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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2022-2023

Ideas with **IMPACT**



Idea Packet Sponsored by:



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**African-American
History Materialized**

African American History Materialized



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For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:

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Table of Contents

| | |
|-------|---|
| 3 | Project Overview |
| 4 | Goals and Objectives |
| 5-10 | Florida Statutes & Standards |
| 11 | Overall Project Timeline |
| 12-13 | Sample Topics List |
| 14 | Sample Student Project Proposal Form |
| 15 | Sample January / February Timeline |
| 16 | Sample Project One Pager with QR code example |
| 17 | Sample Schedule for Schoolwide Tours |
| 18 | Sample Final Projects List |
| 19 | Links to photos of past exhibits |
| 20 | Suggested Resource List |



Project Overview

This project will give you the necessary tools to implement a Black History Month showcase at your school. It includes a suggested timeline to prepare, topics list, check lists, and other worksheets to help you plan, keep your students organized and execute a successful event that can be enjoyed by your entire school. The addition of a tech component will allow your students and audience to gain a “live museum” experience.



Goals & Objectives

Celebrate Black History Month in an exciting new way that the entire school and community can enjoy and experience. Students are more invested in their learning when they have an opportunity to choose what they are learning. They also become experts on their project as they spend about a month and a half preparing their project. They are aware that their project will be displayed for the entire school to see and will take pride and ownership of this and work very hard to make sure it is top notch. Most of the projects align with not only Social Studies and English standards but if you have high school students, the projects will help them gain deep knowledge for topics tested on the US History EOC as well as the end of year Civics Exam. The cross curricular aspect is something that can help with your school culture and climate.

The purpose of this project is to offer students a platform to showcase their Black History Month projects for the entire school to experience. Students are required to create teams, choose a topic, propose their idea and create a mock project proposal that has to be presented to you for approval. Once their project and material lists are approved, students are given time to make their projects come to life. There are several aspects of the project that require completion before the student can move on to the final step of creating the display project. The final projects are then displayed in the Media Center or other designated area during Black History Month for the students, faculty members, parents and community members to view.

Student project proposals must have a "WOW FACTOR", something that makes their project stand out from the other projects. Students are told to elicit the "wow factor" from their audience.

Middle/High School students are encouraged to add an additional technological element to their project by adding a display one pager which includes a QR code which links their project to a video/song/voice over or related article for further exploration of the display creating a "live museum" effect.



Florida Statutes & Standards

Florida Statute

The Law Mandating the Teaching of African and African American History: May 1994, 2002, and 2020. Florida Statute 233.061 Sec. (1) (g) (1994) as amended by F.S. 1003.42. (h) (2002) and (2020) that mandates:

1003.42 Required instruction.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(l) The history of the state

Standards (Below will find the Social Studies standards that can be used with this unit, please note there are also English standards that can be used as well)

Kindergarten - Next Generation Sunshine State Standards

SS.K.A.2.2: Recognize the importance of celebrations and national holidays as a way of remembering and honoring

people, events, and our nation's ethnic heritage.

SS.2. A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

SS.1. .2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

SS.1. A.2.2: Compare life now with life in the past.

☐ SS.1. A.2.3: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

Grade 1 Standards

☐ 1: SS.1.CG.1 Foundations of Government, Law, and the American Political System

☐ SS.1.CG.1.1 Explain the purpose of rules and laws in the home, school, and community.

☐ SS.1.CG.1.2 Describe how the absence of rules and laws impacts individuals and the community.

☐ SS.1.CG.2 Civic and Political Participation

☐ SS.1.CG.2.1 Explain the rights and responsibilities students have in the school community.

☐ SS.1.CG.2.2 Describe the characteristics of citizenship in the school community.

☐ SS.1.CG.2.3 Recognize ways citizens can demonstrate patriotism.

☐ SS.1.CG.2.4 Recognize symbols and individuals that represent the United States.

☐ SS.1.CG.2.5 Recognize symbols and individuals that represent Florida.

☐ SS.1.CG.3 Structure and Functions of Government

☐ SS.1.CG.3.1 Recognize that the United States and Florida have Constitutions.

☐ SS.1.CG.3.2 Explain responsible ways for individuals and groups to make decisions.

Second Grade - Next Generation Sunshine State Standards

☐ SS.2. A.1.1: Examine primary and secondary sources.

☐ SS.2. A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

☐ SS.2. A.2.5: Identify reasons people came to the United States throughout history.

- SS.2. A.2.8: Explain the cultural influences and contributions of immigrants today.
- SS.2. G.1.3: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole

Third Grade Next Generation Sunshine State Standards

- SS.3. A.1.1: Analyze primary and secondary sources.
- SS.3. A.1.2: Utilize technology resources to gather information from primary and secondary sources.
- SS.3. A.1.3: Define terms related to the social sciences.
- SS.3. G.1.3: Label the continents and oceans on a world map.
- SS.3. G.1.4: Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3. G.4.1: Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- SS.3. G.4.2: Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- SS.3. G.4.3: Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- SS.3. G.4.4: Identify contributions from various ethnic groups to the United States.
- SS.3. C.2.1: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Fourth Grade

- SS.4. A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4. A.1.2: Synthesize information related to Florida history through print and electronic media.
- SS.4. A.8.1: Identify Florida's role in the Civil Rights Movement.

Fifth Grade

- SS.5. A.1.1: Use primary and secondary sources to understand history.
- SS.5. A.4.1: Identify the economic, political, and socio-cultural motivation for colonial settlement.
- SS.5. A.4.5: Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- SS.5. A.4.6: Describe the introduction, impact, and role of slavery in the colonies.
- SS.5. E.1.1: Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

Sixth Grade

Next Generation Sunshine State Standards

- SS.6. G.1.6: Use a map to identify major bodies of water of the world and explain ways they have impacted the development of civilizations.
- SS.6. G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6. G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6. G.2.2: Differentiate between continents, regions, countries, and cities to understand the complexities of regions created by civilizations.
- SS.6. G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6. G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6. G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

Seventh Grade

- SS.7. G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.

- SS.7. G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- S.7.C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- SS.7. C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7. C.3.14: Differentiate between local, state, and federal governments' obligations and services.

Eighth Grade

- SS.8. A.1.1: Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8. A.1.2: Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
- SS.8. A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- SS.8. A.1.4: Differentiate fact from opinion; utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8. A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8. A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8. A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- S.8.A.4.17: Examine key events and peoples in Florida history as each impact this era of American history.
- SS.8. A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8. A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.

- SS.8. A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8. A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8. A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8. A.5.7: Examine key events and peoples in Florida history as each impact this era of American history.
- SS.8. E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.

Ninth Grade – Twelfth Grade

- SS.912. A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912. A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912. A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912. A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork maybe used to interpret the significance of time periods and events from the past.
- SS.912. A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912. G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912. W.1.6: Evaluate the role of history in shaping identity and character.



Overall Project Timeline

| | |
|-----------------------|---|
| End of November | <p>Talk with admin/activities to determine feasibility / location / funding (PTSA/Community Partners/EESAC/Parents/Education Fund/Donors Choose)</p> <p>start talking to kids about the project/deadlines</p> |
| End of December | <p>Students have chosen groups/topics/began research and approval process</p> |
| Beginning of January | <p>See detailed Jan / Feb calendar</p> <p>*CONFIRM February location availability / dates</p> |
| Beginning of February | <p>See detailed Jan / Feb calendar</p> <p>Finish securing all materials</p> |
| Mid-February | <p>Finalize all projects</p> <p>select a historian (to take pictures of projects as they are being put together)</p> |
| End of February | <p>Enjoy your exhibit (secure location for projects you would like to keep for following year)</p> <p>Take lots of photos/invite the entire school !!!</p> <p>Show off your hard work</p> <p>Pat yourself on the back ☺</p> |



Sample Topics List



Sample Topics for BHM Projects (Other topics can be considered if not listed below - must get approval)

- | | | |
|---|---------------------------------------|--|
| Alain Locke | Charles H. Houston | History of Black History Month |
| 13th Amendment - then and now | Charlie Parker | History of Black Miami |
| A. Philip Randolph | Chubby Checker | History of Hip Hop Music |
| Aaron McGruder | Chuck Berry | History of Overtown |
| African American Art/contemporary aa artists | Church of God In Christ | History of the "N" word |
| African American Film Makers | Civil Rights Movement in Miami | Howard University |
| African American Hair - From Slavery until now | Clarence Thomas | Hurricane Carter |
| African American Inventions and their effect on the world | Claude McKay | Iola B. Wells-Barnett |
| African American Poets | Coconut Grove, History Of | Influence of African customs on pop culture and fashion |
| African American traditions, games, weddings, etc. | Colin Powell | Influence of modern day celebrities on African American Issues |
| African Food Influence on American and Caribbean | Condoleezza Rice | Jackie Joyner-Kersey |
| Alain Locke | Congress of Racial Equality (CORE) | Jackie Robinson |
| Alain Locke | Colton and Slavery | James Baldwin |
| Albany Movement | Colton Club | James Forten |
| Alex Haley | Count Basie | James Weldon Johnson |
| Alpha Kappa Alpha | Countee Cullen | Jean Toomer |
| Alpha Phi Alpha (frat) | CR Patterson | Jesse Jackson |
| Althea Gibson | Daisy Bates | Jesse Owens |
| Alvin Alley | Delta Sigma Theta | Jim Crow Segregation |
| Alvin Alley Dancers/feature on Misty Copeland | Denzel Washington | John Harold Johnson |
| AME Church (origins) | Diane Nash | Josephine Baker |
| Ancient Egypt | Dizzy Gillespie | Josephine Baker and the dancers of the Harlem Renaissance |
| Andrew "Rube" Foster, father of Black | Donna Brazile | Julian Bond |
| Angela Davis and the females of the Black Panther Party | Dorothy Dandridge | Juneteenth |
| Anna Julia Cooper | Dred Scott | Kapa Alpha Psi |
| Anthony Johnson (Indentured servant) | Duke Ellington | Katherine Dunham |
| Anti Slavery Newspapers | Elijah Muhammad | Kente Cloth |
| Arthur Ashe | Elizabeth Freeman | Kwanzaa |
| Arthur Mitchell | Ella Baker | Langston Hughes |
| Barack Obama and the Obama legacy in the White House | Emmitt Till | Lena Horne |
| Baynard Rustin | Ethel Waters | Lewis H. Latimer |
| Benjamin Banneker | Famous Firsts for African Americas | Little Haiti and its history, growth and future |
| Bessie Smith | Fanny Lou Hamer | Little Rock 9 |
| Billie Holiday | Frederick Douglass | Louis Farakhan |
| Birmingham Bombing | Freedman's Bureau | Louis Farakhan |
| Birmingham Bombing (1963) | Freedom Rides | Louise Bennett |
| Black Female Activists | Freedom Rides/Freedom Riders | Lynchings in America |
| Black Inventors | Gospel - Evolution of | Madame C. J. Walker |
| Black Lives Matter | Gwendolyn Brooks | Mae C. Jemison |
| Black Masons | H. Rap Brown | Maggie Lena Walker |
| Black Panther Party | Haitian Revolution | Mahalia Jackson |
| Black Pirates of Biscayne Bay (Miami) | Halle Berry | March on Washington |
| Black Sororities and Fraternities | Hank Aaron | Marcus Garvey |
| Bob Marley | Harlem Renaissance | Maria W. Stewart |
| Booker T. Washington | Harlem Renaissance - Black Writers OF | Marian Anderson |
| Brown v Board of education | Hattie McDaniel | Mark Dean and the computer |
| Buffalo Soldiers | HBCU's | Marvin Gaye |
| Carle Meek (Miami) | Henry Box Brown | Mary Church Terrell |
| Carter G. Woodson | Henry Highland Gamett | Massachusetts 54th regimen |
| Charles Drew | Historic Hampton House (Overtown) | Maya Angelou |



Sample Topics for BHM Projects (Other topics can be considered if not listed below - must get approval)

McDuffie Riots - Miami - 1980
Medgar Evers
Michael Jordan
Miles Davis
Million Man March
Mississippi Freedom Summer
MLB - Jackie Robinson
Montgomery Bus Boycott
Morehouse College
Motown
Motown history or
Muhammad Ali
NAACP
Nanny and the Maroons - Jamaica
Nat King Cole
Nat Turner
Nathaniel Clifton
Nation of Islam
Natural Hair Revolution
Negro League Baseball
Nelson Mandela
Omega Psi Phi
Oprah Winfrey
Ossawa Tanner
Ossie Davis
Overtown, History of
Paul Cuffe
Paul Roberson
Phi Beta Sigma
Phyllis Wheatley
Plessy v Ferguson
Ralph Bunche
Ralph Ellison
Rap Music - evolution of
Rastafarianism
Ray Charles
Reverend Ralph David Abernathy
Richard Allen
Richard Wright
Rosewood
Roy Eldridge
Ruby Dots Smith
Sammy Davis Jr.
Scott Joplin
Scottsboro Boys
Selma March
Sidney Pottier
Sigma Gamma Rho
Slave Rebellions
Slave Ships

SNCC
Sneakers Revolution
Sojourner Truth
Soul Food / African American Food
Spelman College
Spike Lee
Stevie Wonder
Stokely Carmichael
Sugar Ray Leonard
Tavis Smiley
The National Museum of African American History and Culture
Thurgood Marshall
Timeline of Atlantic Slave Trade through Slavery in America
Toni Morrison
Tulsa, Oklahoma Race Riot
Tupac/Biggie
Tuskegee Airmen
Tuskegee Study
Tuskegee University
Urban Fashion - Evolution of
Vanessa Williams
Virginia Key Beach
W.E.B. Du Bois
Wally Amos
WC Handy
Whoopi Goldberg
Wilma Rudolph
Wynton Marsalis
Zeta Phi Beta
Zora Neale Hurston



Project Proposal

Period _____

Names of students in the group (3 people maximum)

| | | |
|--|--|--|
| | | |
|--|--|--|

Step 1

Topic _____ Approved by Miss O'Connor _____

Step 2

What my/project will cover (explain what you project will teach, what people will learn from viewing your project)

Approved by Miss O'Connor _____

Step 3

Explain what the project will look like (poster board, large box with pictures, piece of art collage of pictures, mini movie)

Approved by Miss O'Connor _____

Step 4 – Materials you will need for the project

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Notes/Requests for Ms. OConnor

| 2021 JANUARY | | | | | | | 2021 FEBRUARY | | | | | | |
|--------------|--------|---------|-----------|----------|--------|----------|---------------|--------|---------|-----------|----------|--------|----------|
| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 | 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 1 | 2 | 3 | 4 | 5 | 6 |
| 31 | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | |

Tentative Schedule

| | |
|--|--|
| Jan 22 nd | Finalize project idea/work on MOCK layout/begin uploading pics |
| Jan 29 th | Begin assembling project |
| Feb 1 | Assemble project – last 30 minutes of class time |
| Feb 3 | Assemble project – last 30 minutes of class time |
| Feb 5 | Assemble project – last 30 minutes of class time |
| Feb 9 | Assemble project – 90 minutes of class time IF YOU ARE NOT Done by today, you will have to finish at home |
| Feb 11 | MISS OCONNOR out for training, work on projects with sub, Projects will POTENTIALLY be set up in library for you to work on when I am out |
| Feb. 15 th week | NO SCHOOL Presidents Day Complete final touches – transfer to library |
| Feb. 22 nd – Feb 26 th | Projects are displayed in library /CLASS will meet in library |

UNAPOLOGETICALLY BLACK

A Celebration of African American History

Curated by Miss O'Connor's African American History Students

Exhibit # 1

The Life of Nat Turner



Nathaniel "Nat" Turner (1800-1831) was a black American slave who led the only effective, sustained slave rebellion (August 1831) in U.S. history. Spreading terror throughout the white South, his action set off a new wave of oppressive legislation prohibiting the education, movement, and assembly of slaves and stiffened proslavery, anti-abolitionist convictions that persisted in that region until the American Civil War (1861-65).

He was born on the Virginia plantation of Benjamin Turner, who allowed him to be instructed in reading, writing, and religion. Sold three times in his childhood and hired out to John Travis (1820s), he became a fiery preacher and leader of African-American slaves on Benjamin Turner's plantation and in his Southampton County neighborhood, claiming that he was chosen by God to lead them from bondage.

Did you know? Fifty-six blacks accused of participating in Nat Turner's rebellion were executed, and more than 200 others were beaten by angry mobs or white militias.

Believing in signs and hearing divine voices, Turner was convinced by an eclipse of the Sun (1831) that the time to rise up had come, and he enlisted the help of four other slaves in the area. An insurrection was planned, aborted, and rescheduled for August 21, 1831, when he and six other slaves killed the Travis family, managed to secure arms and horses, and enlisted about 75 other slaves in a disorganized insurrection that resulted in the murder of 51 white people.

Afterwards, Turner hid nearby successfully for six weeks until his discovery, conviction, and hanging at Jerusalem, Virginia, along with 16 of his followers. The incident put fear in the heart of Southerners, ended the organized emancipation movement in that region, resulted in even harsher laws against slaves, and deepened the schism between slaveholders and free-soilers (an anti-slavery political party whose slogan was 'free soil, free speech, free labor, and free men') that would culminate in the Civil War.

UNAPOLOGETICALLY
BLACK

A Celebration of African American History
Curated by Miss O'Connor's African American History Students

Dear teachers and students, thank you so much for your interest in coming to view our Black History Month exhibit. Please remind students that they are invited to bring their cell phones and headphones as our exhibit is interactive: each display will have a QR code which they can scan to watch a short video which will provide more information on the students project. Students without cellphones/headphones can also enjoy the exhibit.

Here is the schedule for Thursday and Friday

| Thursday February 21st | | |
|------------------------|--------------|---------------------|
| 2nd | 7:30 - 8 | Flores |
| | 8 - 8:30 | Rivero |
| | 8:30 - 9 | Baker-Coleman |
| 4th | 9 - 9:30 | Clark/Baker-Coleman |
| | 9:30 - 10 | Vangates/Thompson |
| | 10 - 10:30 | Cordova/Cooper |
| 6th | 10:30 - 11 | Flores/Cordova |
| | 11 - 11:30 | Vangates/Thompson |
| | 11:30 - noon | Rivero |
| 8th | 1 - 1:25 | Reed/Maraj |
| | 1:25 - 1:45 | Vangates/Thompson |
| | 1:45 - 2:15 | Baker-Coleman/Reed |

| Friday February 22nd | | |
|----------------------|--------------|-------------------|
| 1st | 7:30 - 8 | |
| | 8 - 8:30 | |
| | 8:30 - 9 | |
| 3rd | 9 - 9:30 | Flores |
| | 9:30 - 10 | Baker-Coleman |
| | 10 - 10:30 | Vangates/Thompson |
| 5th | 10:30 - 11 | Flores |
| | 11 - 11:30 | Baker-Coleman |
| | 11:30 - noon | Vangates/Thompson |
| 7th | 1 - 1:25 | Flores |
| | 1:25 - 1:45 | Reed |
| | 1:45 - 2:15 | Baker-Coleman |

- 1 Nat Turner
- 2 Dred Scott
- 3 Colorism
- 4 Motown
- 5 African Americans on TV
- 6 Muhammad Ali
- 7 Little Rock 9
- 8 Black Artists
- 9 Mansa Musa
- 10 J Cole
- 11 Henry Box Brown
- 12 Slave Ship Journeys
- 13 Emmitt Till
- 14 Juneteenth
- 15 Oscar Micheaux
- 16 T-Pac
- 17 Bus Boycott
- 18 History of the N Word
- 19 Bob Marley
- 20 Thurgood Marshall
- 21 Tu-Pac
- 22 Lynching
- 23 Jackie Robinson
- 24 Freedmans Bureau
- 25 Afro Latinas
- 26 Black Female Activists
- 27 Bondage
- 28 McDuffie Riots
- 29 Soul Food
- 30 Black Businesses in Miami
- 31 Civil Rights Movement in Miami
- 32 Nina Simone - Strange Fruit
- 33 Inventions
- 34 Little Haiti
- 35 Black Hair
- 36 Black Lives Matter
- 37 Mass Incarceration
- 38 Tainos
- 39 Poets
- 40 Music Styles
- 41 NWA
- 42 Origins of Black Lives Matter
- 43 HBCUs
- 44 Rosewood
- 45 Kendrick Lamar
- 46 Black Businesses of Miami
- 47 Black Feminists
- 48 Jumping the Broom
- 49 African Americans in Boxing
- 50 Sarah Bartman
- 51 Maya Angelou
- 52 Birmingham Bombing
- 53 James McCune Smith
- 54 Haitian Revolution



Links to Past Project Photos

Link to photos of projects from past years

Sample projects from 2017

<https://share.icloud.com/photos/023muCMneL-VI291tKH5-6iQ>

Sample projects from 2019

<https://www.icloud.com/sharedalbum/#B0sGDdyTvGSpCu9>

Sample projects from 2020

<https://www.icloud.com/sharedalbum/#B0sGFssfGGOhKbO>

In 2020 we set up a photo booth with a back drop and King and Queen hats for each student to take as a souvenir.

I printed the photos and gave them out to students the following week as a keepsake.

<https://www.icloud.com/sharedalbum/#B0s5fk75vGxAar>



Suggested Resource List

COMMISSIONER OF EDUCATION of Florida's AFRICAN AMERICAN HISTORY TASK FORCE - State of Florida's African American History Instructional Standards Guide

<https://afroamfl.org/wp-content/uploads/2022/03/AAHTF-Instructional-Standards-July-2021.pdf>

Resources will vary per group project based on their needs.

Note: The majority of resources can be found/sourced at Dollar Tree/Good Will stores/Ocean Bank Center (EdFund)

Project boards will be used for the majority of the displays.

You can get these at Dollar Tree for \$1.25 each or you can place a bulk order at Amazon.

Amazon link for bulk order

https://www.amazon.com/RiteCo-22128-Tri-fold-Display-Presentation/dp/B077HQDXGB/ref=d_rtpb_sp_comp_sccl_3_6/136-6727544-0756122?pd_rd_w=KwmC6&content-id=amzn1.sym.719ec0db-1a87-4ec0-bd91-b6471354f976&pf_rd_p=719ec0db-1a87-4ec0-bd91-b6471354f976&pf_rd_r=Q5TW2VJ2Z83BH2HWAQTC&pd_rd_wg=ElNi6&pd_rd_r=19e83008-d40e-4890-ac71-e28e1143abac&pd_rd_i=B077HQDXGB&psc=1

| | | |
|---|------------|---------|
| RiteCo 22128 Tri-fold Display/Presentation Boards, 40"x28", White, (Pack of 30) | Pack of 30 | \$65.00 |
|---|------------|---------|