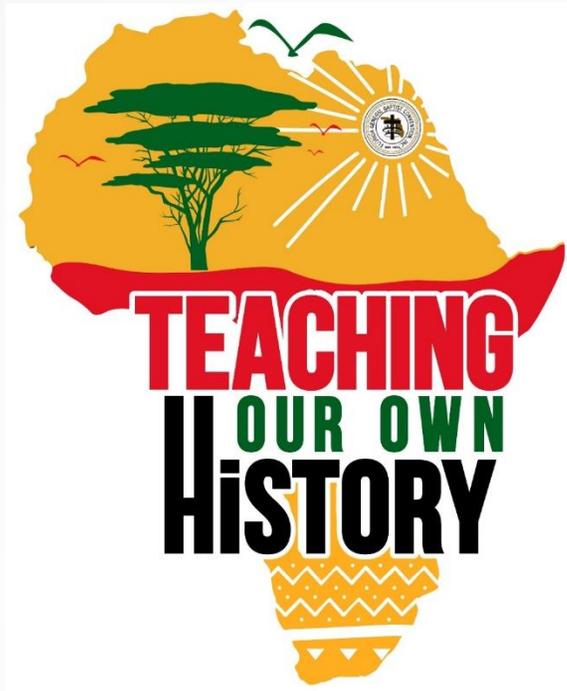


# COMPENDIUM OF CURRICULUM RESOURCES



*Presented the Twenty-Seventh Day of February  
The Year Two Thousand Twenty-Four  
At the "Teaching Our Own History" Symposium*

*Held at the Bethel Missionary Baptist Church  
Reverend Dr. RB Holmes, Host Pastor  
224 North Martin Luther King Jr., Boulevard  
Tallahassee, Florida 32301*

*Reverend Dr. RB Holmes, Jr., Chairman*  
**"Teaching Our Own History" Task Force**  
*Dana Thompson-Dorsey, JD, PhD*  
*Chair, Curriculum Committee*



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*Reverend Dr. Carl Johnson, President  
The Florida General Baptist Convention, Inc.*

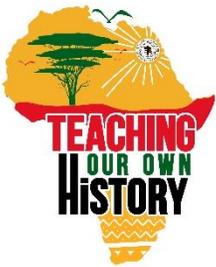


**Greetings in the Name of our Lord and Saviour:**

**The Florida General Baptist Convention, Inc.**, through its Social Justice Ministry, chaired by **Reverend Dr. RB Holmes**, is fully committed and supportive of the mission and goals of the **“Teaching Our Own History Task Force.”** I wish to particularly commend this outstanding task force for their faithful commitment and dedication.

In April of 2023, at the Convention’s Annual session in Orlando, Florida, the Florida General Baptist Convention, Inc. held a major press conference announcing the critical need for a comprehensive history of African Americans. Yes, in the midst of political rhetoric and conservative backlash, we could not stand idly by and ignore the misinformed voices. Our children, our communities and our country need to have the truth, the whole truth and nothing but the truth.

As one of the largest Baptist organizations in Florida, we applaud the dynamic work of the Task Force. The symposium is just the beginning. We are pleased to announce that over fifty churches and organizations have expressed an interest in organizing **“Freedom Schools”** across the state. The establishment of these schools will be a powerful source of education, information and inspiration. Additionally, ***our Convention will be providing training opportunities for Christian educators during the various Congresses of Christian Education, held throughout the state in over twenty-five jurisdictions, impacting thousands of congregants.*** We will also have a major training session at the Convention’s Annual Session in April and at the annual statewide Congress of Christian Education in August. We anticipate that the Florida model will be further duplicated and replicated throughout the nation through our national Convention. **Thanks be to God for this tremendous initiative.**



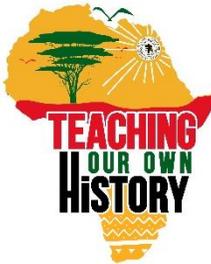


*Reverend Dr. RB Holmes, Jr., Chairman  
The Teaching Our Own History Task Force*

**Our mission** is to prepare, publish and present an authentic, accurate and factual model that teaches African American history, culture, experiences and substantial contributions of African Americans in the state of Florida's K-12 curriculum and other educational venues.

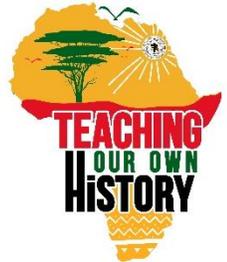
I wish to thank **Dr. Dana Thompson-Dorsey**, Chair of the Curriculum Committee, for her extraordinary leadership in guiding this initiative. On Tuesday afternoon, **we will present to the Governor, the Commissioner of Education and the Board of Education a factual, accurate teaching of African American history in our public schools.** Let me be clear: An enslaved people didn't derive and benefit from slavery. Slavery was brutal, treacherous, sinful and unscrupulous. Furthermore, African American history does not lack educational merit or significance. The level of discourse relative to teaching our own history will certainly be elevated to another level for national conversation, moral integrity, and veracity in teaching.

Thank you for joining with this movement as we intentionally and comprehensively *"Remember the Past... Redefine the Present  
...and Reaffirm our Future!"*



## Mission

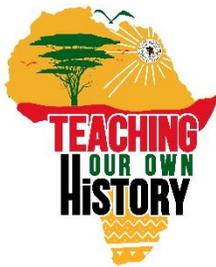
*To prepare, publish and present an authentic, accurate and factual model that teaches African American history, culture, experiences and substantial contributions of African Americans in the state of Florida's K-12 curriculum and other educational venues.*



## Objectives

1. To encourage the **accurate and unbiased teaching of African American history**, culture, experiences and invaluable contributions in the state of Florida and this nation
2. To develop strategies and solutions to **support and strengthen public education in marginalized communities**
3. To develop and adequately support **40 "Freedom Academies"** across the state of Florida
4. To create significant **after school programs for students in Title One schools** in marginalized communities across the state of Florida, using an age appropriate African American History Curriculum to strengthen reading, writing and mathematics skills
5. To create **summer "Freedom Schools"** to teach youth the importance of African Americans contributions, self-respect, personal responsibility, and African American contributions
6. To empower and encourage the three **private HBCUs in Florida to develop laboratory schools** on their respective campuses by 2025
7. To cultivate and **create partnerships with foundations, businesses and philanthropists** to support programs and events that consistently celebrate the contributions of African American history, culture, literature, faith and heritage

# HOW WE GOT HERE



**By Reginald K. Ellis, PhD**

***Provost Professor of Community Engagement,  
Outreach and Research  
Florida A&M University***

**and Larry E. Rivers, PhD**

***Distinguished Professor of History  
Florida A&M University***

Since before 1619, African Americans have played a vital role in developing the United States of America. From artisans, craftsmen, scholars, scientists, political, religious, and business figures, black Americans have pushed this nation closer to the ideals outlined in the United States Constitution. The history of blacks in America should not be viewed as linear --- in that there is no straight line from the institution of slavery to the election of the first black president of this nation, Barack Obama. African American history, as pronounced by Carter G. Woodson, Leon Litwack, and James N. Eaton, is, indeed, the history of America. From the very foundation of the United States of America, black folks have yearned and struggled for the same basic rights that most Americans take for granted --- freedom, justice, and equality. From the American Revolution to the Civil War, to the Spanish-American War, to WWI, WWII, the Korean War, the Vietnam War, and finally, the twenty-first-century battle against terrorism, black folks --- men and women willingly laid their lives down to ensure their children and grandchildren lived in a nation governed by the principles of democracy for all people, regardless of race, color, or creed.

Thus, this curriculum was designed for learners of all ages. The authors of this work sought to demystify the role that black Americans played and continue to play in the making of America. Moving beyond the ahistorical contributions' traditional telling of African American History --- a type of history that only highlights key black figures, movements, and inventions offered by black folks, this study attempts to provide a more holistic understanding of the role, trials, tribulations, and victories that black people had in the creation of America as we see it today. Inasmuch, the authors of this curriculum wisely began at the beginning --- a time before black people populated the Americas. From the great West African empires of Mali, Ghana, and Songhay, this curriculum takes our learners from the shores of West Africa, across the dangers of the Atlantic Ocean via the Middle Passage, through the Caribbean, and finally to America. Every place their involuntary migration led them to during the 15th century helped to develop the diaspora that we now consider in the United States of America to be the African American experience.

# HOW WE GOT HERE

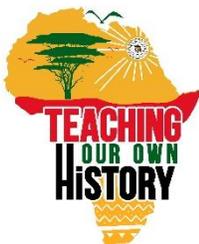
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Nonetheless, there has been a cultural war to exclude the experiences of African Americans in the making of America. This is not new. The aforementioned historian, Carter G. Woodson, became, primarily, the first scholar to fight for the inclusion of African American history into the curricula at the primary, secondary, and collegiate levels during the early twentieth century. From the days of Woodson to the Civil Rights movement of the late 1950s and early 1960s, African American history courses have sprung up across the country to fill the shortage in telling the story of African Americans in the United States. These programs had one thing in common. They sought to include the experiences of African Americans in America's history. Yet, efforts still abound today that seek to omit the experiences of African Americans from the curricula of American history. To deal with this blatant omission, this curriculum offers a structure for doing an objective, well-balanced study of the meaning of the black experience in America from Ancient Africa to the present. It will prepare both black and white students to relate better to a multicultural society by confronting the many racial challenges in American society today. This curriculum will also assist white students with understanding themselves and their culture better, both in its negative and positive aspects.

First and foremost, this study will start with Ancient Africa, the involuntary uprooting of millions of Africans, and their migration to the Americas during the 15th century. Succeeding chapters will focus on the struggle of essentially enslaved Africans during the slave trade, the colonial period, the American Revolution, the antebellum period, the anti-slavery movement, and the Civil War. As newly freed black Americans, this curriculum will explore the postbellum period, specifically the Reconstruction Period, and the overall plight of African Americans during the late nineteenth and twentieth centuries up to the present. More specifically, the curriculum will also explore the role enslaved blacks and later African Americans played in building the Southern agricultural system, in education, in religion, in sports, in entertainment, and in the struggle for fundamental human rights.

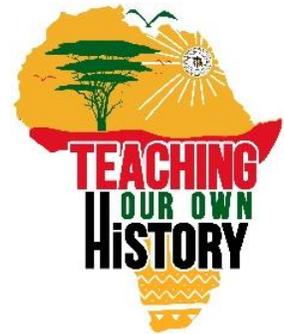
Unlike most primary and secondary history curricula, this curriculum will assist students in their efforts to recall, translate, extrapolate, compare, contrast, and interpret what they have read while logically moving to higher cognitive levels. Students will, therefore, develop skills that can be transferred to other subjects and be used throughout their lives. While including various cognitive skills, the curriculum views the African American experience through a prism for understanding the total American experience, especially the constant search for complete freedom, justice, and equality in American society.

By the end of this curriculum, a balanced story of the resourceful perseverance of African Americans in carving out viable lives in a society hostile to their presence will be told. Students will leave this curriculum appreciating the complex and complicated lives that African Americans have lived since their involuntary arrival to America and their many accomplishments over harsh conditions and adversity.



# “TEACHING OUR OWN HISTORY”

## AFRICAN AND AFRICAN AMERICAN CURRICULUM OUTLINE



### Background:

*This African and African American<sup>1</sup> History Curriculum Outline was created to address the intentional erasure of Black history teachings from schools in Florida and nationwide. Black history is American history and should be taught all year, not just in February during Black History Month.*

*The Curriculum Outline's recommended content can be made age-appropriate and taught in K-12 core courses (e.g., ELA, science, math, social studies, history, etc.) and at every grade level. In addition, in this outline, our team emphasizes that Black history did not begin in the Americas but originated with the many Kingdoms and Queendoms in Africa, where humankind also began.*

*Our team developed the Curriculum Outline as a guide comprising factual accounts of historical events involving or directly impacting Black people for educators, both formally and informally trained, to use when teaching children – all children, not just Black children – about African and African American History.*

*The suggested content in the outline may be added to any Black History curriculum educators are currently using. Numerous Black History curriculum programs are available nationally for educators to use, so we are not endorsing any particular program. However, our team referred to a few programs to support our thinking as we curated the content for this outline, which is cited on our reference page at the end of this document.*

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<sup>1</sup> This document uses the terms “African American” and “Black” interchangeably. Although our team believes that all Black people in the United States are descendants of Africa, we recognize and respect that Black people want to acknowledge their identities and connections to other ethnic backgrounds, such as the Caribbean Islands and South America. As such, we also use the word “Black” to include the myriad ethnic identities, cultures, and histories of the African Diaspora.

**Introduction:**

Imagine! You wake up in the middle of the desert, forgetting how you got there. You're wondering about where you have been and who you are. Wouldn't you want to know where you came from? Did you leave voluntarily, or were you taken? Were you alone, or were other people with you who dispersed to other places? The answers to these questions would be foundational knowledge for you to craft a vision to guide subsequent decisions toward your fate.

This is precisely the situation of our youth today. They are lost and are looking for direction. They are looking for answers about who they are. Where do they come from? How did they get here, and why? The answers to these questions are not only a layer of knowledge to build their value system. They are equally foundational to our youth's ability to make quality decisions rooted in a vision to arrive at success.

Our youth, to make impactful decisions within a complex, ever-evolving, and multicultural society, need to be prepared to think critically, not only from their perspectives but from their community, national, and international perspectives. Especially in the Americas and the Caribbean, once called the New World, where their ancestors have been scattered and built nations and contributed immensely to humanity despite the obstacles and the negative narratives that mired their existence.

There needs to be an effective tool available to gather critical information, such as history, to assist educators in delivering an effectual concept of the decision-making process to youth and young adults of African descent. Too many Black youth and young adults are not making wise decisions due to a lack of access to factual historical and present-day information and appropriate and effective resources. Resources are not available to include knowledge of self, cultural pride and the process of decision making.

This product aims to be a tool for influencers of youth and young adults such as educators, Community Leaders, Youth Ministers, and parents. This tool will assist influencers in leading the youth (6<sup>th</sup>-12<sup>th</sup> grades) to obtain foundational knowledge to think critically during their life journey. The influencers need to moderate the language based on the maturity of the youth and grade level. The product has eight significant parts:

**Part I - Learn about humankind beginning on the Continent of Africa**

- A. Fossils of early human ancestors found in South African caves are considered 3.4 – 3.6 million years old, older than those previously found in Morocco and Ethiopia.
- B. Southern Africa is consistently placed as the region for the evolution of *Homo sapiens*. Using traditional and new science approaches, scientists estimate the first modern human population divergence between 350,000 and 260,000 years ago.
- C. Cradle of Civilization

## Part II - Seven major African Kingdoms

before slavery, their rise and fall within the context of Security, Economy, Diplomacy, Information, and Immigration) and where most of the New World Africans (NWA) came from.

- A. Dahomey Empire
- B. The Songhai Empire
- C. Ethiopian Empire
- D. Ghana Empire
- E. Ife Empire
- F. Hausa Empire
- G. Wolof Kingdom (Senegal)
- H. Kingdom of Kongo (Belgian atrocities in the Congo, Rwanda, Burunda; see King Leopold)
- I. Kush Empire (after 2000 years) became Nubia
- J. Egypt
- K. Kingdom of Zimbabwe
- L. The Partitioning of Africa: What was the Berlin Conference of 1884-1885?

## Part III - Christian empires of Europe that engineered the African Slaves Trade

- A. Triangle between Africa, Europe, and the New World (Americas and the Caribbean).
- B. Map of Europe, Africa and the New World is required)

## Part IV– The New World African (NWA)<sup>2</sup> Journey (1500 -1619)

Overview of the African Journey into the New World (Caribbean, South America, etc.; colonialism, and the fall of the Kingdoms of Africa)

- a. Captured/Sold
- b. Transatlantic Passage
- c. Scattered - Where are they scattered:
- d. Auctioned- Off
- e. Resold
- f. Slavery
- g. Slave Revolts
- h. Successful Revolutions

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<sup>2</sup> Who Are The New World Africans (NWA)? Introduce the New World African (NWA) concept: Nwa means black in Ayisyen (Haitian Kreyol) and we have adopted it to mean New World Africans. Often, we use the term African or Africans in a collective sense, regardless of where they are or their nationalities. To be specific, we usually differentiate the diaspora as those Africans who are living outside of Africa. However, within the diaspora, we highlight the peculiarity of those who suffered the indignation of being sold, shipped, and enslaved by the Christendom (catholic and protestant) to build the New World (the Americas and the Caribbean) as “NWA” or New World Africans. The peculiarity of NWA people is from their collective experiences as survivors of the worst form of slavery imposed on humanity. Furthermore, the collective consciousness of NWAs help diminish the effect of the minority mindset in most of the nations they find themselves part of, such as the U.S., Canada, Latin America and some of the Caribbean countries.

- B. Among what European kingdoms were the NWAs scattered in the New World?
- a. What year did Christendom, under the power of the Pope in Rome, embarked in colonizing Africa and created the Atlantic Slaves Trade?
  - b. What year did the first NWAs were shipped to the New World and Where?
  - c. What Nationalities are the NWAs today in the New World (show map for exploration)?
    - i. Name the Nations
    - ii. Show the Flags
    - iii. Name the Languages
    - iv. Name the Religions
- C. NWA's population in each country
- 

### **Part V – The New World African (NWA) Forcibly Migrated to the USA in 1619.**

#### **A. (Enslavement 1619 - Emancipation 1865)**

1. Captured/Sold - Where were the slave ports in West Africa that most enslaved people were captured and sold.
2. Transatlantic Passage - Name the main ports in the US where African Slaves disembarked? Name the States that bought and sold enslaved African in the U.S.?
3. Auctioned-Off and Resold– Where the main auctions took place (main auction blocks)?
4. **Slavery - The Economics of Slavery (e.g., rice, sugar, cotton, tobacco)**
  - a. Where were the largest plantations in the U.S.?
  - b. Describe the life of an enslaved African in the US?
  - c. Describe the life of an enslaved African in Florida?
  - d. Were there any laws that protected the lives of the enslaved ?
  - e. Were there different types of enslaved Africans ?
  - f. What did the enslaved Africans have in common?
  - g. What did the enslaved Africans have in common?
  - h. What did the enslaved Africans suffer in common?
  - i. Did their conversion to the master's religion alleviate their misery?
  - j. Could enslaved Africans worship in the same house of worship with their masters since they shared religion?
  - k. Why were the enslaved Africans, in many instances, forced to be Christians but yet were forbidden to learn to read or write?

#### **5. Enslaved Africans Contributions**

- a. Their roles in the Agricultural Revolution
- b. Impact of Enslaved Africans during the Industrial Revolution (beginning in 1793)

- c. Building the U.S.
- d. Phillis Wheatley – Famous poet and enslaved woman. In 1773, she published her poems in a book and was freed the same year. Read her poems to General George Washington.

#### **6. Black Abolitionist Movement**

- a. Frederick Douglass
- b. Black Women Abolitionists
  - i. Harriet Tubman (Underground Railroad)
  - ii. Sojourner Truth
  - iii. Maria Stewart
  - iv. Frances Ellen Watkins Harper
  - v. Sarah Mapps Douglass
- c. Free Blacks
- d. Black Militancy Movement
- e. Northern Black Churches in Anti-Slavery Movement
- f. Black Newspapers in the Anti-Slavery Movement
  - i. Samuel Cornish
  - ii. John B. Russwurm
- g. Reverse Underground Railroad - Enslaved Africans Escaping from the US South to British Caribbean Islands

#### **6. Slave Resistance - Significant Enslaved African/Indentured Servant Rebellions**

- a. Nathaniel Bacon's Rebellion (1675)
- b. New York City Uprising (1712)
- c. Stono Rebellion (1739)
- d. Haitian Revolution (1791 - 1804)
- e. Gabriel Prosser Revolt (1800)
- f. Andry's Rebellion (aka German Coast Uprising of 1811)
- g. Denmark Vesey Conspiracy (1822)
- h. Nat Turner (Southampton Insurrection - 1831)
- i. The Amistad Mutiny (1839)
- j. The Creole Mutiny (1841)

#### **7. White Counter-Resistance - Laws Maintaining Social, Economic, and Political Control**

- a. Virginia enacted slave codes in 1639 - based on the 1661 English slave code employed in Barbados, which became model for Southern colonies
- b. Three-Fifths Compromise in the US Constitution (1787)

- c. The Fugitive Slave Act of 1793
- d. The Missouri Compromise (1820) and the Kansas-Nebraska Act of 1854
- e. The Fugitive Slave Act of 1850
- f. The Compromise of 1850
- g. *Dred Scott v. Sandford* (1857) - US Supreme Court case about the citizenship and rights of formerly enslaved African: Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen? Short answer: **NO! This case was the impetus to the Civil War.**
- e. Homestead Act of 1862

#### 8. Antebellum Race Riots (1829 - 1851)

#### 9. The Evolution of African/Black Education in the US

- a. Enslaved Africans Secretly Receiving an Education
- b. Free Blacks Receiving an Education
  - i. The Establishment of Black Higher Education
    - 1. **Cheyney University (PA) (Initially founded as The African Institute in February, 1837 and changed to the Institute for Colored Youth in April, 1837 by Quaker philanthropist, Richard Humphreys)** - First Black educational institution in U.S. to train descendants of the African race to become teachers (not degree-granting). Some notable graduates, such as Bayard Rustin (openly gay civil rights activist), Ed Bradley (CBS journalist), William “Billy” Joe (professional football player and coach), and Robert Bogle (President of *The Philadelphia Tribune* newspaper)
    - 2. **The Lincoln University (PA) (Initially founded as Ashmun Institute in 1854 by Presbyterian minister and abolitionist, John Miller Dickey, and a site of the Underground Railroad)** - First 4-year, college degree-granting HBCU in the U.S. Began as an all-male college with notable graduates, such as Thurgood Marshall, Langston Hughes, Nmandi Azikiwe (first President of Nigeria), Kwame Nkrumah (first President of Ghana), and Roscoe L. Browne (actor). Became co-ed university admitting women in 1952 and a state-related institution in the Commonwealth of Pennsylvania in 1972.

#### 10. Civil War (1861-1865)

- a. Reasons for Civil War
- b. Role of Black people fighting in the Civil War

#### 11. Civil War Race Riots (1863)

### Part VI. Emancipation 1865 - Jim Crow 1896

A. Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863

1. Emancipation for the Enslaved was on June 19, 1865 - The day the last enslaved Africans were informed they were free in Galveston, TX
2. June 19, 1865, became known as Juneteenth, which President Joe Biden signed into law as a federal holiday in 2022.

B. Reconstruction Period - 1866-1877 (First Civil Rights Movement)

1. Freedmen's Bureau Created in March, 1865
  - a. Freedmen's Bureau Act of 1865
  - b. Freedmen's Bureau Act of 1866
2. January 16, 1865 - General William Tecumseh Sherman issued Field Order No. 15, which redistributed about 400,000 confiscated acres of land in Lowcountry Georgia and South Carolina in 40-acre plots to newly freed Black families. The Freedmen's Bureau gave legal title for 40-acre plots to African Americans (i.e., 40 acres and a mule) and white southern unionists. President Andrew Jackson returned most of land to the former White slaveholders.
3. Shaw University founded in 1865, first HBCU in the South
4. The 13th Amendment to the Constitution ratified on December 6, 1865 marked the abolition of slavery in the U.S.; Did the formerly enslaved Africans automatically become Americans? If not, what were they?
5. Black Codes in the South
6. Civil Rights Act of 1866 – Became template for the 14<sup>th</sup> Amendment
7. 4<sup>th</sup> Amendment to the Constitution ratified on July 9, 1868, granted citizenship; Did the formerly enslaved Africans become fully citizens with all the rights afforded to others? If not, what was missing?
8. 15<sup>th</sup> Amendment to the Constitution ratified on February 3, 1870, granted the right to vote; were there obstacles for them to exercise that right? Was that right protected by the Federal Government?
9. Reconstruction and post-reconstruction race riots (1866 - 1899)
10. The Slaughterhouse cases (1873) - This was the U.S. Supreme Court's first interpretation of the 13th and 14th Amendments. The Court severely narrowed the protection of the Privileges and Immunities Clause of the 14th Amendment to National citizenship rights instead of state rights. The U.S. Supreme Court also interpreted the main purpose of the Equal Protection Clause as protecting the rights of newly freed slaves, but it limited the States' requirement to protect Black people to individual rights and reduced the protects race-based discrimination only, and made newly freed Blacks defenseless
11. Civil Rights Act of 1875
12. Black men holding political office
  - a. Over 600 Black men held office in state legislators

- b. In 1875, Blanche Bruce, a Mississippian, was the first Black man to serve a full-term in the U.S. Senate

### 13. Compromise of 1877

#### D. Educating the Formerly Enslaved

- a. Formerly enslaved Black people joined together, with help from abolitionists and Black people from the North, to create schools to educate themselves.
- b. Hampton Normal and Agricultural Institute was founded in 1868 – Booker T. Washington graduated from here. It later became Hampton University.
- c. Booker T. Washington took over administrative responsibilities at the Tuskegee Institute in 1881 to train Black people to become teachers. Tuskegee Institute later became Tuskegee University.

#### E. Black Churches Support for the Formerly Enslaved in the South

- 1. Black churches started opening in the South during and after Reconstruction - Became the home for political activism, location for educational hubs, and source of encouraging Black pride and race-consciousness.

- F. The Second Morrill of 1890 - Required the federal government to create land-grant higher education institutions for Black students. There are 19 land-grant HBCUs: Alabama A&M, Alcorn State University, Central State University, Delaware State University, Florida A&M University, Fort Valley State University, Kentucky State University, Langston University, Lincoln University of MO, North Carolina A&T State University, Prairie View A&M University, South Carolina State University, Southern University, Tennessee State University, Tuskegee University, University of Arkansas Pine Bluff, University of Maryland Eastern Shore, Virginia State University and West Virginia State University.

- G. *Plessy v. Ferguson* (1896) - Separate by Equal by Law (*de jure* segregation)

#### H. Why and how did Reconstruction fail newly freed Blacks?

- 1. Economic Opportunities and Wealth Denied
- 2. Lack of Quality Education

## Part VII. Jim Crow 1896 - Civil Rights Movement

### I. The Horror of the Jim Crow Era

- A. Separate-but-Equal - Segregating whites from non-whites in public and private spaces (e.g., schools, restaurants, hotels, parks, businesses, employment, housing, military etc.). Non-white people, particularly Black people due their historically recognized social and racial inferiority, were arrested, beaten, and even killed if they violated this legal practice.
- B. Racial violence and race riots (1900 - 1951)
  - a. Atlanta Race Massacre (1906)
  - b. Race Riots of 1919 (Red Summer)
  - c. The Ococee, FL Massace (1920)
  - d. Tulsa Race Massacre - Black Wall Street (1921)
  - e. Rosewood, FL Massacre (1923)

- C. Lynchings to terrorize and control Black people
    - I. From 1882 to 1968, 4,743 lynchings occurred in the U.S., according to records maintained by NAACP.
    - II. The highest number of lynchings during that time period occurred in Mississippi, with 581 recorded. Georgia was second with 531, and Texas was third with 493.
  - D. Eugenics Program and forced sterilizations of Black women (1929 – 1973)
  - E. The Tuskegee Syphilis Experiment (1932 – 1972)
- II. Organizations and Black Activists Resisting Jim Crow and Discrimination
- A. W.E.B. Du Bois - Author, civil rights activist, father of organized Pan-Africanism. 1900 - helped organize and showcase the Paris Exhibit.
    - a. 1909 - co-founded the National Association for the Advancement of Colored People (NAACP).
    - b. 1919 - organized the first Pan-African Congress
  - B. Development of NAACP in 1909 - Grew out of Black people discussing and wanting to address racial violence (i.e., lynchings) and defacto and de jure segregation)
  - C. Development of The National Urban League in 1910, formerly known as the National League on Urban Conditions Among Negroes
  - D. Madam C. J. Walker – First woman self-made millionaire
    - a. Made her wealth selling hair products and straighteners in the early 1900s- Walker Manufacturing Company
    - b. Employed and trained over 40,000 saleswomen and men in the U.S., Caribbean, and Central America
  - E. Role of the Black Church
    - 1. The greatest growth of churches in America occurred between 1865-1905 due to the establishment of more than 30,000 Black churches with over 3 million members.
    - 2. Theological battles about biblical history and interpretation was secondary to basic social injustices brought on by racism. The Black Church laid the foundation for the crusade that would transform into the Civil Rights Movement
    - 3. Contributions of Black women to the church
    - 4. Black missionaries traveling internationally.
  - F. Carter G. Woodson - American historian known as the “Father of Black History.” He founded the Association for the Study of Negro Life and History (ASALH).
  - G. Wallace Fard Muhammad found the Nation of Islam (1930)
  - H. The Julius Rosenwald Fund – A school building fund program for African American communities to build and supply schools for Black students between 1913 and 1932.

- III. Great Migration - 1910
  - A. Black people moved from the South to Northern, Midwestern and Western states to escape racial violence, pursue economic and educational opportunities, and to escape Jim Crow oppression
  - B. Growth of the Black middle-class
- IV. Harlem Renaissance - 1920s - 1930s
  - A. Black Leadership in the Cultural and Artistic Revolution
    - a. Cotton Club
    - b. Apollo Theater in Harlem
  - B. A coming of age in which the social disappointments experienced through Jim Crow were transformed into racial pride.
  - C. The Harlem Renaissance included poetry, prose, painting, sculpture, jazz, swing, opera and dance.
  - D. Contributors:
    - a. Intellectuals - W. E. B. DuBois, Marcus Garvey, Walter C. White, Alain LeRoy Locke
    - b. Performers - Paul Roberson, Josephine Baker, Hattie McDonald, Billie Holiday, Marian Anderson
    - c. Poets and Writers - Langston Hughes, Zora Neale Hurston, Effie Lee Newsome, Paul Laurence Dunbar, Countee Cullen
    - d. Musicians - Louis Armstrong, Duke Ellington, Count Basie, Cab Calloway, W.C. Handy
  - E. The Cultural and Artistic Revolution occurred in Cleveland, Los Angeles, Detroit and other cities shaped by the Great Migration
- V. World Wars
  - A. World War I - 1911 - 1914
    - 1. The African American Infantry Unit
    - 2. 104 Black medical doctors volunteered to serve in WW 1. They cared for soldiers of all Black 92nd and 93rd Divisions. Most were graduates of Meharry Medical College, Howard University College of Medicine and Leonard Medical School at Shaw University in North Carolina.
  - B. World War II – 1941 - 1945
    - 1. Tuskegee Airmen, 92nd Infantry Division (Buffalo Soldiers), Red Ball
    - 5. The Armed Forces desegregated in 1948.
- VI. NAACP Legal Defense Fund, with Charles Hamilton Houston and Thurgood Marshall as lead attorneys, brought lawsuits challenging the separate-but-equal doctrine in higher education (legal cases from 1930s -1950)
  - A. *University of Maryland v. Murray* (1936).
  - B. *Missouri ex rel. Gaines v. Canada* (1938)
  - C. *Sipuel v. Board of Regents of the University of Oklahoma* (1948)
  - D. *McLaurin v. Oklahoma State Regents for Higher Education, et al.* (1950)
  - E. *Sweatt v. Painter* (1950)

Explain the humiliating aspects of Segregation and its impact on African American Economy, Diplomacy, Security, Informational and Immigration?

## Part VIII. Civil Rights Movement

It started in the mid-20th Century as a national movement for equal rights to end segregation, exclusion, and oppression for Black People in the United States.

- I. Separate Cannot Be Equal – Desegregating schools.
  - a. *Brown v. Board of Education*- The Supreme Court ruled unanimously on May 17, 1954 that “separate educational facilities were inherently unequal.” Thurgood Marshall was the lead attorney.
    1. Legally ended segregation in public schools in the United States
    2. Partially overturned the *Plessy vs Ferguson* ruling of 1896 (desegregation only in public education).
    3. *Brown v. Board of Education II* (1955) -Desegregate public schools with “all deliberate speed”
    4. What is the difference between “desegregation” and “integration?”
  - b. School Desegregation
    - i. Nine Black Students (The Little Rock Nine) desegregated Central High School in September 1957 in Little Rock, Arkansas.
    - ii. Ruby Bridges, age 6, was the first elementary school student to desegregate a former whites-only school, William Frantz Elementary School in Louisiana
    - iii. President Dwight D. Eisenhower ordered Federal Troops to keep the peace.
    - iv. Most school districts in the South refused to desegregate. Prince Edwards County Schools in Virginia passed a law to close public schools so Black children could not attend and to open private schools for white children that would be funded with vouchers (first school voucher programs grounded in racism). VA law found unconstitutional in 1959.
- II. Martin Luther King, Jr. and the Nonviolence Movement
  - a. Congress of Racial Equality (CORE) was founded by James L. Farmer, Jr., Bayard Rustin, George Houser, Bernice Fisher in 1942. CORE pioneered key tactics of the modern civil rights movement, using sit-ins and other forms of civil disobedience to challenge segregation.
  - b. Emmett Till murder in Money, Miss. in 1955
    - i. The murder brought attention to the racial violence and injustice in the South and galvanized and inspired the movement.
  - c. Rosa Parks was arrested 100 days later in 1955 in Montgomery, AL for refusing to give up her seat to a white passenger.
    - i. Led to Montgomery Bus Boycott
    - ii. Led to the rise of Rev. Dr. Martin Luther King’s prominence in the movement
    - iii. Led to the Tallahassee bus boycott in 1956
  - d. Southern Christian Leadership Conference began in 1957 as an organization built on Christian principles of peaceful protest and nonviolence; MLK, Jr. was first president.
  - e. Student Nonviolent Coordinating Committee (SNCC) Founded in 1960 by Ella Baker, Nash, Julian Bond, and others

- f. Greensboro, NC Sit-Ins (1960)
- g. Martin Luther King, Jr's Letter from Birmingham Jail (1963)
- h. The Birmingham Children's Crusade (1963)
- i. March on Washington (1963)
- j. Dr. Ernest Withers, Sr. – Acclaimed photographer documenting the Civil Rights Movement (1950s – 1970s)

### III. Civil Rights Movement and Racial Violence Escalates

- a. Rise of the Nation of Islam under leadership of Elijah Muhammad and Malcolm X (1950s-1960s)
- b. Freedom Rides (1961)
- c. Ole Miss Riot of 1962 and James Meredith
- d. Medgar Evers Assassination (1963)
- e. The 16<sup>th</sup> Street Baptist Church Bombing in Birmingham, AL (1963)
- f. Murder of President John F. Kennedy (1963)
- g. Selma – Montgomery March for Voting Rights (Bloody Sunday) - 1965
- h. Murder of Malcolm X (1965)
- i. Watts Riots (1965)
- j. Black Panthers Party Founded by Huey Newton and Bobby Seale (1966)
- k. Detroit Riots (1967)
- l. Orangeburg, SC Massacre (1968)
- m. Memphis Sanitation Workers Strike (1968)
- n. Murder of MLK, Jr. (1968)
- o. Murder of Attorney General, Robert Kennedy (1968)

### IV. Civil Rights Laws and Actions

- a. Civil Rights Act of 1964
  - i. No discrimination based on race, color, religion, sex, or national origin in education, hiring, firing, and promotions in public institutions or private institutions with more than 15 employees.
  - ii. Title VI – Organizations receiving federal funding will lose the funding if they continue to discriminate and refuse to desegregate.
  - iii. Title VII – Addressed discrimination in employment
  - iv. Outlawed segregation in all public places (e.g., schools, restaurants, hotels, parks, etc.)
  - v. Federal Office for Civil Rights sent desegregation orders to schools and universities throughout the Nation
    - 1. The Green Factors
    - 2. Busing to desegregate schools
- b. Affirmative Action Policies
  - i. Term “Affirmative Action” named explicitly as a legal order in President John F. Kennedy’s 1961 Executive Order 10952
  - i. directed contractors on projects funded with federal money to “take affirmative action to ensure that applicants are employed, and employees are treated during their employment, without regard to the race, creed, color, or national origin”
  - ii. President Kennedy proposed legislation to implement a civil rights act

- iii. Established the Equal Employment Opportunity Commission (EEOC) and laid groundwork for Civil Rights Act of 1964.
  - iv. Would not merely eradicate discrimination, but eradicates oppressive economic and social burdens imposed on Black people due to racial discrimination
  - v. Expand educational and employment opportunities
- 
- c. Voting Rights Act of 1965
  - d. Elementary and Secondary Education Act (ESEA) of 1965 - a key component of President Johnson's War on Poverty, was designed to aid low-income students and to combat racial segregation in schools.
  - e. President Lyndon Johnson appoints Thurgood Marshall to the U.S. Supreme Court in 1967. He was the first Black person to serve on the Court and served until 1991.
  - f. *Loving v. Virginia* (1967)
  - g. *Fair Housing Act* (1968)
  - h. Education Amendments of 1972
    - i. Title IX

# **Curriculum Resources**

## **Black History Curricula**

### **FIVE AND TWO SOLUTIONS GROUP**

**FIVEANDTWSOLUTIONS.COM**

Dr. Berthony Napoleon, Founder

Mr. Reynaud Robinson, Executive Director

The mission of Five and Two Solutions is to develop you in finding solutions through their decision-making process. Middle and High School students are exposed to discussing and thinking critically about history and geography to contextualize their environment. The curriculum combines the African Journey into the New World with analysis of the pillars of national power such as security, economic, diplomacy and immigration.

## **Black History 365 Education**

Blackhistory365education.com

Dr. Walter Milton, Founder & CEO

The Black History 365 Education is an educational entity whose purpose is to create cutting-edge resources that invite students, educators and others to become critical thinkers, compassionate listeners, fact-based, respectful communicators and action-oriented solutionists. As the National Education Standards call for, Black History 365 begins in ancient Africa and is as recent as the killing of George Floyd. The gateway to connecting history to daily life, this transcendent approach to American History allows students of all ethnicities to engage in meaningful conversations with teachers, peers, community and families.

## **The Black History Project**

The Black History Project

Blackhistoryproject.org

Ms. Kristin Fulwylie, Founder and Executive Director

The mission of the Black History Project is to empower the next generation of Black leaders by providing students, ages 13-21, with tools and knowledge to succeed in today's world. Trained educators deliver interactive lesson plans, activities and non-traditional educational lectures.

The overview of the history lessons covers the timeline from civilization in Africa to Civil Rights to the Black Lives Matter Movement. Their offerings include Voter Education Sessions, a 15-week program on Youth Advocacy and Civic Engagement, and Politics 101 that encourage interest in the electoral process.

## **Black History/Black Studies Toolkit**

Faith in Florida

Faithinflorida.org

Rev. Rhonda Turner, Executive Director

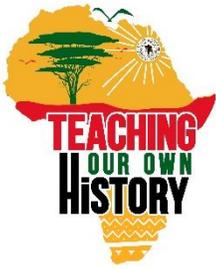
The mission of Faith in Florida is to build a multicultural, nonpartisan network of congregation community organizations in Florida that will address systemic racial and economic issues that cause poverty for families. Faith in Florida has taken a stance that Black History is American History. This history will not be allowed to be erased or Black voices silenced. To that end, Faith in Florida has developed a Black History/Studies Toolkit. In this toolkit are lists of resources covering topics that are instrumental in the study of Black history and Black culture. The toolkit includes books, videos, documentaries as well as museums and libraries on African American History and Culture.

## **Pearls in the Storm: A Lesson in Black History**

Rsquareenterprises.com

Mr. Ronnie L. Rice

This educational seminar is a thought-provoking, character development, social-emotional learning program for young adults. With the overall objectives of the lessons designed to promote critical thinking, problem-solving skills, and empowerment, students will develop the motivation to become doctors, lawyers, educators, businesspeople, public servants, etc. Of the twelve seminars that focus on critical thinking, one seminar focuses on African American History. It follows the journey of former slaves and their descendants as they became one of most influential groups in modern American culture. The participants will learn details from the progression of MTV to BET, Oprah to MJ and Obama to Kamala and how the African American experience has earned its place in world history.



## POTENTIAL FREEDOM SCHOOLS

*The following organizations have expressed an interest in establishing a "Freedom School" which will incorporate the curriculum in their various venues.*

**Absolute Excellence Preparatory Academy, ORLANDO, FL**

**Academy of Scholars, JACKSONVILLE, FL**

**Apostolic Revival Center Christian School, FORT MYERS, FL**

**Appleseed's Performing Arts Academy, POMPANO BEACH, FL**

**Avant School of Excellence, FLORIDA CITY, FL**

**B Royal Academy, JACKSONVILLE, FL**

**Bethel Christian Boys Academy, Tallahassee, FL**

**Bethlehem Junior Academy, TAMARAC, FL**

**Brownsville Preparatory Institute, TALLAHASSEE, FL**

**Builders of the Faith Christian Academy, JACKSONVILLE, FL**

**Changing Lives Christian Academy, JACKSONVILLE, FL**

**Chatman's Early Learning Christian Academy, JACKSONVILLE, FL**

**Colossus Private School, ORLANDO, FL**

**Cornerstone Preschool, LLC. POMPANO BEACH, FL**

**Cutler Bay Christian Academy, MIAMI, FL**

**Deeper Root Academy, GOTHA, FL**

**Dickens Sanomi Academy, PLANTATION, FL**

**Dr. Kobi Kambon Academy, JACKSONVILLE, FL**

**Dr. John A. McKinney Christian Academy, MIAMI, FL**

**Emmanuel Coastal Academy, JACKSONVILLE, FL**

**Ephesus Junior Academy JACKSONVILLE, FL**

**Excellence Learning Academy Prep School, MADISON, FL**

**Faith Christian Academy, ORANGE PARK, FL**

**First St. John of Naranga, NARANGA, FL**

**Freedom Leadership Academy, BRADENTON, FL**

**Fuvis Christian Learning Center, OAKLAND PARK, FL**

**Good Shepherd Christian Academy, JACKSONVILLE, FL**

**Grace Christian Preparatory School, MIAMI, FL**

**Grace Christian Preschool, MARGATE, FL**

**Grant Park Christian Academy, TAMPA, FL**

**Greater Little Rock Baptist Christian Academy, Pensacola, FL**

**Harvard International Academy, HOLLYWOOD, FL**

**Heart to Heart Christian Academy, JACKSONVILLE, FL**

**Icon Preparatory School, TAMPA, FL**

**Impact Christian Academy, JACKSONVILLE, FL**

**Inner City Christian School, JACKSONVILLE, FL**

**J. E. Branham Christian Academy, TAMPA, FL**

**Joshua Christian Academy · JACKSONVILLE, FL**

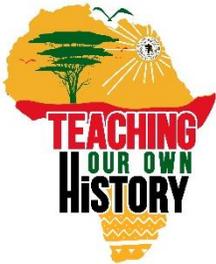
**Kreative Minds Academy Inc. JACKSONVILLE, FL**

**La Core Christian Elementary School, JACKSONVILLE, FL**

**Learning & Achievement Academy, COCOA BEACH, FL**

**Life Changers Christian Academy, MELBOURNE, FL**

**Lloyd Preparatory School, MIAMI, FL**



**Master Minds Academy, POMPANO BEACH, FL**

**McDougle Technical Institute Preparatory,  
POMPANO BEACH, FL**

**Minds of the Future Academy, JACKSONVILLE, FL**

**Moreland's Alternative Educational Academy, POMPANO, FL**

**New Alkebulan STEM School, LAUDERHILL, FL**

**North Florida Educational Institute (7-12th), JACKSONVILLE, FL**

**North Florida Educational Institute (VPK- 6th), JACKSONVILLE, FL**

**Piney Grove Boys Academy, LAUDERDALE LAKES, FL**

**Promise Land Academy, JACKSONVILLE, FL**

**Rhema Word Christian Academy, LAUDERDALE LAKES, FL**

**SL Jones Christian Academy, PENSACOLA, FL**

**S.O.U.L. Academy, POMPANO BEACH, FL**

**Smart Moves Academy, TAMPA, FL**

**Strive For Excellence Learning, JACKSONVILLE, FL**

**T.O.P Academy, DELAND, FL**

**TDH Christian Academy, JACKSONVILLE, FL**

**Temple College Preparatory, JACKSONVILLE, FL**

**The Potters House Christian Academy, JACKSONVILLE, FL**

**The Academy of Excellence, JACKSONVILLE, FL**

**TRU Prep Academy, MIAMI GARDENS, FL**

**Young Kids in Motion Academy, JACKSONVILLE, FL**

**Zarephath Academy, JACKSONVILLE, FL**





## SUMMARY -

# “TEACHING OUR OWN HISTORY”

*"Remembering Our Past, Redefining Our Present, and Reaffirming Our Future"*

The President of the Florida General Baptist Convention appointed Dr. R.B. Holmes to chair the Teach Our Own History Task Force Committee to focus on responding to the Governor's mandate to erase our history from textbooks in Florida. The chair appointed sub-committees to keenly focus on specific areas of significance to catapult our rich and valuable history amid political differences. Our thematic summary is "Remembering Our Past, Redefining Our Present, and Reaffirming Our Future." This theme helps us bridge our task force with Churches, Educational Institutions, Communities, and legal support to accomplish our goal as we remember our ancestor's legacy from the antebellum South. This urgent task united pastors, ministers, and church leaders statewide. Therefore, the task force's primary objective is to prepare, publish, and present an authentic and accurate model that provides substantive teaching. We aim to advocate an amicable approach to presenting and preserving our history. This focus is to emphasize African American culture, experience, and substantial contributions of African Americans in the state of Florida's K-12 curriculum and other educational ventures that add credibility to align with educational benchmarks.

The following subcommittees are the Curriculum Development, Resource, and Research, the Establishment of Private Academic Institutions, the Establishment of Freedom Schools across Florida by 2025., and the Black Press. The Committee has been discussing the expunging of our history from the textbooks and devaluing the integrity of skills brought to slave the tradition. Our history is too rich to be extracted and overlooked by the Florida Political Constituency. As a committee, we believe that the younger generation needs to know our history and from whence we came. In one session, we discussed contacting various churches to have them run their own school to teach our history. The Committee reviewed our purpose and focus with sub-committees: Our objective is to prepare, publish, and present an authentic model with accuracy to teach African American history. We discussed the seven objectives that support our aim and platform as we confront the turbulent waters of political opposition to sustaining our history amid the attempt to devalue and dehumanize our character, integrity, and tradition. The motive was to collaborate on critical and practical thinking to devise a plan of aggressive response that brings positive information through a symposium of interaction to reach the goal of maintaining our history.

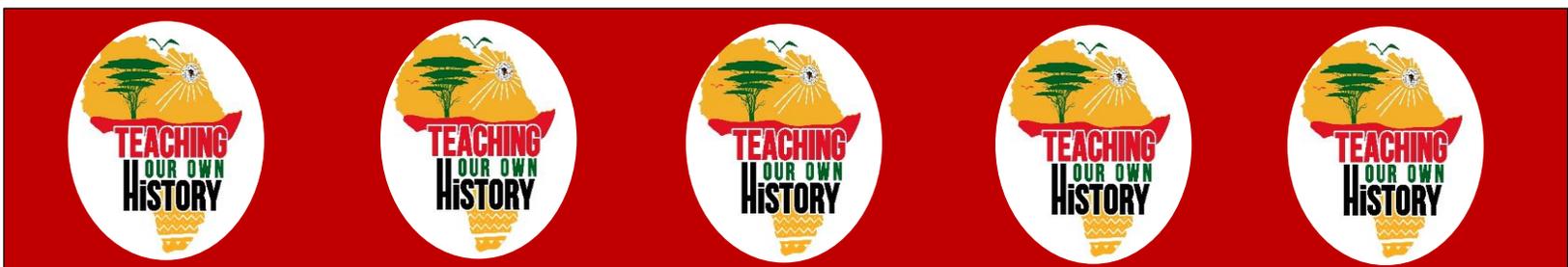
The symposium will focus on linking sacredness to the social teaching of our history. We have heard from elected officials, the voices of students, and millennials because we have a charge to keep while persevering in supporting the legacy and integrity of our history. This symposium further reminds us of the book, Troubling Biblical Waters, by Cain Hope Felder, which emphasizes race, class, and family in the Bible and modern-day society. We live in the tight grip of social injustice, and this task force has passionately prayed, planned, and presented a viable and accurate model of authentic teaching our history in a pluralistic society.

Humbly Submitted,

**Dr. Johnny Turner, Member of the Establishment of Freedom Schools Sub-Committee**

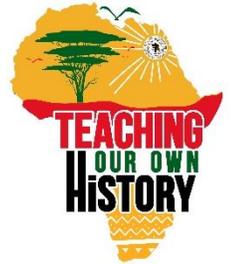
# “Teaching Our Own History” Task Force

Reverend Dr. Carl Johnson, Ex-Officio Dr. RB Holmes, Chair	President, Florida General Baptist Convention, Inc. (FGBCI) Pastor, Bethel Missionary Baptist Church-Tallahassee, Chair Social Justice Ministry Florida General Baptist Convention, Inc. President, Tallahassee Chapter/National Action Network
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Dr. Larry E. Rivers Honorary Chair	Author: Slavery In Florida, Distinguished Professor of History, FAMU
Gayle Andrews	Corporate and Political Media Consultant
Barbara Ruth Arnwine, Esq. Reginald Ellis, PhD	Founder and President Transformative Justice Coalition Provost Professor of Community Engagement, Outreach and Research FAMU
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Linda Groomes, PhD Cecil Howard, Esquire	Linda Groomes Consulting Regional Vice President Alpha Phi Alpha Fraternity Diversity, Equity, Inclusion Consultant Associate Provost, FAMU College of Law
Reverend Dr. Alphonso Jackson, Jr.	Director, Young Pastors’ Division Florida General Baptist Convention, Inc., Pastor, New Shiloh MBC, Miami, FL
Pastor Marcus E. McCoy, Jr.	Senior Pastor of the historic Greater Refuge Memorial Church Orlando, FL. CEO, Equal Ground, Faith Director-Faith Outreach
Elder James Morris	Presiding Elder, Central Florida District, CME Churches President, Florida Council of Churches
Berthony Napoleon, PhD Deacon Rey Robinson	Founder and Chairman, Five and Two Solutions Group Greater Bethel MBC & Five and Two Solutions Group
Valerie Scoon	Professor and Film Maker in Residence College of Motion Picture Arts/FSU
Reverend Dr. Brett Snowden	Dean, FGBC, Inc. Congress of Christian Education and Dean of National Baptist Convention, USA, Inc. Congress Pastor, Greater Bethel MBC Tampa, FL
Reverend Dr. Robert Spooney Reverend Dr. Johnny Turner	Pastor, Mount Zion MBC Orlando, FL Associate Minister of Teaching and Training Mt. Sinai MBC Orlando, FL
Reverend Dr. Isaac L. Williams	Vice President at Large, FGBCI Pastor, Greater True Vine Baptist Church Pensacola, FL



*Special  
Acknowledgement*

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Bro. Berthony Napoleon

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Ms. Raven Robinson-Wilson

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