

BH365 Lesson Plans

Theme: Black Firsts

BLACK HISTORY MONTH CONTENT FOR TEACHERS, PARENTS, & GARDIANS

ALL THINGS BLACK: PAST, PRESENT, AND FUTURE

**BLACK
HISTORY
365
EDUCATION**

In collaboration with ASALH
(Association for the Study of
African American Life and History)



**BLACK
HISTORY
365
EDUCATION**

Dear Educator,

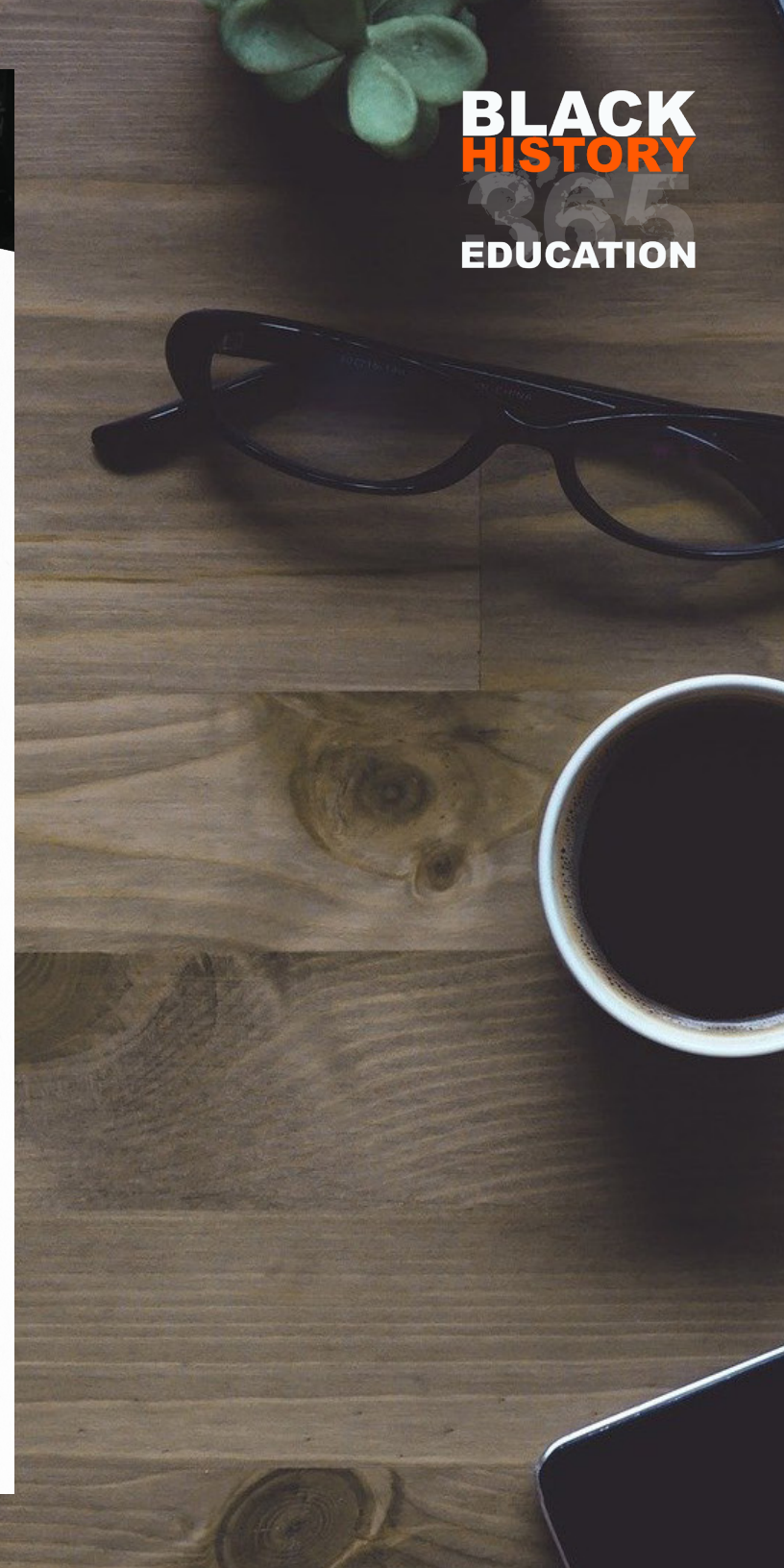
The BH365 family is excited to be a part of this month-long celebration of Black History with you. We hope these sample lesson plans provide great information and spark healthy dialogue about topics that will inform your students and allow them to think critically. These are just a small sample of the great information you will find in our textbook and curriculum resources.

BLACK HISTORY 365: AN INCLUSIVE ACCOUNT OF AMERICAN HISTORY is a tech-savvy textbook and curriculum designed to fill in the gaps left in many history textbooks. Former Ambassador Andrew Young, Media Mogul Cathy Hughes, Singer/Songwriter Smokey Robinson, and Civil Rights Attorney Benjamin Crump are among our advisory board members. The textbook provides accounts of African American history from ancient Africa through modern times, and it prepares teachers and students of all ethnicities to present and discuss racially sensitive subjects in diverse settings.

Check out our website, Blackhistory365education.com to learn more about the textbooks, professional development training, and much more. We look forward to working with you in the future.

Sincerely,

The BH365 Education team



Lesson Theme: **BLACK FIRSTS**

"If you don't know where you've come from, you don't know where you're going."

-Maya Angelou

MEET DR. CARTER GODWIN WOODSON

Dr. Carter Godwin Woodson is the man behind the celebration of Black History Month. He was a man of exceptional integrity and had great love for his people. He believed in the education of all people and is credited with starting a movement that saved the history of African descended people, while documenting the Truth of the shared history of all. In 1915, Dr. Woodson founded the Association for the Study of Negro Life and History, launching the era of "The New Negro History." Today, the Association he founded is known as the African American Life and History (ASALH).

Dr. Woodson and his associates destroyed myths about Negro history, which put him in his rightful place in American history. This effort has impacted the world and many still today do not know his name. It was an attempt to rehabilitate a whole people and secure a respectable place for African Americans in the evolution of the American social order, to develop self-respect and self-esteem among those who had been subjected to the greatest indignities known in the Western world. Finally, it was an attempt to force America to keep faith with herself, to remind her that truth is more praiseworthy than power, and that justice and equality should apply to all its citizens and even to the writing of history.

"The mere imparting of information is not education. Above all things, the effort must result in making a man think and do for himself."

- Dr. Carter G. Woodson



Lesson Theme: **BLACK FIRSTS DAY 1**

"If you don't know where you've come from, you don't know where you're going."

-Maya Angelou

OBJECTIVE

- To introduce the Father of Black History, Dr. Carter Godwin Woodson and review the origin of Black History Month

THE WARM-UP – WHO DUN' IT?

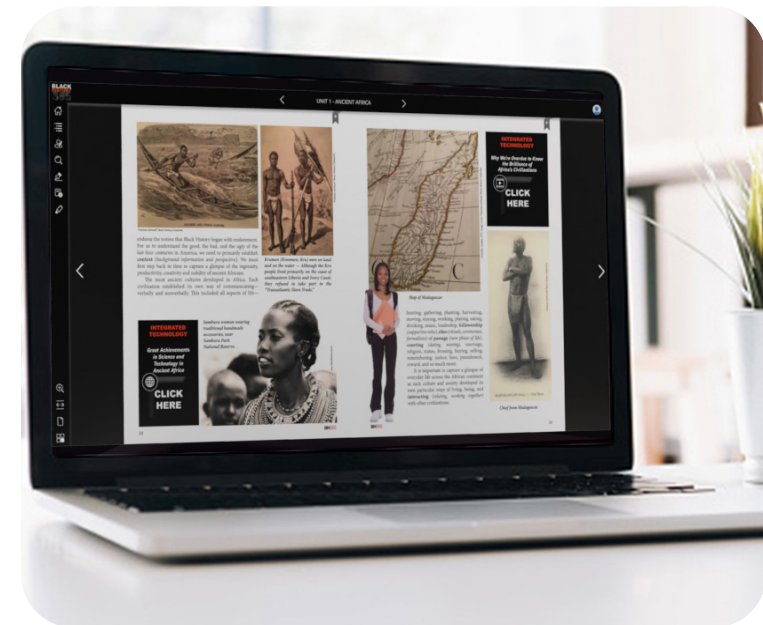
- Students will identify the African American inventors based on the clues provided?
- Students may use their cell phones to conduct Google searches for the answers.

LESSON – BLACK FIRSTS – The Father of Black History

- Read the introductory paragraph about Dr. Carter Godwin Woodson
- <https://asalh.org/about-us/our-history/>
- Identify key points about Dr. Woodson's life and work

ACTIVITY

- Discussion Points – Students will discuss the probing questions in a group discussion.
- Probing Questions – What was Dr. Woodson's rationale for starting Black History Month? Does that reason still exist today? Should all students have to study Black History? Why or Why Not?
- Complete the **Sidebar Chat** (The Sidebar Chats are a feature of the BH365 Textbook).



Lesson Theme: **BLACK FIRSTS**

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-Maya Angelou

**BLACK
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WHO DUN' IT?

The truth about history has a profound impact. Did you know that every day you might use an item that was invented by an African American?

Hair Weave

???



CLUE: This person is responsible for inventing the technology of hair weaving that has grown to become a multi-billion dollar industry within itself.

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-Maya Angelou

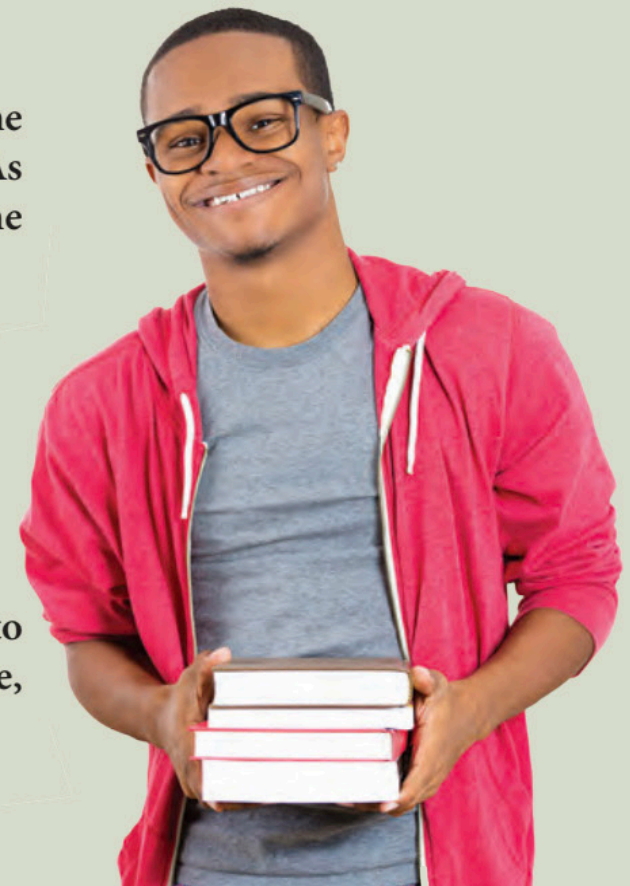
THE SIDEBAR CHATS

The Sidebar Chat allows you to have a bird's eye view of the world from different historical and cultural perspectives. As you interact with your peers in this section, you will have the opportunity to:

- reflect
- collaborate
- debate
- problem solve, and
- present information in a new way.

These conversations and learning activities will allow you to use different forms of media, technology, authentic literature, and art to extend your learning.

Milton, W., & Freeman, J. A. (2020). Black History 365: An Inclusive Account of American History (p. 25). Arlington, TX: CGW365 Publishing.



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SIDEBAR CHAT Questions

What if the truth about our history was not documented?

What would the quality of life be without these inventions?

Instructions:

1. Teacher: Have questions posted and let students know that as they work through this mini lesson, they will need to think about these questions.
2. Teacher facilitates and discusses the lesson. Upon completion, teacher poses the question and allows students to discuss in their huddle.
3. Students get into the huddle and the teacher announces, "Your group will discuss and brainstorm the question." A designated student acts as a scribe to write down responses.
4. Students will agree on the responses that will allow them to create a post for Twitter.
5. Students will exchange their first draft of the post with another group to edit and make suggestions.
6. Upon completion of the editing process, students will post their responses on Twitter, tag **@BH365education**, and use the hashtag **#BH365sideBarChat**

Lesson Theme: **BLACK FIRSTS DAY 2**

"If you don't know where you've come from, you don't know where you're going."

-Maya Angelou

OBJECTIVE

- To introduce Amanda Gorman and Phillis Wheatley, two young African American poets who accomplished firsts in the field of literature

THE WARM-UP – WHO DUN' IT?

- Students will identify the African American inventor based on the clues provided?
- Students may use their cell phones to conduct Google searches for the answers.

LESSON – BLACK FIRSTS – The Poets

- Read the information about Amanda Gorman and Phillis Wheatley
- <https://www.poetryfoundation.org/poets/phillis-wheatley>
- <https://www.townandcountrymag.com/society/politics/a35279603/amanda-gorman-inauguration-poem-the-hill-we-climb-transcript/>
- <https://www.theamandagorman.com/>
- Identify key points about Amanda Gorman's and Phillis Wheatley's lives - what similarities do they share?

ACTIVITY

- Discussion Points - Students will discuss the probing questions in a group discussion.
- Probing Questions – What was Dr. Woodson's rationale for starting Black History Month? Does that reason still exist today? Should all students have to study Black History? Why or Why Not?

Lesson Theme: **BLACK FIRSTS**

"If you don't know where you've come from, you don't know where you're going."

-Maya Angelou

Black Inventors

WHO DUN' IT?

The truth about history has a profound impact. Did you know that every day you might use an item that was invented by an African American?

Home Security System

???



CLUE: This person's patent laid the groundwork for the modern closed-circuit television system that is widely used for surveillance, home security systems, push-button alarm triggers, crime prevention, and traffic monitoring.

Lesson Theme: **BLACK FIRSTS DAY 3**

"If you don't know where you've come from, you don't know where you're going."

-Maya Angelou

OBJECTIVE

- To introduce the Peters Sisters and the William Sisters, two young African American sister tennis duos who accomplished firsts in the field of tennis

THE WARM-UP – WHO DUN' IT?

- Students will identify the African American inventors based on the clues provided?
- Students may use their cell phones to conduct Google searches for the answers.

LESSON – BLACK FIRSTS – The Tennis Duos

- Read information about Margaret and Matilda
- <https://bleacherreport.com/articles/2353528-remembering-the-first-pair-of-African-American-sisters-to-take-tennis-by-storm>
- Peters and Venus and Serena Williams
- <https://www.biography.com/news/richard-williams-serena-venus-williams-father>
- Identify key points about The Peters' Sister and The Williams' lives

ACTIVITY

- Discussion Points - Students will discuss the probing questions in a group discussion.
- Probing Questions – What similarities do the Williams sisters and the Peters sisters share?
- How does sports impact how blacks are perceived? Then and now?
- Should athletes get involved in racially charged issues? Ex. Colin Kaepernick

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Black Inventors

WHO DUN' IT?

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Automatic Elevator Doors

???



CLUE: 19th Century African American inventor known best for patenting their design for improving the automatically opening and closing elevator doors.

Lesson Theme: **BLACK FIRSTS DAY 4**

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-Maya Angelou

OBJECTIVE

- To introduce African American media pioneer, Cathy Hughes, who accomplished a first in the media and business by becoming the first African American woman to chair a publicly traded company.

THE WARM-UP – WHO DUN' IT?

- Students will identify the African American inventors based on the clues provided?
- Students may use their cell phones to conduct Google searches for the answers.

LESSON – BLACK FIRSTS – Media

- Read information about Cathy Hughes.
- <http://cathyhughes.com/about/>
- <https://www.thehistorymakers.org/biography/cathy-hughes-39>
- Identify key points about Cathy Hughes' life and career.

ACTIVITY

- Discussion Points – Students will discuss probing questions in a group discussion.
- Probing Questions – What is a publicly traded company?
- Why is Cathy Hughes' first such a big accomplishment?
- Is black media ownership important? Why or why not?



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Black Inventors

WHO DUN' IT?

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Ironing Board

???



CLUE: A 19th Century African American dressmaker who was awarded a patent for their improved ironing board.

Lesson Theme: **BLACK FIRSTS DAY 5**

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-Maya Angelou

OBJECTIVE

- To introduce the Vice President Kamala Harris and Congresswoman Shirley Chisholm, two African American Congressional who leaders who had firsts in politics.

THE WARM-UP – WHO DUN' IT?

- Students will identify the African American inventors based on the clues provided?
- Students may use their cell phones to conduct Google searches for the answers.

LESSON – BLACK FIRSTS – Women In Politics

- Read information about Vice President Kamala Harris and Congresswoman Shirley Chisholm.
- <https://www.womenshistory.org/education-resources/biographies/shirley-chisholm>
- <https://www.britannica.com/biography/Kamala-Harris>
- Identify key points about Vice President Kamala Harris and Congresswoman Shirley Chisholm career and campaigns.

ACTIVITY

- Discussion Points - Students will discuss the probing questions in a group discussion.
- Probing Questions – What was Dr. Woodson's rationale for starting Black History Month? Does that reason still exist today? Should all students have to study Black History? Why or Why Not?

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Black Inventors

WHO DUN' IT?

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Golf Tee

???



CLUE: In 1991, the United States Golf Association recognized this person as the original inventor of the wooden tee.

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-Maya Angelou

**BLACK
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365
EDUCATION**

SONG: Black Is Beautiful

*"We don't know where we're going
if we don't know where we've been."*



Lesson Theme: **BLACK FIRSTS**

“If you don’t know where you’ve come from, you don’t know where you’re going.”

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MEET DR. CARTER GODWIN WOODSON

The inaugural Black History 365 virtual student forum – **Know History... Make History** event is designed to present Black history education’s relevance, allow students to discuss the importance of Black history from their perspective, and evaluate who they are in order to help make this world a better place to live. The man behind the celebration of Black History Month is Dr. Carter Godwin Woodson, a man of exceptional integrity, love for his people, and the education of all people. He is credited with starting a movement that saved the history of African descended people, while documenting the truth of our shared history for all people. The work of Dr. [Carter G.] Woodson and the Association he founded in 1915 [Association for the Study of Negro Life and History, now African American Life and History (ASALH)] launched the era of “The New Negro History.” Dr. Woodson and his associates exploded myths of Negro history helped place him in his rightful place in the history of this country. This effort has impacted the world and many still today do not know his name. It was an attempt to rehabilitate a whole people and secure a respectable place for African Americans in the evolution of the American social order, to develop self-respect and self-esteem among those who had been subjected to the greatest indignities known in the Western world. Finally, it was an attempt to force America to keep faith with herself, to remind her that truth is more praiseworthy than power, and that justice and equality should apply to all its citizens, even to the writing of history.

Source: ASALH (Association for the Study of African American Life and History)

Lesson Theme: **BLACK FIRSTS**

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Dr. Carter G. Woodson

DID YOU KNOW?

- When Dr. Woodson founded ASALH, one of his main thoughts was harmony among the races. He set out to document the true account of the history of African Americans. His hope was that other cultures—Hispanic Americans, Asian Americans, Native Americans, etc would do the same so the history of the United States that is taught to children in our schools would be complete and correct, without distortion. Beginning in the 60s, several years after his death, his dream became a reality.
- Other cultures began to lobby Congress to put in place celebrations for their history as well. And guess what? They followed the same plan—starting with a week, then expanding to a month.
- In 1968, Congress authorized the celebration of Hispanic American Week that was expanded in 1988 to Hispanic American History Month.
- In October 1978, a bill was signed designating the first ten days of May to celebrate Asian Pacific American Heritage Month and in 1990, the celebration was expanded to a month-long observance.
- The public celebration of women’s history in this country began in 1978 as “Women’s History Week” in Sonoma County, California. The week including March 8, International Women’s Day, was selected. In 1981, Congress proclaimed a national Women’s History Week. Then, in 1987, Congress expanded the celebration to a month, and March was declared Women’s History Month.
- In August 1990, the first celebration of National American Indian Heritage Month was established.

Q&A

Question: Who is Dr. Carter Godwin Woodson?

Answer: The Father of Black History. Dr. Woodson created Negro History Week, which is now celebrated as Black History Month.

Question: What is the name of the organization he founded?

Answer: Association for the Study of African American Life and History, better known as ASALH, the founders of Black History Month.

Question: What was Dr. Woodson’s goal?

Answer: One of Dr. Woodson’s major goals was harmony among all people. Dr. Woodson knew if people knew the truth about their history, they would not see any culture as inferior. So Dr. Woodson promoted knowledge of the truth about history, starting with personal family history.

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**BLACK
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Dr. Carter G. Woodson

Do you now understand the significance of Dr. Carter G. Woodson's legacy?

He should not only be remembered as the Father of Black History, but also a pioneer of multiculturalism. Dr. W.E.B. Du Bois once said "No one has ever brought the entire nation's attention to the contributions of Blacks in America like Dr. Carter G. Woodson." And no one ever has. Dr. Woodson's work was not just for African Americans in the United States, but his work was for all people throughout the global community.



Source: ASALH (Association for the Study of African American Life and History)

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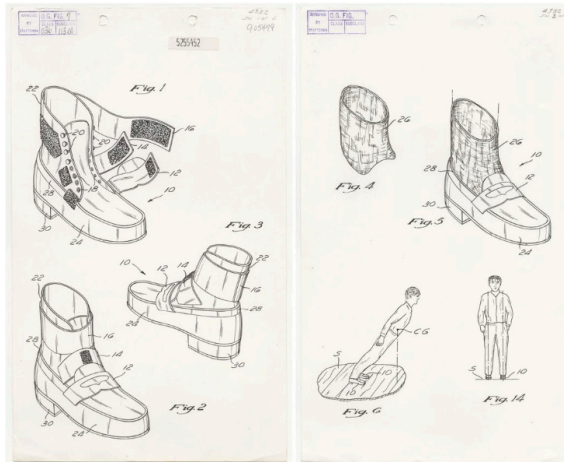
-Maya Angelou

Black Inventors

Did You Know?

The King of Pop Was also an Inventor

In the "Smooth Criminal" video, the impossible lean was accomplished with wires, but to recreate the effect during live performances, **Michael Jackson** worked with two designers to develop a "method and means for creating [an] anti-gravity illusion." This signature move (among many others) was made possible by a patent for a shoe allowing the "wearer to lean forwardly beyond his center of gravity." Though it looks like a regular loafer when worn with long pants, the shoe is actually strapped around the ankle to secure it to the dancer's foot—but the real secret is in the heel, which conceals a slot that can lock into a small post raised on stage.



ACTIVITY: Make a Family Tree

Who is the oldest living person in your family?

Can you ask them to help you develop your family tree?

To get started, use a QR code reader to scan the QR code below.

**INTEGRATED
TECHNOLOGY**

*Family Mentoring
Mission Statement Activity*



**BLACK
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Source: ASALH (Association for the Study of African American Life and History)

ALL THINGS BLACK: PAST, PRESENT, AND FUTURE

BH365 Lesson Plans

Theme:

From Africa to Canada
& All Points in Between

BLACK HISTORY MONTH CONTENT FOR TEACHERS, PARENTS, & GARDIANS

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Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

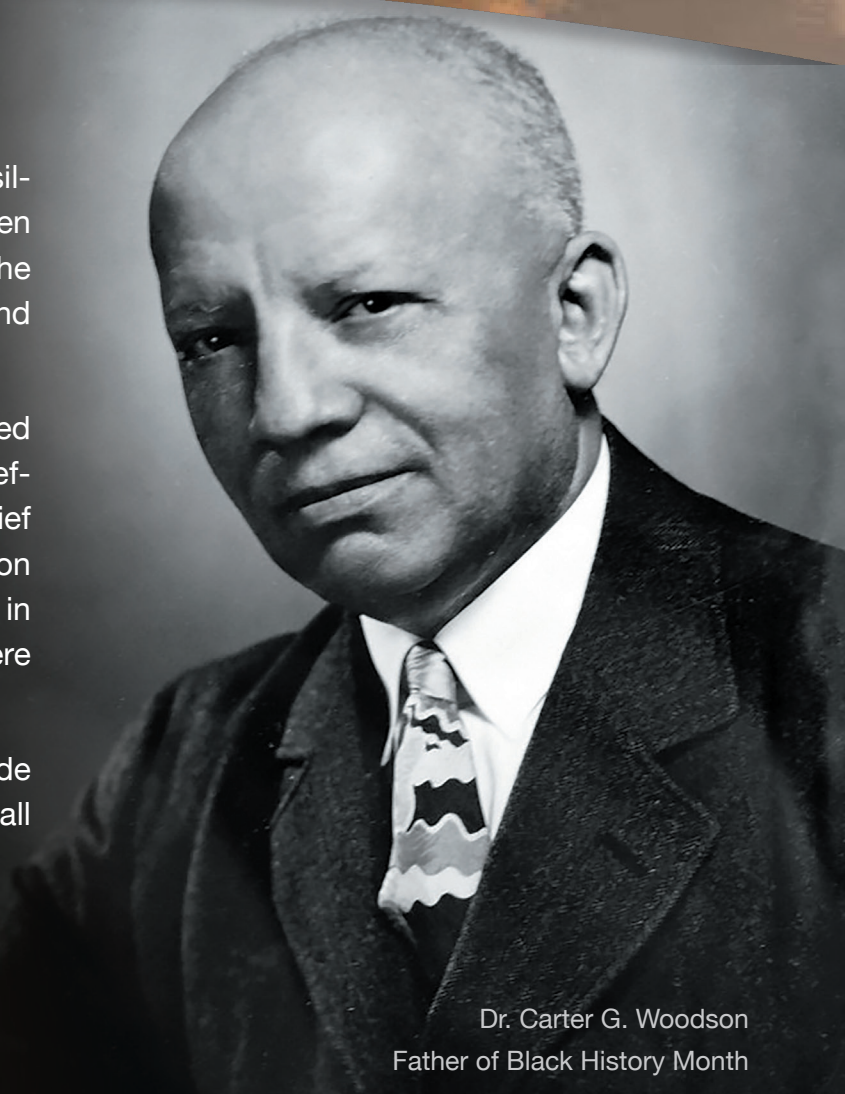
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"The chasm between the principles upon which this Government was founded ... and those which are daily practiced under the protection of the flag, yawns so wide and deep." ~ Mary Church Terrell

Africa is the cradle of civilization. Much of the world's most precious items—gold, silver, diamonds, oil, uranium, chromium, zinc, cobalt, platinum, and more—have been mined from her bosom. But the most invaluable resource to ever be stripped from the continent is the human body. And just like the precious metals that are sold around the world, precious human cargo was trafficked around the globe.

Captured Africans were not only taken to the Americas, but, they also were dropped off at points around the world. Canada represents a stopping point and a place of refuge because enslaved people in the contiguous United States had a long-held belief that if they could only make it North to Canada, they would be free. Thus, this lesson explores and uncovers the systems that kidnapped Blacks from their homeland in Africa for enslavement. Some ended their journey in Canada, and many more were dropped off at all points in between.

But that's not the end of the story! Wherever Black people were deposited, they made a significant, historic, and long-lasting impact—not only for their own, but also for all inhabitants of their surrounding locales.



Dr. Carter G. Woodson
Father of Black History Month

In Collaboration with ASALH (Association for the Study of African American Life and History)

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN DAY 1**

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*"What the people want is simple. They want an America as good as its promise."
—Barbara C. Jordan, U.S. Congresswoman*

OBJECTIVE

To present the global scope of the slave trade

THE WARM-UP - WHO DUN' IT?

- Students will identify formerly enslaved African Americans who made significant contributions in politics based on the clues provided.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – THE SLAVE TRADE

- Examine the routes of the slave trade and the conditions that slaves had to endure.
- <https://www.preceden.com/timelines/54992-african-slave-trade-1450-1750>
- <https://www.slavevoyages.org/voyage/database>
- <https://www.theroot.com/how-many-slaves-landed-in-the-us-1790873989>
- <https://www.pbs.org/wgbh/aia/part1/1p277.html>

ACTIVITY

- Discussion Points: Students will discuss the probing questions in a group discussion.
- Probing Questions: Which countries participated in the slave trade by purchasing enslaved labor? What aspect of the slave trade do you find most deplorable? Based on the numbers provided, how many total enslaved workers were transported around the world? Which continent had the most enslaved workers?



Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

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"Politics, although not perfect, was the best available nonviolent means of changing how we lived. Politics is not an end; it's a means to an end." — Maynard Jackson, Atlanta's First Black Mayor

Black Politicians

THE WARM-UP: WHO DUN' IT?

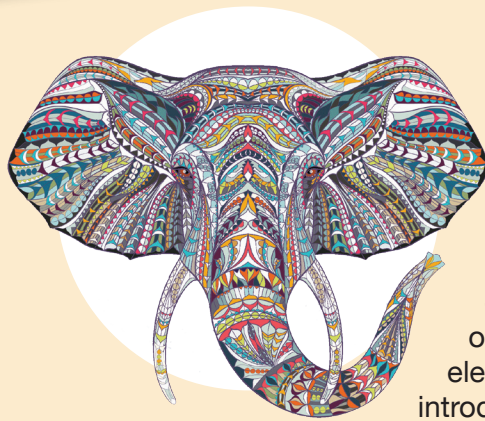
- The truth about history has a profound impact. Did you know that several African Americans were elected to office shortly after Emancipation?

Politician _____



CLUE: This person, along with several other enslaved workers, hijacked the Confederate ship called The Planter, and eventually became a member of the U.S. House of Representatives in 1875.

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN**



THE ELEPHANT EXPERIENCE®

Picture yourself sitting down at a table in a Chinese, Thai or Mexican restaurant. After opening the menu, you notice a red pepper symbol is graphically positioned next to some of the dining options. Intuitively, you know that the red pepper symbol next to certain dining options indicate they are going to be hot and spicy. In a similar manner, we believe that the elephant (facing you, the reader) works best for a Black history curriculum especially when introducing some topics that have vexed our country for centuries. Utilizing the proprietary BH365 Elephant Experience®, we seek to invite students, educators, and any other readers to become:

- critical thinkers (When you agree...Why? When you disagree...Why?)
- compassionate listeners
- fact-based, respectful communicators
- action-oriented solutionists

Why choose an elephant as the symbol for discussing hot and spicy topics?

- animal with obvious roots in the continent of Africa
- metaphor everyone understands: “There’s an elephant in the room.”
- need to develop a method or process designed to break down hot topics to bite-sized portions: “Q. How do you eat an elephant? A. One spoonful at a time.”
- need for a memorable, “sticky,” and engaging process: Elephants are highly intelligent animals with an EQ close to that of a chimpanzee and some dolphins

(<https://www.elephantvoices.org/elephant-sense-a-sociality-4/elephants-are-large-brained.html>)

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THE ELEPHANT **EXPERIENCE®**

Protecting Their Human Cargo — Slave Insurance

Just as individuals today insure their cars, houses, and lives, the owners of captives did the same for their human property. The kidnappers were anxious to ensure the investment in their human commodity was well protected. This action guaranteed that in case the enslaved died or were injured by the hands of others, the property owner would not suffer economic loss.

Not all kidnapped Africans were insured. Although plantation captives were valuable, they were rarely insured. Instead, the kidnappers covered Africans that had a valued skill set.

These enslaved individuals worked as coal miners, Blacksmiths, carpenters, railroad workers, steamboat workers, and domestic workers.

It is unimaginable that one group of humans could ever believe that it was acceptable to enslave another group of people, let alone insure them as their property. However, the documents you will examine in this Elephant Experience® will confirm the dehumanizing effect of enslavement on the enslaved, owners, and those directly involved in enslavement.

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN**

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THE ELEPHANT EXPERIENCE®

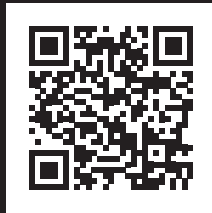
Protecting Their Human Cargo — Slave Insurance (continued)

Working individually and in groups, you will access the following QR codes:

1. California “Slavery Era Insurance Registry Report”
2. Lloyd’s of London Insurance Slave Insurance Policies from 1688–1807
3. 15 Companies You Never Knew Profited from the Slave Trade

INTEGRATED TECHNOLOGY

*California “Slavery
Era Insurance
Registry Report”*



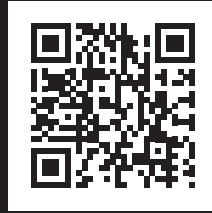
INTEGRATED TECHNOLOGY

*Lloyd’s of London Insurance
Slave Insurance Policies*



INTEGRATED TECHNOLOGY

*15 Companies You Never
Knew Profited from
the Slave Trade*



As you examine these internet sites:

- Identify the reasons for the purchase of slave insurance.
- Detail the essential information used to underwrite a slave insurance policy.
- List businesses with histories of connections to slave insurance policies.
- Analyze the trends and patterns in the documents.

Question to consider:

Is there a relationship between the current American economy and the historical use of forcibly enslaved labor? Explain.

**Note: The teacher will provide with the directions, tools, and materials needed to successfully accomplish this Elephant Experience® activity.*

Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

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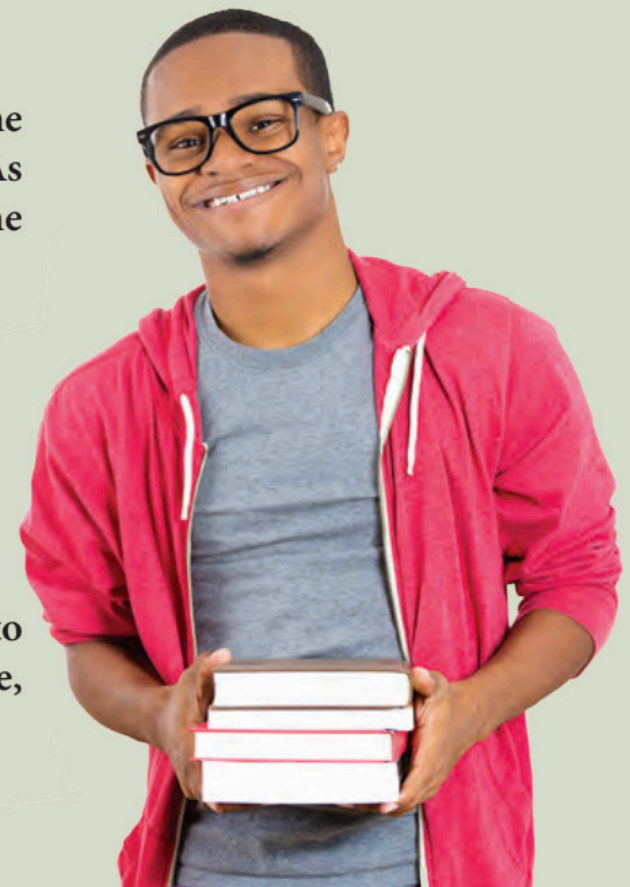
THE SIDEBAR CHATS

The Sidebar Chat allows you to have a bird's eye view of the world from different historical and cultural perspectives. As you interact with your peers in this section, you will have the opportunity to:

- reflect
- collaborate
- debate
- problem solve, and
- present information in a new way.

These conversations and learning activities will allow you to use different forms of media, technology, authentic literature, and art to extend your learning.

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“My race needs no special defense, for the past history of them in this country proves them to be equal of any people anywhere. All they need is an equal chance in the battle of life.

—Robert Smalls, U.S. Congressman, 1895

SIDEBAR CHAT

Enslavement Resistance

To ensure the cessation of enslavement, various individuals protested, resisted, and rebelled against it. Numerous methods and techniques were employed in the fight to stop enslavement. Each appearance of resistance by enslaved individuals served as an act of rebellion against the system of enslavement.

For the enslaved, uprising or rebellion was the most dramatic way they could resist enslavement. However, there were less obvious ways of resistance and rebellion that enslaved groups employed. Damaging machinery ensured work slowdowns due to the need for lengthy repairs. Kidnapped Africans could slow down the production of work through forms of sabotage (e.g., destroying fences, neglecting the livestock, deliberate destruction of plantation property, etc.).

In addition to uprising, rebellion, and resistance, enslaved people had an ally in their plight—the abolitionist. The abolitionists protested enslavement through the use of petitions to outlaw enslavement in Washington, DC. They also distributed anti-slavery pamphlets, brochures, flyers, and wrote editorials for the newspaper. They circulated William Lloyd Garrison’s *Liberator* and Fredrick Douglass’ *North Star*.

Anti-slavery orators like Angelina Grimke gave speeches at churches and university halls criticizing the institution of enslavement.

Create digital or traditional resumés for Equiano, Newton, and Cuffe.

You will need:

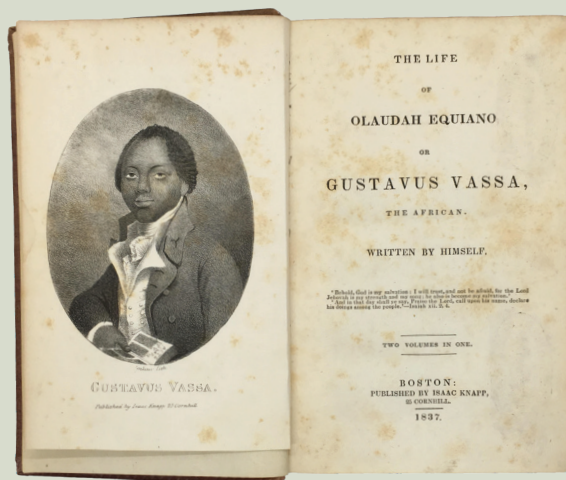
- QR codes for Olaudah Equiano, John Newton’s Autobiography (Life Story 1, 2 & 3) & Paul Cuffe
- Multimedia Viewing Protocol

Note: Your teacher will provide you with the directions, tools, and materials you will need to successfully accomplish this Sidebar Chat activity.

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN**

**BLACK
HISTORY**
365
EDUCATION

SIDEBAR CHAT



Freeman Institute® Black History Collection

OLAUDAH EQUIANO (1745-1797)

Olaudah Equiano, also known as Gustavas Vassa, was a former enslaved African, seaman and merchant who wrote an autobiography depicting the horrors of enslavement and petitioned Parliament for its abolition. In his biography, Equiano records that he was born in the Igbo region, which is now Nigeria.

According to Vincent Carretta, in his, *Equiano, the African*, Equiano may have actually been born in South Carolina. Carretta's scholarly argument is that Equiano may have fabricated his African roots to sell more copies of his book, so that the much-needed anti-enslavement messages would get out to more people. This would then help to advance the movement against the awful trade.

No one should live in constant fear. Yet, that was what life was like for Olaudah Equiano in his homeland. Abducting and selling captives all over Africa was a common practice. Olaudah Equiano's father was a village chief and Equiano's own family had a number of enslaved Africans. Olaudah's worst fear came true when he was abducted from his home and sold into captivity at age 11.

Equiano was sold many more times and ended up being shipped across the Atlantic. The conditions on the ship were extreme and inhumane—with floggings, starvation and sickness. Many prayed for death and those that committed suicide were envied. Equiano spent a short period of time in Barbados, and then he was shipped to Virginia and put to work weeding grass and gathering stones. In America, he was eventually sold to Michael Henry Pascal, a lieutenant in the Royal Navy. Equiano traveled the world, gained an education and moved to England under Pascal's ownership.

After many adventures in Canada, the Mediterranean, Montserrat, London and Central America and more, Olaudah was able to purchase...

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN**

SIDEBAR CHAT

...his freedom in 1766.

He bravely spoke out against the cruel British slave owners and set on a quest to educate the world about the evils of selling human beings and help former captives settle into new lives.

In 1787, Equiano helped Offohab Cugoano to publish Cugoano's experiences in *Narrative of the Enslavement of the Native American*. With this book, Equiano tried to convince King George III and many other politicians to abolish enslavement, but failed.

Equiano knew that one of the most powerful arguments against enslavement was his own life story. He published his autobiography in 1789: *The Interesting Narrative of the Life of Olaudah Equiano*. It became a bestseller and was translated into many languages.

The Abolition Project states that "the book began with a petition addressed to Parliament and ended with his antislavery letter to the Queen. The tens of thousands of people who read Equiano's book, or heard him speak, started to see enslavement through the eyes of a former enslaved African. It was a very important book that made a vital contribution to the abolitionists' cause."

He also shared his deeply held personal views, which guided him and compelled him to do what he had to do to fight the Slave Trade: "I was sensible of the invisible hand of God, which guided and protected me when in truth I knew it not: still the Lord pursued me although I slighted and disregarded it; this mercy melted me down. When I considered my poor wretched state I wept, seeing what a great debtor I was to sovereign free grace. Now the Ethiopian was willing to be saved by Jesus Christ, the sinner's only surety, and also to rely on none other person or thing for salvation."

Olaudah traveled extensively around Ireland and Britain lecturing and promoting his book. In 1792, Equiano married Susan Cullen and had two children. Even with a family of his own, he never stopped helping kidnapped Africans to start new lives and to become educated. Equiano fought to help them find a place in a turbulent world and to overcome their struggles without regard to his own.

INTEGRATED TECHNOLOGY

Olaudah Equiano



INTEGRATED TECHNOLOGY

Excerpts from John Newton's Autobiography (Life Story)—1



INTEGRATED TECHNOLOGY

Excerpts from John Newton's Autobiography (Life Story)—2



INTEGRATED TECHNOLOGY

Excerpts from John Newton's Autobiography (Life Story)—3



INTEGRATED TECHNOLOGY

Paul Cuffe



Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

“Just as people of all faiths and no faiths, and all backgrounds, creeds and colors banded together decades ago to fight for equality and justice in a peaceful, orderly, nonviolent fashion, we must do so again.”
— John Lewis, U.S. Congressman, Civil Rights Icon

SIDEBAR CHAT

Instructions

1. Teacher: Have questions posted and let students know that as they work through this mini lesson, they will need to think about these questions.
2. Teacher facilitates and discusses the lesson. Upon completion, teacher poses the question and allows students to discuss in their huddle.
3. Students get into the huddle and the teacher announces, “Your group will discuss and brainstorm the question.” A designated student acts as a scribe to write down responses.
4. Students will agree on the responses that will allow them to create a post for Twitter.
5. Students will exchange their first draft of the post with another group to edit and make suggestions.
6. Upon completion of the editing process, students will post their responses on Twitter, tag @BH365education, and use the hashtag #BH365sideBarChat

Questions

- Why did enslaved freedom seekers need the Canadian assistance to be successful in their pursuit of freedom?
- What types of techniques and methods were used to help stop the enslavement of human beings?
- How did writers and authors help draw attention to the horrors of enslavement?

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN DAY 2**

**BLACK
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"The cost of liberty is less than the price of repression."—W.E.B. Du Bois

OBJECTIVE

- To determine the role of insurance in the slave trade

THE WARM-UP - WHO DUN' IT?

- Students will identify formerly enslaved African Americans who made significant contributions in politics based on the clues provided.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – SLAVE INSURANCE

- Read the information slave insurance.
- <http://www.thekinseycollection.com/portfolio/slave-insurance/>
- <https://foreignpolicy.com/2017/01/16/decoder-slave-insurance-market-aetna-aig-new-york-life/>
- Identify the insurance companies who participated in the slave trade that still exist today.

ACTIVITY

- Discussion Points: Students will discuss the probing questions in a group discussion.
- Probing Questions: Why did slave owners insure human cargo?
- How were insurance policies used to protect slave owners?
- Research information about the categories that the average insurance policy for an enslaved worker contained.



Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

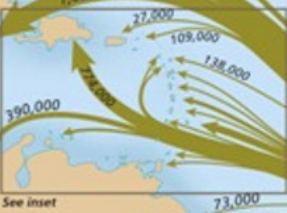
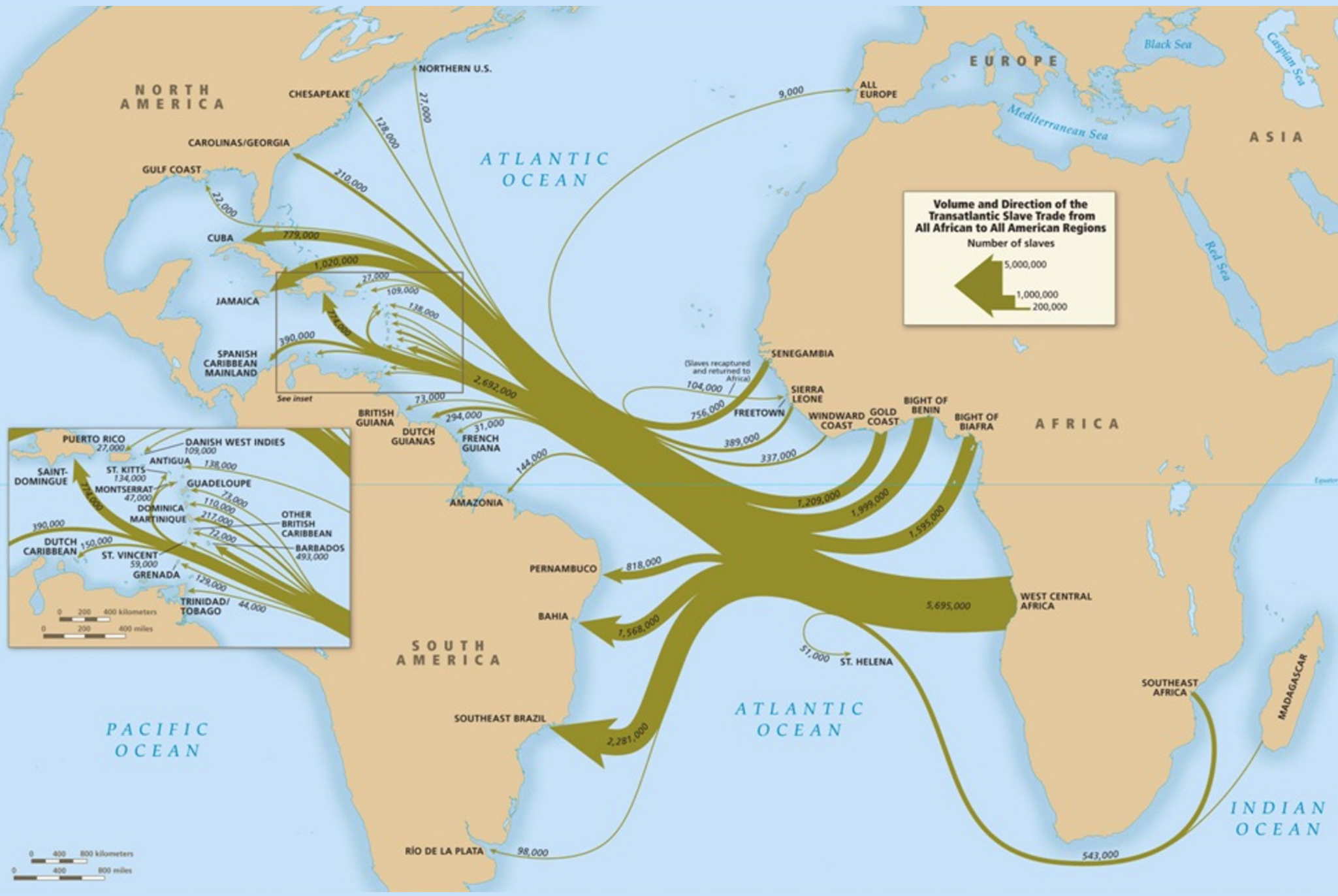
Did you know the following two maps identify how many people were kidnapped from different parts of West Africa and taken to the Americas? It is often surprising to note that only five percent of enslaved workers came to the United States. Most kidnapped Africans were taken to Brazil. Of the 12.5 million slaves transported, six million were taken to Brazil. The following outlines approximately how many kidnapped Africans were taken to the Chesapeake – 129,000; Rhode Island (Northern U.S.) – 27,000; the Carolinas/Georgia – 211,000; and the Gulf Coast – 22,000 (Biloxi and New Orleans). Fewer than 500,000 enslaved were brought to those areas, while as many as 500,000 to taken to Barbados alone. Additionally, one million were taken to Jamaica; one million to Haiti; and one million to Cuba. All of these people were brought primarily to grow sugar cane because sugar was one of the most valuable commodities at that time. Sugar was used to sweeten tea and coffee in many European nations, just as it is used today.

Guns, liquor, wine textiles, knives, coats, and other items were the kinds of goods taken from Europe and used to trade for kidnapped labor in Africa. These captured individuals possessed valuable skills that they brought with them to these new territories and were of great value to their owners. Many knew how to grow crops, make metal, weave fabrics, and speak different languages. For example, in order to grow rice, you need to know how to create irrigation systems that can water the rice fields, select the different grains of rice, and harvest the rice. Additionally, you need an understanding of how to process and cook the rice. Gumbo is an example of a West African recipe made to be eaten with rice.

Professor Joseph Harris at Howard University created a series of maps in 1990. The included map was created in 2010 using records from insurance companies because several insurance companies that still exist today, including New York Life Insurance Company based in New York, insured enslaved human beings. In the 1830s, these companies went into the southern market. Many slaveowners had enslaved workers performing labor in mines. They would purchase an insurance policy just in case the enslaved worker died in the mines. Many policies would pay between \$300 to \$500 as compensation for an enslaved worker who was killed in a mine.

Interesting Fact: During the Civil War, one of the strategies of the Northern army was to block ships that were bringing coffee from Brazil to Southern troops. The coffee was used to help the troops to stay awake. Coffee was grown by enslaved labor in Brazil.





PACIFIC OCEAN

ATLANTIC OCEAN

INDIAN OCEAN

NORTH AMERICA

ATLANTIC OCEAN

EUROPE

ASIA

AFRICA

SOUTH AMERICA

SOUTHWEST AFRICA

MADAGASCAR

Black Sea

Caspian Sea

Mediterranean Sea

Red Sea

CHESAPEAKE

CAROLINAS/GEORGIA

GULF COAST

CUBA

JAMAICA

SPANISH CARIBBEAN MAINLAND

BRITISH GUIANA

DUTCH GUIANAS

FRENCH GUIANA

AMAZONIA

PERNAMBUCO

BAHIA

SOUTHEAST BRAZIL

RÍO DE LA PLATA

SENIGAMBIA

SIERRA LEONE

WINDWARD COAST

GOLD COAST

BIGHT OF BENIN

BIGHT OF BIAFRA

WEST CENTRAL AFRICA

ST. HELENA

SOUTHWEST AFRICA

MADAGASCAR

Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

BLACK
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*"We all require and want respect, man or woman, black or white.
It's our basic human right." —Aretha Franklin*

Black Politicians

THE WARM-UP: WHO DUN' IT?

- The truth about history has a profound impact. Did you know that several African Americans were elected to office shortly after Emancipation?

Politician _____



CLUE: This U.S. senator was born to an enslaved mother and fled to freedom during the Civil War. He is the first African American to serve a six-year term in the Senate, and opened Missouri's first school for Black children.

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN DAY 3**

"For Africa to me... is more than a glamorous fact. It is a historical truth. No man can know where he is going unless he knows exactly where he has been and exactly how he arrived at his present place." —Maya Angelou

OBJECTIVE

- To introduce the Underground Railroad as a secret system used to gain freedom and examine the pivotal role played by Canada

THE WARM-UP – WHO DUN' IT?

- Students will identify formerly enslaved African Americans who made significant contributions in politics based on the clues provided.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – THE UNDERGROUND RAILROAD

- Read information about the Underground Railroad.
- <https://www.history.com/topics/black-history/underground-railroad>
- <https://www.thoughtco.com/the-underground-railroad-1773555>
- Research the following terms as it relates to the Underground Railroad – abolitionist, safehouse, conductor, and passenger.

ACTIVITY

- Discussion Points: Students will discuss the probing questions in a group discussion.
- Probing Questions: Identify the states and cities that were a part of the escape route for the Underground Railroad as identified on the map.
- Think like an Abolitionist: What strategies would you employ to keep the passengers safe and maintain the secrecy of the Underground Railroad?

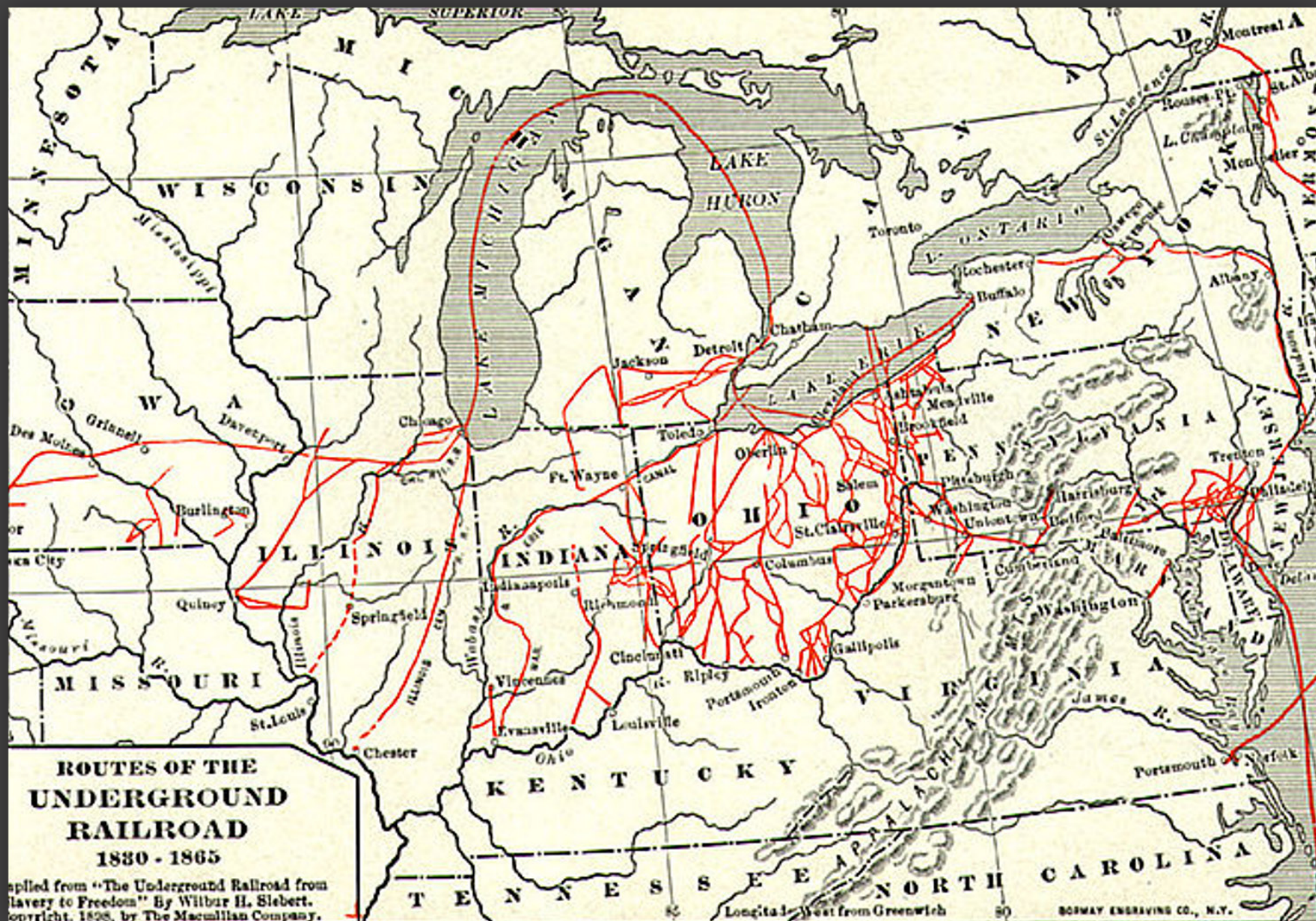


Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

Did you know in 1829, when the Negroes of Cincinnati were threatened with ruin by the enforcement of the Black Laws, they sent a deputation (delegation or lobby group) to York (Toronto) to interview the lieutenant-governor, Sir John Colborne, to find out if they would be allowed to take refuge in Canada. “Tell the Republicans on your side of the line,” replied the Lt.-governor, “that we Royalists do not know men by their colour. Should you come to us, you will be entitled to all the privileges of the rest of His Majesty’s subjects.” This position was taken by all the subsequent governors. On the eve of the Civil War, Sir Edmund Walker Head declared that Canada could still afford homes to the fugitives.

Did you know that the first federal law providing for the return of an enslaved freedom seeker was passed in 1793? The law was not too effective from the southern point of view and was amended at various times until the passage of the infamous Fugitive Slave Law of 1850. That law proved a powerful influence in creating anti-slavery sentiment in the North. Over time, an organized system of aiding the fugitives was perfected and it was given the name Underground Railroad. As the slave owners remarked, “The enslaved disappeared at some point in the South and reappeared only in Canada, as if he had gone through a long tunnel.” The “underground” is the most romantic highway this new world has known. Two Negro communities grew out of this movement—Wilberforce and Buxton—and the community of Buxton still exists today.

With a fugitive slave law that made freedom impossible, even in Boston, there was danger for enslaved freedom seekers after 1850, except in Canada. From 1850 to 1860, there, the Negro immigration that had been a trickling stream, even after the War of 1812, became a regular torrent, and thousands of people of color crossed the border every year. Ohio State University professor Wilbur H. Siebert has charted the main routes by which the freedom seekers made their way to Canada, and his map shows most clearly the important influence that the free British provinces exerted upon enslavement through their geographical location. Along the northern boundaries of New York and Pennsylvania, there were ten main points from which the freedom seekers crossed into Canada. One of the most important of these points was on the Niagara frontier — on Lake Erie, and the Detroit River taking first place. After 1850, at Fort Malden (Amherstburg), as many as 30 freedom seekers entered Canada each day. On Lake Erie proper, a considerable number entered Canada. Laws in Canada gave the Negro freedom seekers all the rights and protection of citizenship.



Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

BLACK
HISTORY
365
EDUCATION

"In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress." —Booker T. Washington

Black Politicians

THE WARM-UP: WHO DUN' IT?

- The truth about history has a profound impact. Did you know that several African Americans were elected to office shortly after Emancipation?

Politician _____



CLUE: This statesman was freed by Union troops during the Civil War and won a seat in Congress at the age of 26. He advocated for the Civil Rights Bill in 1875.

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN DAY 4**

**BLACK
HISTORY
365
EDUCATION**

"Ours is the struggle of a lifetime, or maybe even many lifetimes, and each one of us in every generation must do our part." — John Lewis

OBJECTIVE

- To examine the economics of sugar in the slave trade

THE WARM-UP - WHO DUN' IT?

- Students will identify formerly enslaved African Americans who made significant contributions in politics based on the clues provided.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON - THE ECONOMIC IMPACT OF SUGAR ON THE SLAVE TRADE

- Read information about the role sugar in the slave trade.
- <https://www.pbs.org/newshour/show/before-cotton-sugar-established-american-reliance-on-slave-labor>
- <https://www.bbc.co.uk/bitesize/guides/zjyqtfr/revision/2>
- <https://www.livescience.com/4949-sugar-changed-world.html>
- Identify why sugar was such an important commodity.

ACTIVITY

- Discussion Points: Students will discuss probing questions in a group discussion.
- Probing Questions: Research the economic impact of cotton vs. sugar in the slave trade.
- What is the impact of sugar on the Black community today?



Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

BLACK
HISTORY
365
EDUCATION

"Activism is my rent for living on the planet." —Alice Walker

Black Politicians

THE WARM-UP: WHO DUN' IT?

- The truth about history has a profound impact. Did you know that several African Americans were elected to office shortly after Emancipation?

Politician _____



CLUE: This Florida congressman was the only African American congressman in Florida's history until 1993. He became so wealthy that he bought a plantation owned by a Confederate general.

Lesson Theme: **FROM AFRICA TO CANADA** & **ALL POINTS IN BETWEEN DAY 5**

**BLACK
HISTORY**
365
EDUCATION

"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela

OBJECTIVE

- To examine the history of enslavement in Canada

THE WARM-UP: WHO DUN' IT?

- Students will identify formerly enslaved African Americans who made significant contributions in politics based on the clues provided.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON: SLAVERY IN CANADA

- Read information about the history of enslavement in Canada.
- https://www.huffingtonpost.ca/2017/06/17/slavery-canada-history_n_16806804.html
- <https://www.thecanadianencyclopedia.ca/en/article/black-enslavement>
- List the chronological timeline of enslavement in Canada.

ACTIVITY

- Discussion Points: Students will discuss the probing questions in a group discussion.
- Probing Questions: Compare and contrast the similarities and differences between enslavement in the U.S. and in Canada.
- Canada is often touted for being the promised land for enslaved Americans who escaped via the Underground Railroad. Is it significant to note that Canada also had enslavement as a part of its history? Why or why not?



Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

BLACK
HISTORY
365
EDUCATION

"You can't separate peace from freedom because no one can be at peace unless he has his freedom." – Malcom X

Black Politicians

THE WARM-UP: WHO DUN' IT?

- The truth about history has a profound impact. Did you know that several African Americans were elected to office shortly after Emancipation?

Politician _____



CLUE: This formerly enslaved man was the first African American to serve in Congress, and he served for five consecutive terms. His parents bought his family out of enslavement, and he fled to Bermuda to avoid being enslaved for a second time during the Civil War.

Lesson Theme: **FROM AFRICA TO CANADA** **& ALL POINTS IN BETWEEN**

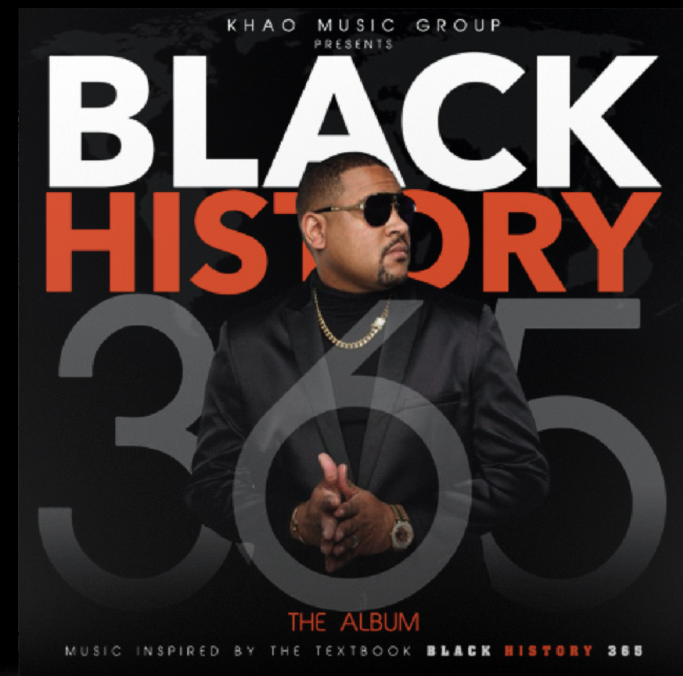
BLACK
HISTORY
365
EDUCATION

"Freedom is never given; it is won." – A. Philip Randolph

SONG

Civil War

"It's Complicated"



ALL THINGS BLACK: PAST, PRESENT, AND FUTURE

BH365 Lesson Plans

Theme: I Got Next

BLACK HISTORY MONTH CONTENT FOR TEACHERS, PARENTS, & GARDIANS

**BLACK
HISTORY
365
EDUCATION**

In collaboration with ASALH
(Association for the Study of
African American Life and History)

Lesson Theme: **I GOT NEXT**

Through the years, the passing of the torch from one generation to another has been accomplished through mentoring.

Did you know Dr. Carter G. Woodson had mentors? First his parents, then a man he'd never met, George Washington Williams, who wrote the first academic book on the Negro. Dr. Woodson's first textbook, *The Negro in Our History*, picked up where Mr. Williams' book left off.

Dr. Woodson mentored John Hope Franklin and Franklin said to Woodson, "I Got Next!" Mary Church Terrell was mentored by Frederick Douglass and Terrell said, "I Got Next!" Dorothy Height was mentored by Mary McLeod Bethune and Height said, "I Got Next!" Thurgood Marshall was mentored by Charles Hamilton Houston and Marshall said, "I Got Next!"



Dr. Carter G. Woodson
Father of Black History Month

Lesson Theme: **I GOT NEXT DAY 1**

“A mentor leaves a lasting impression—one that inspires even the greatest of leaders”

- Japera Croom

OBJECTIVE

- To examine the legacy of the Black hair care industry in the U.S.

THE WARM-UP – WHO DUN’ IT?

- Students will identify mentoring relationships and share additional information about the mentee.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – I GOT NEXT – Black Hair Care Industry

- Read about three pioneers in the Black hair care industry
- <https://historicmissourians.shsmo.org/historicmissourians/name/m/malone/>
- <https://historicmissourians.shsmo.org/historicmissourians/name/m/malone/>
- <https://www.biography.com/inventor/madam-cj-walker>
- <https://www.womenshistory.org/education-resources/biographies/madam-cj-walker>
- <https://www.npr.org/2017/02/11/514590204/nations-largest-african-american-hair-show-marks-70-years-of-Black-beauty>

ACTIVITY

- Discussion Points: Students will discuss the probing questions in a group discussion.
- Probing Questions: What role did Annie Malone play in establishing the Black hair care industry in the U.S.? How did Annie Malone mentor Madame CJ Walker?
- Describe the impact that Annie Malone, Madame CJ Walker, and the Bronner Brothers had on the Black hair care industry?

Lesson Theme: I GOT NEXT

Mentor/Mentee Relationships

WHO DUN' IT?

The truth about history has a profound impact. Did you know that several significant historical figures were authentic mentor/mentee relationships?

Yes, their mentees all said, "I Got Next!"

Mentee – John Hope Franklin



CLUE: In honor of Carter G. Woodson's request, this person spent 40 years of his life reconstructing the life of the author of *History of the Negro Race 1619 -1880*, after this mentee questioned his mentor about the authenticity of the history reflected in this first book about African Americans and finally discovered George Washington Williams' burial site in London, England.

Lesson Theme: I GOT NEXT

"Nobody makes it alone. Nobody has made it alone. And we are all mentors to people even when we don't know it." – Oprah Winfrey

The Black Hair Care Industry



Annie Malone

an American businesswoman, inventor and philanthropist. She is considered to be one of the first African American women to become a millionaire.



Madame C.J. Walker

an African American entrepreneur, philanthropist, and political and social activist.



The Bronner Brothers

a privately held, family-owned company founded in 1947 by Dr. Nathaniel H. Bronner, Sr. and his brother Arthur E. Bronner, Sr.

Lesson Theme: I GOT NEXT DAY 2

“A mentor is someone who allows you to see the higher part of yourself when sometimes it become hidden to your own view.” – Shawn Hitchcock

OBJECTIVE

- To introduce three African Americans who impacted the field of aviation and aeronautics

THE WARM-UP – WHO DUN’ IT?

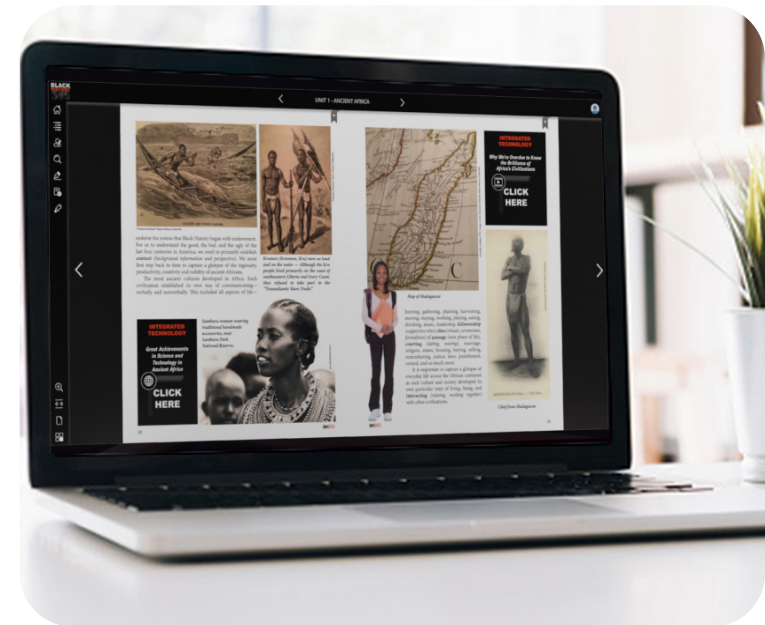
- Students will identify mentoring relationships and share additional information about the mentee.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – I GOT NEXT – Black Aviation & Aeronautics

- Read information about Bessie Coleman, Mae Jemison and Barrington Irving.
- <https://www.womenshistory.org/education-resources/biographies/bessie-coleman>
- <https://www.womenshistory.org/education-resources/biographies/bessie-coleman>
- <https://www.biography.com/astronaut/mae-c-jemison>
- <https://www.womenshistory.org/education-resources/biographies/mae-jemison>
- <https://www.coseboc.org/gathering-2018>
- <https://www.pbs.org/wgbh/nova/video/barrington-irving-barrington-was-a-rolling-stone/>

ACTIVITY

- **Discussion Points:** Students will discuss the probing questions in a group discussion.
- **Probing Questions:** List the accomplishments of Bessie Coleman, Mae Jemison, and Barrington Irving.
- How did Coleman’s, Jemison’s and Irving’s flight lift African Americans’ impact in the field of aviation and aeronautics?
- What were some of the obstacles they faced, and how did they overcome them?



Lesson Theme: I GOT NEXT

Mentor/Mentee Relationships

WHO DUN' IT?

The truth about history has a profound impact. Did you know that several significant historical figures were authentic mentor/mentee relationships?

Yes, their mentees all said, "I Got Next!"

Mentee – Thurgood Marshall



CLUE: Trained by Charles Hamilton Houston in a strategy that won the landmark Brown v. Board case that integrated public schools, this person became the first African American to serve on the Supreme Court.

Lesson Theme: I GOT NEXT

"A truly great mentor is hard to find, difficult to part with, and impossible to forget."

– Unknown

Black Aviation & Aeronautics



Bessie Coleman

First African-American Female Pilot



Mae C. Jemison

First African-American Woman
in Space



Barrington Irving

Youngest Pilot to Fly
Around the World
(This record has now been broken
by whom, and in what year?)

Lesson Theme: I GOT NEXT DAY 3

“In order to be a mentor, and an effective one, one must care.” – Maya Angelou

OBJECTIVE

- To introduce the impact of Dr. Charles Drew, Dr. Kizzkia Corbett, and Amoy Antune in the field of STEM

THE WARM-UP – WHO DUN’ IT?

- Students will identify mentoring relationships and share additional information about the mentee.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – I GOT NEXT – Black STEM

- Read the information about Dr. Charles Drew, Dr. Kizzkia Corbett, and Amoy Antune.
- <https://www.dailymail.co.uk/femail/article-5137653/A-seven-year-old-schooling-internet-neuroscience.html>
- <https://www.acsh.org/news/2017/11/17/7-year-old-future-brain-surgeon-better-science-communicator-many-%E2%80%99experts%E2%80%99-12166>
- <https://abcnews.go.com/Health/kizzmekia-corbett-african-american-woman-praised-key-scientist/story?id=74679965>
- <https://asm.org/Biographies/Kizzmekia-S-Corbett,-Ph-D>
- <https://www.cdrewu.edu/about-cdu/about-dr-charles-r-drew>
- <https://www.acs.org/content/acs/en/education/whatischemistry/african-americans-in-sciences/charles-richard-drew.html>
- List the impact of Dr. Charles Drew, Dr. Kizzkia Corbett, and Amoy Antune in their respective fields.

ACTIVITY

- Discussion Points: Students will discuss the probing questions in a group discussion.
- Probing Questions: What do the contributions of Dr. Drew, Dr. Corbett, and young Antunet demonstrate about African Americans’ impact on STEM?
- Why is it important to have more African-American representation in these fields?
- What factors do you think have kept African Americans from entering STEM fields in larger numbers?

Lesson Theme: I GOT NEXT

Mentor/Mentee Relationships

WHO DUN' IT?

The truth about history has a profound impact. Did you know that several significant historical figures were authentic mentor/mentee relationships?

Yes, their mentees all said, "I Got Next!"

Mentee – President Barak Obama



CLUE: This person often talked about being influenced by Dr. Martin Luther King, Jr., a man he never met. He later became the first African-American president of the United States.

Lesson Theme: I GOT NEXT

"If you have no critics, you likely have no success." – Malcolm X

Black STEM



Charles Drew

an African American surgeon who pioneered ways to store blood for transfusion and organized the first large-scale blood bank in the U.S.



Kizzkia Corbett

an American viral immunologist at the Vaccine Research Center - and scientific lead of the COVID-19 vaccine efforts



Amoy Antunet

S.T.E.M Ambassador, Keynote Speaker, and 9-year-old Neuroscientist

Lesson Theme: **I GOT NEXT DAY 4**

“All kids need is a little help, a little hope, and someone who believes in them.”

- Irving “Magic” Johnson

OBJECTIVE

- To introduce the impact of O.W. Gurley, Rihanna and Shaq.

THE WARM-UP – WHO DUN’ IT?

- Students will identify mentoring relationships and share additional information about the mentee.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – I GOT NEXT – Multi-preneur People Who Dominate in More Than One Industry)

- <http://Blackwallstreet.org/owgurley.com/4949-sugar-changed-world.html>
- <https://www.forbes.com/sites/antoinagara/2020/06/18/the-bezos-of-Black-wall-street-tulsa-race-riots-1921/?sh=7143025ff321>
- <https://www.biography.com/musician/rihanna>
- <https://www.businessinsider.com/rihanna-net-worth-fortune-spending-richest-female-musician-2019-6>
- <https://www.biography.com/athlete/shaquille-oneal#:~:text=Shaquille%20Rashaun%20O’Neal%20was,%2C%20in%20Newark%2C%20New%20Jersey.&text=During%20his%20years%20at%20Louisiana,a%20career%20in%20the%20NBA.>

ACTIVITY

- Discussion Points: Students will discuss probing questions in a group discussion.
- Probing Questions: Research the net worth of Gurley, Rihanna, and Shaq, and identify each of their business endeavors.
- How do you think they achieved their success?
- What skills do you think are necessary to remain relevant and pivot between various industries successfully?
- They say it takes a village – who would they need in their village to help them succeed?

Lesson Theme: I GOT NEXT

Mentor/Mentee Relationships

WHO DUN' IT?

The truth about history has a profound impact. Did you know that several significant historical figures were authentic mentor/mentee relationships?

Yes, their mentees all said, "I Got Next!"

Mentee – Kobe Bryant

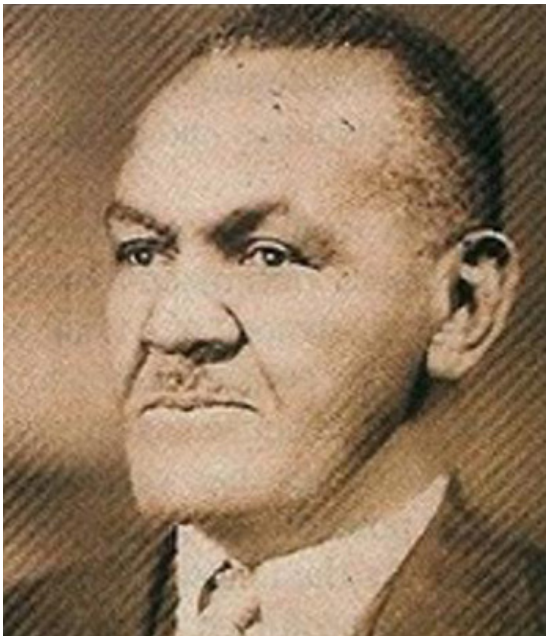


CLUE: This person tells the story of a two-year mentoring relationship with the King of Pop and displayed his moves on the basketball court.

Lesson Theme: I GOT NEXT

"Mentors build mentors." – Tony Dungy

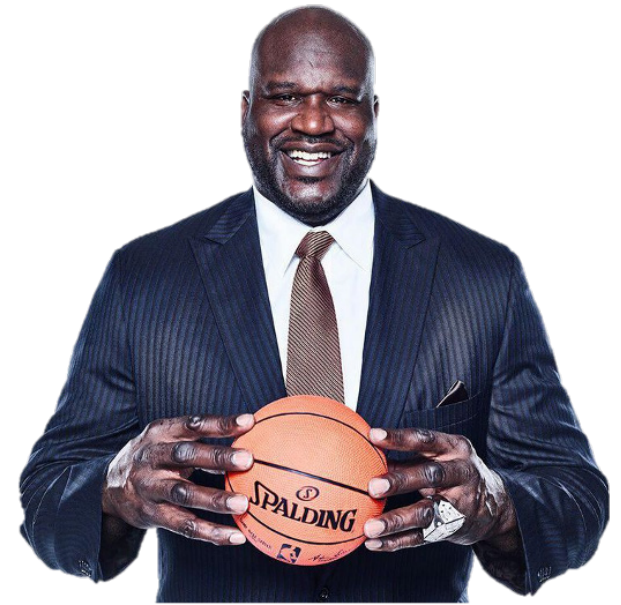
Black Entrepreneurs



O. W. Gurley
one of the wealthiest Black men
and a founder of "Black Wall
Street" in Tulsa, OK



Rihanna
singer, actress, and
businesswoman, worth
over \$600 million



Shaquille O'Neal
former professional basketball
player who owns various
businesses, including restaurants
and shopping centers

Lesson Theme: I GOT NEXT DAY 5

"It is an awful thing to hide our talent in the ground and refuse to work it."

- Maggie Lena Walker

OBJECTIVE

- Students will identify the qualities of a mentor, their own personal mentors, and how they hope to carry on the torch of a mentor saying... "I GOT NEXT."

THE WARM-UP – WHO DUN' IT?

- Students will identify mentoring relationships and share additional information about the mentee.
- Students may use their mobile phones to conduct online searches for the answers.

LESSON – I GOT NEXT – I GOT NEXT

- List ten qualities that every good mentor should possess.
- How do mentors help to shape the next generation?

ACTIVITY

- **Discussion Points:** Students will discuss probing questions in a group discussion.
- **Probing Questions:** Complete the "Who Am I?" Activity on the next page.
- Complete the I GOT NEXT activity.



Lesson Theme: I GOT NEXT

Mentor/Mentee Relationships

WHO DUN' IT?

The truth about history has a profound impact. Did you know that several significant historical figures were authentic mentor/mentee relationships?

Yes, their mentees all said, "I Got Next!"

Mentee – Dorothy Height



CLUE: This person fulfilled a dream on behalf of her mentor, Mary McLeod Bethune, by securing a headquarters in the nation's capital for the National Council of Negro Women. She also erected a statue in a Washington, DC park to honor her mentor.

ACTIVITY: I GOT NEXT / WHO AM I?

Instructions: Answer the following questions honestly.
is okay to say you do not know and you're not sure.

What do I believe? Why do I believe it?

What is my purpose?

What moral values are important to me?

Do I protect my values no matter what it cost? **OR** Do I easily compromise my values?

Am I a critical thinker?

Am I a compassionate listener (listening with genuine concern for the other person)?

Am I ready to engage as a solutionist – someone who works make the world a better place to live?

What do I want my legacy to be?



**BLACK
HISTORY**
365
EDUCATION

Source: ASALH (Association for the Study of African American Life and History)

Lesson Theme: I GOT NEXT

“Show me a successful individual, and I’ll show you someone who had real positive influences in his or her life.” – Denzel Washington

I GOT NEXT



**Identify someone you admire
(family member, celebrity, coach, etc...).**

List ten reasons why you admire them.



**Who do you want to be, and in whose
footsteps would you like to follow?**

How will you demonstrate “I GOT NEXT?”

Lesson Theme: **I GOT NEXT**

"If you don't know where you've come from, you don't know where you're going."

- Maya Angelou

**BLACK
HISTORY
365
EDUCATION**

SONG:

Icon

"90 years

all the pioneers

that appeared –

Who you got your eyes on?"

