was granted title to five acres on the St. Johns River. The property was located across the river from her husband's plantation, Laurel Grove, south of today's Jacksonville. Anna purchased goods and livestock to begin a business--and she purchased slaves. She became one of a significant number of free people of African descent in East Florida. They included farmers, craftsmen, and members of a black militia. Some of these people, like Anna, owned slaves. Although slavery was supported, Spanish race policies encouraged manumission and self-purchase and slavery was not necessarily a permanent condition. The free black population held certain rights and privileges and they had opportunities to take an active part in the economic development of the colony. Anna Kingsley was determined to be an independent businesswoman, selling goods and poultry to neighboring settlers.

Her blossoming business lasted only months. During an effort to wrest East Florida from the Spanish, armed American forces entered the province. Together with a number of rebellious Floridians, they looted and occupied the homesteads of planters and settlers to obtain supplies and set up bases. If these insurgents succeeded and an American system replaced the comparatively
liberal Spanish policies, what would become of the freed people and their rights? When the Americans approached, Anna herself lit the fire that consumed her house and property. Then she escaped with her children and slaves on a Spanish gunboat. The insurrection later ended in failure and, as it turned out, Anna's loss was not total. Although a Spanish commandant reported of Anna's property "the flames devoured grain and other things to the value $1,500," the governor rewarded her loyalty with a land grant of 350 acres.

Laurel Grove was also destroyed as a result of the conflict. In 1814 Zephaniah and Anna Kingsley, along with their children and slaves, moved to Fort George Island, a sea island near the mouth of the St. Johns River. On this thousand-acre island with palm-fringed beaches, birds of every description, and ancient Indian mounds of oyster shell, they restored an abandoned plantation. In a fine, comfortable house with views of the tidal marsh and ocean beyond, Anna spent the next twenty-three years of her life.

During the years at Fort George, Zephaniah Kingsley's Florida landholdings increased to include extensive timberland and orange groves, and four major plantations producing sea island cotton, rice, and provisions. He also owned ships that he captained on trading voyages. Kingsley had managers at his various properties to whom he entrusted his business operations when he was away. At the Fort George plantation, Anna took this responsibility and, Kingsley later declared, "could carry on all the affairs of the plantation in my absence as well as I could myself." These "affairs" included overseeing the lives of about sixty men, women, and children who lived on Fort George Island in slavery. The labor of the Kingsley slaves provided the wealth of the Kingsley family.

Conditions for all of Florida's people of color, free and enslaved, changed drastically when Florida became a territory of the United States in 1821. An influential planter, Zephaniah Kingsley
was appointed to the 1823 territorial legislative council. He tried to persuade lawmakers to adopt policies similar to those of the Spanish, providing for liberal manumission and rights for the free black population. He published his opinions in *A Treatise on the Patriarchal, or Co-operative System of Society As It Exists in Some Governments, and Colonies in America, and in the United States, Under the Name of Slavery, with Its Necessity and Advantages* in 1828. But Kingsley's arguments did not convince Florida legislators. Legislative councils used fear of slave rebellion to justify policies that were increasingly oppressive. Legislation of the 1820s and 1830s reflects racial discrimination that blurred the distinction between freeman and slave until there was virtually no difference.

The cession agreement between the U.S. and Spain was supposed to protect the status of free people of color living in Florida in 1821, but the Kingsleys had reason to be concerned. Parish records reveal that a fourth child was born to Zephaniah and Anna in 1824. Their new son was subject to the harsh enactments that Zephaniah Kingsley called "a system of terror." Even Anna and her older son and two daughters were not necessarily secure as racism increased. Anna decided to leave Florida and go to Haiti. Slave revolution had made Haiti the first independent black republic of the New World, the "Island of Liberty" as Kingsley called it. Anna and her sons intended to start a plantation on the northern coast of the island. Their work force would consist of more than fifty of their former Florida slaves, freed to work as indentured servants to comply with Haitian law which prohibited slavery. In 1837 Anna Kingsley left Florida and sailed to "Mayorasgo De Koka," her new home in Haiti.

Zephaniah Kingsley described Mayorasgo De Koka as "heavily timbered with mahogany all round; well watered; flowers so beautiful; fruits in abundance, so delicious that you could not refrain from stopping to eat..." Roads and bridges were built and the Kingsleys planned a school for
the community, but they did not live happily ever after in their tropical colony. In 1843, in his seventy-eighth year, Zephaniah Kingsley died.

With an estate worth a fortune at stake, some of Zephaniah Kingsley's white relatives contested his will and sought to deny Anna and his children their inheritance. After much dispute, courts upheld the rights of the black heirs, but the family suffered another loss. Anna's older son, George, was returning to Florida in 1846 to defend land interests, when the ship in which he was travelling was lost at sea. Her younger son, John Maxwell Kingsley, took over management of Mayorasgo De Koka and Anna Kingsley, for unknown reasons, returned to Florida. She could not return to Fort George Island--that plantation had been sold years before. She settled near her daughters who had married and stayed in Florida. Once more Anna lived on the St. Johns River, this time in a young town called Jacksonville.

When the Civil War divided the country, Anna and her daughters' families supported the Union. With Florida's secession and hostility from Confederates intensifying, Anna had to leave her home again. In 1862, she travelled with relatives to New York. They returned to Florida later that year, but lived in Union-occupied Fernandina until the end of the conflict. In 1865 Anna Kingsley returned to the St. Johns River for the final time.

Anna Madgigine Jai Kingsley died in 1870. No intimate letters, diaries, or other personal reflections on her life are known to exist. No portrait or photograph of any kind remains of her. Even her grave is unmarked. Her story, however, endures. In the legal petitions and official correspondence, probate and property records, the details of her life emerge. And on Fort George Island, near the mouth of the St. Johns River, the house where she lived for twenty-three years still stands.
Document A - Manumission Paper

1 March 1811
St. Augustine, Florida

In the name of Almighty God, Amen: Let it be known that I, Zephaniah Kingsley, resident and citizen of the St. Johns River region of this province hereby state: That I have as my slave a black woman named Anna, about 18 years old, who is the same native African woman that I purchased in Havana...

I recognize [her children] as my own; this circumstance, and as well considering the good qualities of the already referred to black woman, and the truth and fidelity with which she has served me, impels me to give her freedom graciously and without other interest, the same accorded to the aforementioned three mulatto children whose names and ages are for the record: George, three years and nine months old; Martha, twenty months old; and Mary, a month old...I remove my rights of property, possession, utility, dominion, and all other royal and personal deeds which I have possessed over these four slaves. And I cede, renounce and transfer [my rights] to each of them so that from today forward, they can negotiate, sign contracts, buy, sell, appear legally in court, give depositions, testimonials, powers of attorney, codicils, and do any and all things which they can do as free people who are of free will without any burden...

Document B – Will

Know all men by these presents, that I Anna M. Kingsley of the County of Duval and State of Florida being of sound mind and memory but feeble in strength, do hereby, and by these presents constitute and appoint my daughter Martha B. Baxter my true and lawful attorney in fact and trustee...And I have and hereby place in her hand the full and undisturbed possession of the following amount of money and property, viz: three thousand dollars in cash and four Negro slaves viz: Polly a woman aged about 17 years, Joe a boy about 14, Elizabeth a girl about 12, and Julia a girl about 9 years. Also all my right title and interest in and to a certain claim I have as one of the Legatees of and under the will of Zephaniah Kingsley late of East Florida in which he the said Kingsley bequeaths and devises to me, one twelfth part of an amount or sum of money that shall be allowed his heirs by the government of the United States for losses sustained by him during the War of 1812 and 1813 by the operations of the American Army, the principal having been allowed, the interest money is now pending before the Congress of the U.S....Given under my hand and seal this 24th day of April, one thousand eight hundred and sixty.

Anna M. Kingsley

Excerpt from trust/will of Anna Kingsley. Typescript of complete document in NPS files at Kingsley Plantation (made from Duval County probate file 1210-D).
General Plantation Background Information

Key Terms

**Plantation**: a large agricultural business which, before the Civil War, employed slave labor.

**Cash crop**: a crop grown to sell, rather than for use on the plantation.

**Sea Island cotton**: a form of cotton grown on Kingsley Plantation, and other Sea Island plantations, which was very valuable because of its long, silky fiber (or staple). It required a large amount of labor because it was worked by hand in every step of processing. The Whitney gin was not used with Sea Island cotton. It was also known as "long staple cotton."

**Slave (Enslaved)**: a person who is owned as property by another person, forced to work for the owner, whose labor profited the owner.

**Tabby**: a cement-like material made from lime (obtained by burning wood with oyster shells), sand, and water. Whole oyster shells were often added to the cement mixture and are visible in the buildings at Kingsley Plantation today. The mixture was poured into wooden forms, layer by layer, to create the walls. The oyster shells used to make tabby were collected from the many Indian shell mounds in the area, including those left by the Timucua.

**Task system**: a system of slavery used at Kingsley Plantation and other plantations in which each slave was given a specified amount of work for the day and upon completion of this task, the slave was permitted to work for himself for whatever remained of the day.

Background Information *(Key terms shown in bold italics)*

**Kingsley Plantation**

The *plantation* owned by Zephaniah Kingsley on Fort George Island was originally the whole island. The area that looks like jungle today was once cleared and cultivated. The cash crop on the plantation was *Sea Island cotton*. Corn, sugar cane, sweet potatoes, and other food crops were also grown and provided food for the people living on the plantation. Crops were sent out and supplies brought in by ship. Transportation by water was faster and easier than by land in the early 1800's and plantations were usually located on a river or waterway.

The people who lived on the plantation included the owner and his family and the *slaves* who did the work on the plantation.

**Zephaniah Kingsley**

The plantation is named for Zephaniah Kingsley, one of a series of owners. Kingsley came to Florida in 1803, first settling near present day Orange Park at a plantation he called "Laurel Grove". He moved with his family to Fort George Island in 1814, finally purchasing the island in 1817. Kingsley was a wealthy planter, owning more than 30,000 acres in Florida,
including four major plantations, and more than 200 slaves. Florida changed from a Spanish colony to an American territory in 1821. Zephaniah Kingsley was appointed to the 1823 Legislative Council for the territory by President Monroe. In 1839, Kingsley sold the plantation to his nephew and moved to his plantation called "San Jose," an area of Jacksonville that still goes by that name today.

Much of what we know about Kingsley and his plantation we have learned from his writings. His will, an article he wrote about slavery, and letters are some of the things that we can study to learn about this man.

**Anna Kingsley**
Anna Kingsley was born in Senegal, West Africa. When she was in her early teens she was torn from her home and family and enslaved. She survived the long Atlantic Ocean crossing and was put on the auction block in Cuba to be sold. Zephaniah Kingsley purchased her as his slave. He wrote that they were married according to her customs in a foreign land. Kingsley later freed her and she became a free black woman living in Spanish Florida. She owned her own land and slaves, as well as managed the Fort George Island plantation when Zephaniah Kingsley was absent.

**Plantation Buildings**
The plantation buildings include the house of the plantation owner and the separate kitchen house. The owner's house is a two-story structure facing the waterway. It was situated to take advantage of cooling coastal breezes. The buildings were built according to the technology of the time. For example, all light, heat and cooking was with open flame, and the kitchen was the most common place for accidental fire so it was built away from the main house to keep the whole complex from burning.

The barn was used to store feed for livestock and served as a stable, also. Horses, mules, and even oxen were used on plantations to pull plows and wagons. Animals for food, such as cows, pigs, and chickens, lived on the plantation too.

Other buildings that no longer exist served the plantation at one time, including a carpenter's shop and mill.
cleaning for the owner, his family, and guests. While some of the slaves were skilled craftsmen, and had brought these skills with them from Africa, their lives were totally controlled by the plantation owner.

Slave work on Kingsley Plantation was assigned according to the task system. Once a slave finished his or her required work, he or she could do other work at home or within the community such as gardening, sewing, hunting, or fishing. However, an assigned task often was very strenuous and could last all day. A slave would still have to return to the quarters and finish work that was necessary for his or her family's well-being. Imagine working outdoors all day in the middle of summer in the cotton fields, only to go home and still have a lot of work to do to ensure that your garden would produce enough food to feed your family.

Beyond the hard work required physically of an enslaved person, there were also the very difficult emotional challenges of slave life. As property, slaves could not prevent their families from being sold apart, and each day a family would have worried that soon a son or daughter would be sold to another plantation and probably never be seen again. Slaves had absolutely no freedoms. They could not travel as they pleased, nor could they decide what career they wanted. Every choice was made for them for their entire lives without any payment for their labors. Slaves did not choose to be slaves, the choice of freedom was not offered.

Most enslaved people were not given the opportunity to learn to read or write (it was illegal to teach reading and writing to slaves in some parts of the U.S.). Instead, their African heritage played an important part in the slave community. Traditional songs, stories, and family memories of Africa were passed on to children orally. Religious expression in the slave community reflected African customs also. And as their African heritage influenced the slaves' community, it also influenced the plantation as a whole. Often unknowingly, African crafts and cooking methods were practiced within both communities of the plantation.
FLORIDA History & the Arts

WINTER 2007 - A MAGAZINE OF FLORIDA HERITAGE

The Kingsley Plantation

HISTORICAL MUSEUM OF SOUTHERN FLORIDA • LEU GARDENS • SPRING TRAINING AND SUPER BOWLS
THE KINGSLEY PLANTATION
SLAVERY IN SPANISH FLORIDA

By Kley Mallard

For 6,000 years, humans have made Fort George Island in present-day Jacksonville their home. Still visible today are giant mounds of oyster shells left by the Timucua Indians and their ancestors. The Kingsley Plantation
sits on the northern end of the island, overlooking the Fort George River. Built in 1798 by the slaves of John McQueen, the house is the oldest planter's residence still standing in Florida. The semi-circle of 25 tabby cabins (originally 32) just south of the house provides one of the most intact examples of slave life in the state.

On July 21, 1791, the Spanish government granted Fort George Island to John McQueen, who harvested the abundant island timber and sold it in St. Augustine. In 1804, when high tides destroyed his sawmill, McQueen sold Fort George Island to John Houston McIntosh.
Kingsley Plantation is part of the Timucuan Ecological and Historic Preserve operated by the National Park Service.

The McIntosh family prospered, growing Sea Island cotton with the help of 160 to 170 slaves. In 1811-12, McIntosh participated in the Patriot Rebellion. The rebels planned to seize Florida from Spain for the United States, with the expectation of generous land grants in return. In 1812, they captured land between the St. Marys and St. Johns Rivers, but an attempt to capture St. Augustine turned into a stalemate. The U.S. withdrew support, the Seminole Indians (allied with Spain) attacked the Patriots, and the brief rebellion ended. McIntosh fled to Georgia, and rented Fort George Island to a man named Zephaniah Kingsley.

Born in England in 1765, Zephaniah Kingsley moved to Charleston, South Carolina in the 1770s. In 1790, Kingsley began sailing to Africa and the Caribbean, profiting from slavery. He came to Spanish East Florida in 1803, purchasing a 2,600-acre complex of plantations along the St. Johns River, near present day Orange Park. Kingsley soon brought his wife, Anna Madgigine Jai, and their three children to live in Florida.

Anna was born in Senegal, Africa and sold into slavery as a teenager. She was purchased by Kingsley in Havana, Cuba, and married him at age 13 in an African ceremony. On March 1, 1811, Kingsley freed Anna and their three children. By 1813, Anna owned five acres across the St. Johns River from Kingsley’s plantation. She purchased goods, livestock-and slaves. During the Patriot Rebellion, she burned down her house and Kingsley’s property, rather than have it occupied by Patriots. The Spanish government rewarded her loyalty with a land grant of 350 acres.

In 1814, the Kingsley family and 60 slaves moved to Fort George Island. Sea Island cotton was still the staple crop for the plantation, but the Kingsleys grew other crops to make the plantation self-sufficient. Kingsley purchased the island in 1817. Whenever he was away, Anna was responsible for the Fort George Island plantation.

In the 1820s, 32 tabby cabins were built in a semi-circle less than a quarter mile south of the plantation house. Tabby, a mix of lime (produced by burning the oyster shells from the Indian mounds on the island), sand, water and whole oyster shells, was also used in construction of the barn and kitchen.

Slaves on the Kingsley Plantation were managed according to the "task system," popular on the southeast coast where rice and Sea Island cotton were grown. (Inland
By 1813, Anna owned five acres across the St. Johns River from Kingsley’s plantation. She purchased goods, livestock—and slaves.
The first Kingsley Heritage Celebration was a 1998 family reunion, the idea of Manuel Lebron, a descendant of Anna and Zephaniah Kingsley.

The Kingsley slave quarters were excavated in 1968, 1981 and 2006. At the site, archaeologists have found tools for gardening, hunting, fishing and cooking, as well as clay pipes, clay marbles, a harmonica, a toothbrush, a brass bell and a glass inkwell.

In 1821, the United States purchased Florida from Spain. The rights of both freed and enslaved blacks changed dramatically. Fear of slave rebellion contributed to laws restricting the rights of all blacks. Kingsley was against these laws, arguing that treating slaves humanely would ensure a peaceful continuation of the institution. In 1823, he was appointed to the Legislative Council of the Territory of Florida, where he hoped to persuade the territorial government to create more tolerant laws. He published, "A Treatise on the Patriarchal or Co-operative System of Society As It Exists in Some Governments ...Under the Name of Slavery," in 1828. Kingsley’s efforts were unsuccessful, and by the late 1820s there was little difference between free and enslaved blacks in Florida.
Anna gave birth to the couple’s youngest son in 1824 under these new restrictive laws. Fearing for his family’s safety, Kingsley sent Anna and their two sons to Haiti in 1837. Called the “Isle of Liberty,” Haiti was the first independent black republic in the New World. There the Kingsleys established a plantation they called *Mayoraso De Koka*. More than 50 of the Kingsley slaves came with them as indentured servants (slavery was against the law in Haiti.) The slaves were promised freedom and land in exchange for nine years of service.

When Zephaniah Kingsley died in 1843, his white relatives contested his will in an attempt to disinherit the black heirs, including Anna and their children. The will was upheld. Their younger son, John, took over the Haitian plantation, and Anna moved back to the States to live with her daughters in Jacksonville.

During the Civil War, Anna and her daughters supported the Union. Florida’s secession forced them to move briefly to New York, then to Union-occupied Fernandina. Anna returned to the St. Johns River after the war, where she died in 1870.

There are no photos or portraits of Anna Madgigine Jai, no personal letters or diaries. Her life story has been pieced together through legal petitions, official correspondence, and probate and property records. Her signature exists because of these documents. Though she is believed to be buried in Jacksonville, her gravesite is unknown.

Today, Kingsley Plantation is part of the Timucuan Ecological and Historic Preserve operated by the National Park Service. Admission is free. Visitors can explore the grounds, which include the slave quarters, barn, waterfront, plantation house, kitchen house and interpretive garden. A visitor contact station and bookstore are located in a 1920s structure adjacent to the plantation buildings. Currently, the plantation house is undergoing stabilization for damage caused by termite infestations, and is closed to the public.

Each February, Kingsley Plantation hosts Black History Month events. Each October, the Kingsley Heritage Celebration takes place. The first Kingsley Heritage Celebration was a 1998 family reunion, the idea of Manuel Lebron, a descendant of Anna and Zephaniah Kingsley. Ranger programs are offered daily at 2:00 p.m. and field trips are encouraged. Teachers can download curriculum from the park’s Web site.
Selected Resources


Title: Black History Timeline: A Century of Struggle  
Secondary (6-12)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies

Grade 6  SS.6.W.1.1  Use timelines to identify chronological order of historical events.
Grade 7  SS.7.C.3.12  Analyze the significance and outcomes of landmark Supreme Court cases...
Grade 8  SS.8.A.1.2  Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
Grades 9-12  SS.912.A.1.3  Utilize timelines to identify the time sequence of historical data.
            SS.912.A.5.10  Analyze support for and resistance to civil rights for women, African Americans, Native American and other minorities.

Objectives: At the conclusion of this lesson, students will be able to:
1. Create a timeline by placing significant events from black history in a chronological fashion
2. Explain the importance of civil rights and social movements.

Key Terms:  
Amendment  Equality  Segregation  Unconstitutional
Boycott  Freedom Rides  Sit-In  Voting Rights
Civil rights  NAACP  Social movement

Materials:  
• Major Events in Black History Handout (provided)
• Timeline templates (scaffolded version and blank version provided)
• Additional research material – books, videos, articles, internet access
• String
• Index Cards
• Tape
• Online Timeline tools such as TimeToast or TimeGlider (optional)

Activities:  
1. Hold a brief class discussion on the definitions of “equality” and “civil rights.” Explain that equality means being equal in status, rights, and opportunities. Civil rights are written and unwritten rights provided to anyone who is a U.S. citizen or to anyone who belongs to a civil society. Review the other key terms.
2. Ask students if they know any significant events in black history.
3. Explain to students that they will be creating a detailed black history timeline with the theme “A Century of Struggle.”
4. Pass out the Major Events In Black History handout and review the concept of timelines by having students put the dates and titles on the Timeline Template.

5. Pair students up or place them in small groups. Using additional research material or their textbook, have students research at least five of the dates and come up with two to three important details and an image for each. You may wish to have students research additional dates and add them to their timelines as well.

6. To create the timeline, students should write the date and event on an index card, write each detail on a separate index card, and then tape them together so they can hang down from the timeline they create out of string. Images can be placed either above or below the dates.
   
   Optional – students use an online timeline creator such as TimeToast (https://www.timetoast.com/) or TimeGlider (http://www.timeglider.com/) to create a multimedia timeline.

7. Once timelines are complete, students should share their timelines with the class.

Evidence of Understanding:

The timeline will highlight students’ understanding of the important events in black history and the struggle for equality.
**Major Events In Black History**

**1909**: The National Association for the Advancement of Colored People (NAACP) is founded by a group of African American and white activists, including W. E. B. Du Bois. Du Bois is the only one of the seven African American activists to serve on the NAACP board.

**1919**: During the so-called "Red Summer," scores of race riots across the country leave at least 100 people dead. These are again sparked by white resentment of African Americans working in industry, and their large-scale migration from South to North.

**1954**: In Brown v. Board of Education of Topeka, Kansas, the Supreme Court rules unanimously against school segregation, overturning its 1896 decision in Plessy v. Ferguson.

**1955**: Rosa Parks refuses to give up her seat on a Montgomery, Alabama, bus to a white person, triggering a successful, year-long African American boycott of the bus system.

**1956**: The U.S. Supreme Court rules that the segregation of Montgomery, Ala., buses is unconstitutional.

**1957**: For the first time since Reconstruction, the federal government uses the military to uphold African Americans' civil rights, as soldiers escort nine African American students to desegregate a school in Little Rock, Arkansas.

**1960**: Four African American college students hold a sit-in to integrate a Woolworth's lunch counter in Greensboro, N.C., launching a wave of similar protests across the South.

**1961**: The Congress of Racial Equality (CORE) begins to organize Freedom Rides throughout the South to try to de-segregate interstate public bus travel.

**1963**: More than 200,000 people march on Washington, D.C., in the largest civil rights demonstration ever; Martin Luther King, Jr., gives his "I Have a Dream" speech.

**1964**: The Student Nonviolent Coordinating Committee (SNCC), CORE and the NAACP and other civil-rights groups organize a massive African American voter registration drive in Mississippi known as "Freedom Summer." Three CORE civil rights workers are murdered. In the five years following Freedom Summer, black voter registration in Mississippi will rise from a mere 7 percent to 67 percent.

**1964**: President Lyndon Johnson signs the Civil Rights Act, which gives the federal government far-reaching powers to prosecute discrimination in employment, voting, and education.

**1965**: King organizes a protest march from Selma to Montgomery, Alabama, for African American voting rights. A shocked nation watches on television as police club and teargas protesters.
1965: In the wake of the Selma-Montgomery March, the Voting Rights Act is passed, outlawing the practices used in the South to keep African Americans from voting.


1968: Martin Luther King, Jr., is assassinated in Memphis, Tennessee. His murder sparks a week of rioting across the country.

1972: The Equal Employment Opportunity Act is passed, prohibiting job discrimination on the basis of, among other things, race, and laying the groundwork for affirmative action.

1986: Martin Luther King Jr. Day is declared a national holiday in the U.S.

2009: Barack Obama is sworn in as President of the United States.

-dates from from pbs.org http://www.pbs.org/wnet/aaworld/timeline.html
The Supreme Court rules unanimously against school segregation in
__________________________.

The U.S. Supreme Court rules that the
segregation of Montgomery, Ala., buses
is unconstitutional.

African American college students hold a
techniques to integrate a Woolworth's lunch
counter in N.C.

More than_______ people
march on Washington, D.C.,
in the largest civil rights
demonstration ever.

______ organizes
a protest march
from Selma to
Montgomery,
Alabama, for
African American
voting rights.

In the wake of
the Selma-
Montgomery
March, the
Voting Rights
Act is passed.

Martin Luther King, Jr., is
______________________ in
Memphis, Tennessee.

Martin Luther King Jr.
Day is declared a
in the U.S.

Collier County Public Schools
Black History Timeline: A Century of Struggle

1909
1919
1954
1955
1956
1957
1959
1960
1961
1963
1964
1965
1967
1968
1972
1986
Title: Examining History with Maya Angelou (9-12)

Benchmark(s): Next Generation Sunshine State Standards for Social Studies

Grades 9-12

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

LAFS.1112.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.

Objectives: At the conclusion of this lesson, students will be able to:

1. Create meaning by analyzing historical photos from the Library of Congress, Maya Angelou’s poems, and historical civil rights events.
2. Understand the connection between events in history to Maya Angelou’s poetry and prose.

Key Terms:

- Boycott
- Equality
- Mendicant
- Unconstitutional

- Civil rights
- Freedom Rides
- Sit-In

- Descendant
- Integration
- Social movement

Materials:

- Images from the Library of Congress (provided)
- Photo Analysis Worksheet (provided)
- Video – Maya Angelou: Her Quotes, Poetry and Prose (link provided)
- Video – Maya Angelou On the Pulse of Morning (link provided)
- Maya Angelou Poem – On the Pulse of Morning (provided)
- African American spirituals lyrics (provided)
- Lists of Angelou work and possible research topics (provided)
- Note Taking Sheet (provided)
- Poster Rubric (provided)
- Additional research material – books, videos, articles, internet access
Activities:

1. In small groups, give students the Photo Analysis Worksheet and one image. Allow time for the students to complete the worksheet.
2. Bring the class back together and let each group share their photo. Project the image for the class to more easily view the photo. At the end of each group's presentation, tell the class what historical event their photo illustrates.
3. When all groups have presented, explain that these photos illustrate events that occurred during the life of Maya Angelou. Show the video Maya Angelou: Her Quotes, Poetry and Prose to serve as an introduction to the poet. Follow the video with a short discussion that emphasizes the fact that the video calls her “a prominent voice in civil rights” and her conviction that she cannot live in a world where others do not accept each other.
4. Pass out the poem “On the Pulse of Morning” and have students listen as Maya Angelou recites her poem at the 1993 inauguration (http://youtu.be/59xGmHzxtZ4).
5. Using the poem, “On the Pulse of Morning”, help students understand some of the references she used - including the African American spirituals (rock, river, tree), nation building, waves of immigration, Native American removal, gold rush/westward expansion, slave trade, and MLK Jr’s Dream.
6. Tell students that to understand the historical background that influenced Angelou’s writing, they will research events that occurred during her lifetime. Project the Possible Research Topics list. Using additional Angelou writings, research material, and the internet, have students decide on a research topic.
7. Students will research the topic, connect it to one of Angelou’s poems or other writings, and create a poster to present to the class. Students should include how their topic impacted not only the time period in which it happened, but also today. Teachers may want to pass out the Note Taking Sheet to help students with their research.
8. Once posters are complete, students should present them to the class.

Evidence of Understanding:

The discussions, photo analysis worksheet, poster, and presentation will demonstrate students’ understanding of the wider impact and influence of important events in black history and the struggle for equality.

Suggested Photos from the Library of Congress:

Little Rock Arkansas: Filming High School Classes
[Link](http://www.loc.gov/pictures/resource/ppmsca.03124/)

Little Rock, 1959. Mob marching from capitol to Central High
[Link](http://www.loc.gov/pictures/resource/ppmsca.03094/)

Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery, Alabama in 1965
[Link](http://www.loc.gov/pictures/resource/ppmsca.08102/)

Policeman maintains watch from roof of Unity funeral home where body of Malcolm X is reposing
[Link](http://www.loc.gov/pictures/resource/cph.3c36549/)

Demonstrators with signs, one reading "Let not his death be in vain", in front of the White House, after the assassination of Martin Luther King, April, 1968
[Link](http://www.loc.gov/pictures/resource/ds.00841/)

The civil rights march from Selma to Montgomery, Alabama in 1965
[Link](http://www.loc.gov/pictures/resource/cph.3d02329/)

F.W. de Klerk, left, the last president of apartheid-era South Africa, and Nelson Mandela, his successor, wait to speak in Philadelphia, Pennsylvania
[Link](http://www.loc.gov/pictures/resource/highsm.16052/)

Exterior view of home of Malcolm X, in foreground remains of charred furniture
[Link](http://www.loc.gov/pictures/resource/cph.3c17763/)

Congress of Racial Equality conducts march in memory of Negro youngsters killed in Birmingham bombings, All Souls Church, 16th Street, Wash[ington],D.C.
[Link](http://www.loc.gov/pictures/resource/ppmsca.04298/)
WE MARCH TOGETHER
CATHOLIC JEWS
PROTESTANT
FOR DIGNITY
AND BROTHERHOOD
OF ALL MEN UNDER GOD
NOW!
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

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Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?
On the Pulse of Morning

A Rock, A River, A Tree
Hosts to species long since departed,
Marked the mastodon.
The dinosaur, who left dry tokens
Of their sojourn here
On our planet floor,
Any broad alarm of their hastening doom
Is lost in the gloom of dust and ages.

But today, the Rock cries out to us, clearly, forcefully,
Come, you may stand upon my
Back and face your distant destiny,
But seek no haven in my shadow.

I will give you no more hiding place down here.

You, created only a little lower than
The angels, have crouched too long in
The bruising darkness,
Have lain too long
Face down in ignorance.

Your mouths spilling words
Armed for slaughter.

The Rock cries out today, you may stand on me,
But do not hide your face.

Across the wall of the world,
A River sings a beautiful song,
Come rest here by my side.

Each of you a bordered country,
Delicate and strangely made proud,
Yet thrusting perpetually under siege.

Your armed struggles for profit
Have left collars of waste upon
My shore, currents of debris upon my breast.

Yet, today I call you to my riverside,
If you will study war no more. Come,

Clad in peace and I will sing the songs
The Creator gave to me when I and the
Tree and the stone were one.
Before cynicism was a bloody sear across your brow and when you yet knew you still knew nothing.

The River sings and sings on.

There is a true yearning to respond to the singing River and the wise Rock.

So say the Asian, the Hispanic, the Jew, the African and Native American, the Sioux, the Catholic, the Muslim, the French, the Greek, the Irish, the Rabbi, the Priest, the Sheikh, the Gay, the Straight, the Preacher, the privileged, the homeless, the Teacher. They hear. They all hear. The speaking of the Tree.

Today, the first and last of every Tree speaks to humankind. Come to me, here beside the River.

Plant yourself beside me, here beside the River.

Each of you, descendant of some passed on traveler, has been paid for.

You, who gave me my first name, you Pawnee, Apache and Seneca, you Cherokee Nation, who rested with me, then forced on bloody feet, left me to the employment of other seekers — desperate for gain, starving for gold.

You, the Turk, the Swede, the German, the Scot... you the Ashanti, the Yoruba, the Kru, bought sold, stolen, arriving on a nightmare praying for a dream.

Here, root yourselves beside me.

I am the Tree planted by the River, which will not be moved.

I, the Rock, I the River, I the Tree I am yours — your Passages have been paid.

Lift up your faces, you have a piercing need for this bright morning dawning for you.
History, despite its wrenching pain,
Cannot be unlived, and if faced
With courage, need not be lived again.

Lift up your eyes upon
The day breaking for you.

Give birth again
To the dream.

Women, children, men,
Take it into the palms of your hands.

Mold it into the shape of your most
Private need. Sculpt it into
The image of your most public self.
Lift up your hearts
Each new hour holds new chances
For new beginnings.

Do not be wedded forever
To fear, yoked eternally
To brutishness.

The horizon leans forward,
Offering you space to place new steps of change.
Here, on the pulse of this fine day
You may have the courage
To look up and out upon me, the
Rock, the River, the Tree, your country.

No less to Midas than the mendicant.

No less to you now than the mastodon then.

Here on the pulse of this new day
You may have the grace to look up and out
And into your sister’s eyes, into
Your brother’s face, your country
And say simply
Very simply
With hope
Good morning.

Maya Angelou
No Hiding Place Down Here Excerpt

The Gospel song "There's No Hiding Place Down Here" is a traditional African American spiritual, originally collected in 1907 and first printed in 1915.

There's no hidin' place down here
You know, there's no hidin' place down here
I went to the rock to hide my face
But the rock cried out, no, no hiding place down here

I wanna tell you that there's no hiding place down here
Don't you know there's no hiding place down here?
Yeah, I went to the rock to hide my face
But the rock cried out, no, no hiding place down here

Oh the rock cried, "I'm burnin' too,"
Oh the rock cried, "I'm burnin' too;"
Oh the rock cried out "I'm burnin' too.
I want to go to heaven as well as you,
There's no hidin' place down here".

Oh the sinner man he gambled an' fell,
Oh the sinner man he gambled an' fell,
Oh the sinner man he gambled an' fell;
He wanted to go to heaven but he had to go to hell,
There's no hidin' place down here.
Down By the Riverside

“Down by the Riverside” is an African American spiritual song. Its roots date back to before the American Civil War.

Gonna lay down my sword and shield
   Down by the riverside
   Down by the riverside
   Down by the riverside
Gonna lay down my sword and shield
   Down by the riverside
   Ain't gonna study war no more.

   refrain

   I ain't gonna study war no more,
   I ain't gonna study war no more,
       Study war no more.
   I ain't gonna study war no more,
   I ain't gonna study war no more,
       Study war no more.

Gonna put on my long white robe;
   Down By the riverside
   Down by the riverside
   Down by the riverside
Gonna put on my long white robe; Down by the riverside
   Gonna study war no more.

   refrain

Gonna shake hands around the world;
   Down By the riverside
   Down by the riverside
   Down by the riverside
Gonna shake hands around the world;
   Down by the riverside
   Gonna study war no more.

   refrain
We Shall Not Be Moved

"I Shall Not Be Moved" is an African American spiritual. Secularly, as "We Shall Not Be Moved" it gained popularity as a Civil Rights Movement, protest, and union song.

We shall not, we shall not be moved
We shall not, we shall not be moved
Just like a tree that's standing by the water
We shall not be moved

We shall not, we shall not be moved
We shall not, we shall not be moved
The union is behind us,
We shall not be moved

We shall not, we shall not be moved
We shall not, we shall not be moved
We're fighting for our freedom,
We shall not be moved

We shall not, we shall not be moved
We shall not, we shall not be moved
We're fighting for our children,
We shall not be moved

We shall not, we shall not be moved
We shall not, we shall not be moved
We'll building a mighty union,
We shall not be moved

We shall not, we shall not be moved
We shall not, we shall not be moved
Black and white together,
We shall not be moved

We shall not, we shall not be moved
We shall not, we shall not be moved
Young and old together,
We shall not be moved
Suggested Maya Angelou Poems

Poems of Maya Angelou (including a computerized voice reading the poems)
http://www.poemhunter.com/maya-angelou/poems/

“I Know Why the Caged Bird Sings” video
https://www.youtube.com/watch?v=FlYG9zIUDF0

“I Know Why the Caged Bird Sings” text

“Million Man March” video

“Million Man March” text

“To a Freedom Fighter” text

“When I Think About Myself” text

“My Guilt” text

“His Day is Done” video
https://www.youtube.com/watch?v=PqQzjit7b1w

“His Day is Done” text
http://lit.genius.com/Maya-Angelou-His-Day-Is-Done-annotated

“Harlem Hopscotch” video
https://www.youtube.com/watch?v=8y-Hzt8Rsys

“Harlem Hopscotch” text

“Human Family” video
https://www.youtube.com/watch?v=5F_aHt34a-g

“Human Family” podcast

“Human Family” text
http://allpoetry.com/Human-Family

“Still I Rise” video for first six stanzas
https://www.youtube.com/watch?v=ik4bnjUCTbE&index=1&list=PLdqTDL6CIMks2yLG-o8r0ne9UJ0kA5-Fa

“Still I Rise” text (first six stanzas)
http://www.poemhunter.com/poem/still-i-rise/
Possible Research Topics

The following are events that happened during Maya Angelou’s life and influenced her writing. Choose one of these topics to research.

Smith v. Allright (1944)
Morgan v. Virginia (1946)
Boynton v. Virginia (1960)
Brown v. Board of Education (1954)
Scottsboro Case (1931)
Murder of Emmett Till (1955)
Montgomery Alabama Bus Boycott (1955)
Little Rock Nine integrate Arkansas high school (1957)
Freedom Riders (1961)
Freedom Summer Murders (1964)
Sixteenth St. Baptist Church Bombing (1963)
March on Washington (1963)
Jim Crow Laws (1889-1954)
Assassination of Dr. Martin Luther King (1968)
Murder of Malcolm X (1965)
Nelson Mandela and end of apartheid (1993)
Ruby Bridges integrates Louisiana elementary school (1960)
Selma to Montgomery March, Bloody Sunday (1965)
Million Man March (1995)
Marcus Garvey and the “Back to Africa” movement (1920)
### Note Taking Sheet

| Topic: | 
| --- | --- |
| Describe the topic in detail. | 
| When did this topic occur? | 
| Where did it occur? | 
| What caused the issue? | 
| Why was this event important? | 
| What changed in America after this event? | 
| What are three intriguing facts you learned while researching? | 1. 
2. 
3. |
| What influence did this event have on life today? | 

# Poster Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of the Topic</td>
<td>Details on the poster capture the important information about the topic and increase the audience’s understanding.</td>
<td>Details on the poster include important information but the audience may need more information to understand fully.</td>
<td>Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.</td>
<td>Details on the poster have little or nothing to do with main topic.</td>
</tr>
<tr>
<td>Use of Graphics</td>
<td>All graphics are related to the topic and make it easier to understand.</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics relate to the topic.</td>
<td>Graphics do not relate to the topic.</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is very organized with clear titles and subheadings.</td>
<td>Information is organized with titles and subheadings.</td>
<td>Information is organized, but titles and subheadings are missing or do not help the reader understand.</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td>Layout and Design</td>
<td>All information on the poster is in focus and can be easily viewed and identified from 4 ft. away.</td>
<td>Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.</td>
<td>Most of the information on the poster is in focus and the content is easily viewed and identified from 2 ft. away.</td>
<td>Much of the information on the poster is unclear or too small.</td>
</tr>
<tr>
<td>Sources</td>
<td>All sources (information and graphics) are accurately documented.</td>
<td>All sources (information and graphics) are accurately documented, but there are a few errors in the format.</td>
<td>All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.</td>
<td>Some sources are not accurately documented.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical, spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.</td>
<td>The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience.</td>
<td>The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience.</td>
<td>The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience.</td>
</tr>
</tbody>
</table>