Exploring African and African American History with Elementary Students

Presented by Saudah Collins and Martay Monroe
We are Jackson Creek!
How did the collaboration begin?
- Traveled to Cameroon (one month during the summer)
- Developed curriculum project to implement during 2017-2018 school year
- 40 hours of preparation (January-May)
- Cameroonian life past and present
- West African influence in America
Exploring African and African American History
<table>
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<th>Culturally Relevant Pedagogy</th>
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<th>Cultural Competence</th>
<th>Critical Consciousness</th>
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</thead>
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<td>Fair or Unfair</td>
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<td>Past and Present-day</td>
<td>Standing Up Against Injustice</td>
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<td>Collaboration- Partnership 1st/5th Grader</td>
<td>Similarities and Differences</td>
<td>Having a Voice</td>
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<tr>
<td>Organization- Electronic Portfolio</td>
<td>How is Africa different than what is often discussed or shown?</td>
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<tr>
<td>Traditional Portfolio</td>
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</tbody>
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PreK–2nd
Shared Chromebook
Carts/grade level

3rd-5th (One-to-One)
Students use
Chromebooks
exclusively at school
GRADE 1

Foundations of Social Studies: Families

Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

Enduring Understanding

People from various cultures are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across cultures, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.

1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members, typical food, clothing, and shelter; and the ways that families earn a living.

1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

Social Studies Literacy Skills for the Twenty-First Century

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Identify his or her place in the family, school, and community.
- Explain the importance of the connection between education and success in life.
- Identify cause-and-effect relationships.

GRADE 5

United States Studies: 1865 to the Present

Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding

Since the dissolution of the Soviet Union in 1992 and the advent of the computer age, the world has become more globally interdependent. To understand the world today and his or her role as an informed participatory citizen, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-6.1 Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of Eastern Europe.

5-6.2 Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.

5-6.3 Explain the impact of the September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.

5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.

5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.

5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that require the reliance on foreign resources.

Social Studies Literacy Skills for the Twenty-First Century

- Explain his or her relationship to others in American society and culture.
- Demonstrate responsible citizenship within local, state, and national communities.
- Identify the locations of places, the conditions at places, and the connections between places.
Changing the way we look at the role of Africa, Africans and African Influence in America
Kahoot!

Game PIN

Enter

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Create your own Kahoot for FREE at kahoot.com
North America (North America)
South America (South America)
Africa and Asia (Africa and Asia)
Australia (Australia)
We’ve only named 5 (repeat)
Continents of the World (repeat)
Europe and Antarctica
We’ve named every one...under the sun.
Aa is for Africa

Bb is for boats
How do people and goods move from place to place? How are goods and services bought or exchanged?
What are some foods commonly grown and eaten in Cameroon?
Word Clouds using

America
Mother Cameroon
Plantain rice flag
Africa United trees tea franc
flag fair bikes states
continent South
Europe Asia
people
animal

dirty
unfair
grass
plantation

america
mother
fair Africa franc
continents
USA tongue
unfair
continent

Plantain
Government
Bread
Africa Franc
Tea
Chicken
Plantation
Cameroon
Completing a DLIQ
Dance and Celebrations
# Celebrations and Important Times

Think about how your family celebrates important times (family reunions, birth of a baby, graduations). How do you and your family celebrate? Do you have music? Do you have food? Do you have decorations? Create a video response about how your family celebrates important times.

<table>
<thead>
<tr>
<th>Response</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>Anijah Brianna</td>
</tr>
<tr>
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<td>Arianna Aubrey</td>
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<tr>
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<td>D'Angelo Amari</td>
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<tr>
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<td>Humberto Ja'Kai</td>
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<tr>
<td>No Response</td>
<td>James Bryce Jacobson</td>
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<td>No Response</td>
<td>Jordan Boykin</td>
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<td>Jordan Madison</td>
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<td>Kai Newton</td>
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<td>Landyn Arashdon</td>
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<td>Lanya Aaron</td>
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<td>Lanya Samantara</td>
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<tr>
<td>No Response</td>
<td>Malik Ta'Shon</td>
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<td>Melina Genesis</td>
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<tr>
<td>No Response</td>
<td>Ms C</td>
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<tr>
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<td>Ms M</td>
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<tr>
<td>No Response</td>
<td>Sumayah Arian</td>
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<td>Sumiya Shydasang</td>
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<td>Tamya Malaya</td>
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<tr>
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<td>Tristan Tyler</td>
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<tr>
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<td>Wendy Alaysia</td>
</tr>
<tr>
<td>No Response</td>
<td>Zhyere Kersten</td>
</tr>
</tbody>
</table>

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Shared with All Students in Brothas and Sistas: Cameron Learning Buddies

Add a student response
Christmas
Halloween
HAPPY KWANZAA
Kwanzaa, Kwanzaa celebration.
Quizizz
Issues of Social Justice
Do you think it is fair for the government to suspend internet service because they do not like protests against government decisions?

No it is not fair because it is needed in education at school and work.
It is not fair because they don't have a choice to or not to use the internet.
No it is not fair because we need internet to look up things on google if we don't know something.

Do you think it is fair for the government to suspend internet service because they do not like protests against government decisions? No because we it will be very hard to to get access to your work and you need internet. If you do not have anything to do
You are going to write an autobiographical poem. Ask an adult the following questions. They can help you write the answers. Do not worry if there are no answers for each.

Where were you born?


Why were you named your name?


What are some traditions, or important times that are special for your family (family reunions, birthdays, holidays)?


What are some the favorite foods eaten during these times?


Where is your family from (in the USA and outside of the USA...list any known continents and/or countries)?


I am ____________________________

I am the ________________________ of ____________________________

Born in ____________________________

Named ____________________________

I am a child of ____________________________

I am ____________________________

I like ____________________________

I ____________________________

I ____________________________

I am down for ____________________________

I stand up ____________________________

I believe ____________________________

I am ____________________________
Saudah Niema Tubbs Collins

I am Saudah “Dah-Dah” Collins

I am the daughter of Beverly, Dwayne Shakir, and Titus.

Born in Los Angeles, California

Named by my older sister, Nykole

I am a child of family reunions, grandma’s chocolate cake, and long family trips.

I am Saudah Niema Tubbs Collins

I like traveling around the world and the comforts of home.

I am hopeful.

I have been blessed with many gifts.

I am down for kind hearts and quiet walks.

I stand up against hatred and injustice.

I believe every person has greatness that can be used for the greater good.

I am Saudah Niema Tubbs Collins.
So, what did they learn?
Final Thoughts...
Message to the Students

and/or

Comments, Questions

Using

Seesaw