

Healing Humankind

By, Julie Harrison



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Needs and Traits

Preparation

1. The 3rd Great Lesson.
2. Age 6 and older.

Educational Objectives

To understand that all people have the same basic needs no matter their differences.

Materials Needed

(For 20 Children)

1. 180 Plastic eggs (any and all colors)
2. 1 Large container or bag that will hold the plastic eggs.
3. 12 similar baskets or containers that will hold no less than 20 plastic eggs.
 - a. Place 5 containers touching each other to the left in the center of the circle in a row.
 - b. Place 3 sets of 4 containers touching each other in three rows to the right in the center of the circle.
 - c. Have the children form a circle around the containers.

Presentation

1. Very slowly open the container with the 180 eggs. Act very surprised.
2. Say "I have special tools in my container that will open our minds to wonder."
3. Take one plastic egg out of the container in an exaggerated movement and carefully inspect it.
4. Say "I wonder?"
5. Say "If you drink water please raise a quiet hand."
 - Invite each child one at a time to choose an egg and place it in the first basket in the line of 5 containers.
6. Say "If you sleep raise a quiet hand."
 - Invite each child. . .in the 2nd basket.
7. Say "If you eat food please raise a quiet hand."
 - Invite each child. . .it in the 3rd basket.
8. Say "If you have a place you call home raise a quiet hand. (If a child does not have a home you can re-phrase to you call shelter.)"
 - Invite each child. . .in the 4th basket.
9. Say "If you have someone or a family that loves you raise a quiet hand."
 - Invite each child. . .in the 5th basket.
10. Say "Did you notice that we all put an egg in each of these containers? The reason is; We all have what is called "needs." Needs are things that we must all have in order to be healthy people."

Presentation Continued

11. Say "If you have brown hair raise a quiet hand. (Do not argue, or allow others to argue over whether or not someone has that color.)
-Invite the brown haired children to place an egg in the first container in the first row of the second group of containers.
12. Say "If you have yellow hair raise a quiet hand.
-Invite the yellow haired children to place an egg in the second container in the first row of the second group of containers.
13. Say "If you have black hair raise a quiet hand.
-Invite the black haired children to place an egg in the third container in the first row of the second group of containers.
14. Say "If you have red hair raise a quiet hand.
-Invite the red haired children to place an egg in the 4th container in the first row of the second group of containers.
15. Say "If you have blue eyes raise a quiet hand.
-Invite the blue eyed children to place an egg in the first container in the second row of the second group of containers.
16. Say "If you have brown eyes raise a quiet hand.
-Invite the brown eyed children to place an egg in the second container in the second row of the second group of containers.

Presentation Continued

17. Say "If you have green eyes raise a quiet hand."
 - Invite the green eyed children to place an egg in the third container in the second row of the second group of containers.
18. Say "If you have hazel eyes raise a quiet hand."
 - Invite the hazel eyed children to place an egg in the 4th container in the second row of the second group of containers.
19. Say "If you have dark brown skin raise a quiet hand."
 - Invite the dark brown skinned children to place an egg in the first container in the third row of the second group of containers.
20. Say "If you have medium brown skin raise a quiet hand."
 - Invite the medium brown skinned children to place an egg in the second container in the third row of the second group of containers.
21. Say "If you have light brown skin raise a quiet hand."
 - Invite the medium brown skinned children to place an egg in the third container in the third row of the second group of containers.
22. Say "If you have light skin or even pinkish skin raise a quiet hand."
 - Invite the pinkish skinned children to place an egg in the fourth container in the third row of the second group of containers.
23. Say "The color of hair, the color of eyes and the color of skin we have are called traits."

Presentation, Follow Up Work, Extensions/Integration, and Assessment

24. Say “Which containers have the most eggs? I wonder why.”

25. Say “Which containers have the least eggs? I wonder why.”

After the wonder questions if the children start answering remind them that you are wondering.

Follow-up Work

Ask the children to attempt to answer one of the previous wonder questions in one or two paragraphs. Ask them to back up their answers with facts.

Extensions and Integration

Have a basket of pictures of people from around the world, with a variety of traits and allow the children to list the different traits they observe.

Assessment

Read the answers to the “wonder” questions.



Hand Matching

Preparation

1. The 3rd Great Lesson.
2. Needs & Traits Lesson
3. Age 6 and older.

Educational Objectives

To understand the differences and sameness of all humans.

Materials Needed

1. Pictures of 12 different left hands of a variety of colors mounted on one color of card stock.
2. Pictures of 12 different right hands that match the left hands mounted on a different color of cardstock.
3. Each pair of cards have a unique sticker mounted on the back for control of error.
3. A basket that can hold all 24 cards.

Presentation

1. Place all of the cards of one color on a rug vertically, one under the other.
2. Take one card of the other color and slide into the right of the previous line of cards until you find its match.
3. Continue matching cards until all of the cards are next to it's match.
4. If desired the children can look at the back of the cards to see if they have matched them correctly.

Follow-up Work, Extensions, Integration and Assessment

Follow-up Work

Ask the children to explain why some hands were easier to match than others. Ask them to list the traits that are the same in all of the hands.

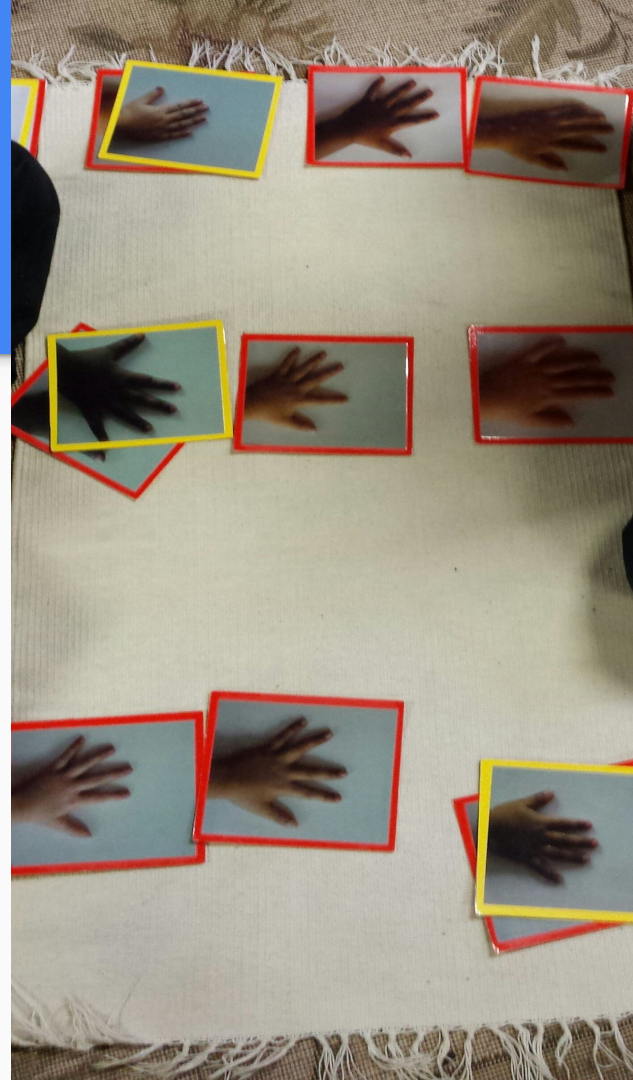
Extensions and Integration

Have a basket of pictures of people from around the world, with a variety of traits and allow the children to list the different traits they observe.

Have books about children with disabilities available and encourage the children to read them.

Assessment

Read the children's write ups.



Hair Matching

Preparation

1. The 3rd Great Lesson.
2. Needs & Traits Lesson
3. Age 6 and older.

Educational Objectives

To understand the differences and sameness of all humans.

Materials Needed

1. Two samples of four different texture and color types of hair
2. One sample glued with one color-coded lid.
3. Second sample glued with a second color-coded lid.
4. Tray that eight jars can sit attractively on.

Presentation

1. Carry the tray to the table
2. Take one blue coded jar at a time and open it and place it on the tray in a vertical line.
3. Open each blue coded jar.
4. Take one black coded jar at a time and open it.
5. Match the hair sample with the hair samples from the blue coded jars.
6. Continue this process until all the hair samples are matched.
7. Take top blue coded jar sample and place the air in the jar with an exaggerated movement and snap the lid in place.
8. Place the same jar on the tray.
9. Take the top black coded jar sample and place the hair in the jar with exaggerated movement and snap the lid in place.
10. Place the same jar on the tray.
11. Repeat the process until all jars are returned to the tray.
12. Return the tray to the shelf.

Follow-up Work, Extensions, Integration, and Assessment.

Follow-up Work

Ask the children to think of other parts of the body that might be compared by shape, or color like shapes of head, shapes of eyes, color of eyes, etc.

Extensions and Integration

Have a basket of pictures of people from around the world, with a variety of traits and allow the children to list the different traits they observe.

Have books about children with disabilities available and encourage the children to read them.

Assessment

Read the children's write ups.



Ethnicity-Doll Families

Doll Families

Preparation

1. The 3rd Great Lesson.
2. Needs & Traits Lesson
3. Age 6 and older.

Educational Objectives

1. Understanding the the concept of ethnicity.
2. Exposure to children to the children of the many types of family groups.

Materials Needed:

1. Small plastic dolls with a man, a woman, a girl, a boy, a baby, a grandmother, a grandfather of the following ethnicities: African American, Hispanic, Caucasian, Asian and Native American.
2. Small plastic dolls that represent people that are physically challenged.

Presentation, Follow-up Work, Extensions, Integration, and Assessment

Presentation

1. Retrieve the container with all of the dolls.
2. Make familie groups first based on ethnicity.
3. Name the ethnicity of the family group.
4. Make an “I wonder family.” Say for example, “I wonder if an Hispanic father can be married to a Caucasian mother?”
5. Continue to ask “I wonder questions.”
6. Ask the question “I wonder which families are American families?”
7. Ask the question “I wonder if two parents form a Caucasian family have a child that looks like this?” (For example an Asian child.) Bringing up the subject of adoption.

Follow-up Work

Ask the children to write different combinations of family members possible.

Extensions and Integration

Ask the children to write what their family combination looks like.

Assessment

Read the children's write ups.



Timeline of Slavery
2999 B.C. - 1881
by, Julie Harrison



2999 BC

Hunter-gatherers and primitive farmers have no use for a slave. They collect or grow just enough food for themselves. One more pair of hands is one more mouth. There is no economic advantage in owning another human being.



CC

Slavery Arrives. Once people gather in towns and cities, a surplus of food created in the countryside (often now on large estates) makes possible a wide range of crafts in the town. On a large farm or in a workshop there is real benefit in a reliance on cheap labor, no more than the minimum of food and lodging. These are conditions for slavery. Every ancient civilization uses slaves.



1720 BC

The Code of Hammurabi is the first surviving document to record the law relating to slaves. The laws of Hammurabi, inscribed on a famous stone discovered in 1901, cover all aspects of Babylonian life. There are three social classes, the third of which are the slaves.



416 BC

The Athenians, capturing Melos, kill all the males of the island and sell the women and children into slavery. Another is the case of Mytilene, an allied city which rebels against Athens in 428. It is forced into surrender in 427, whereupon the assembly in Athens votes that all adult males in Mytilene shall be killed and their women and children sold into slavery.



The first English settlement on any island in the west Atlantic is the result of an accident. Castaways from an English vessel, wrecked on its way to Virginia in 1609, find safety on Bermuda. When news of the island reaches England, a party of sixty settlers is sent out (in 1612). In the intervening half century the Spanish have shipped the natives (some 40,000 Arawak Indians) to work in the mines of Hispaniola.



1657

The Dutch in South Africa purchase slaves to do domestic and agricultural work. Half a century after the first settlement, the burgher families number only 1779 men, women and children - consisting of Dutch, German and a minority of Huguenots. Together they own 1107 slaves, mainly adult males.

OROONOKO:

OR, THE

Royal Slave.

A TRUE

HISTORY.

By Mrs. A. BEHN.

L O N D O N,

Printed for Will. Canning, at his Shop in
the Temple Chappell. 1688.

1688

Aphra Behn's novel Oroonoko makes an early protest against the inhumanity of the African slave trade.

The Selling
OF
JOSEPH
A Memorial.

FIRST THINGS FIRST: There is no real value in any life. The only is not with a shoulder, or a piece of skin, or a piece of meat, or a piece of wood.

[illegible]

And having GOD high in mind, in that He made a Man and saved him, as if he found in his hand, as Paul says in Acts 17: 30. "The time being of it is telling Men, wherein they should be turned away from the vain service of created things, and be turned to him that made them, and live in him, and be saved."

Cavalier Emptor 4

1000

CONSIDERATIONS

ON THE

KEEPING OF NEGROES;

RECOMMENDED TO THE

PROFESSORS OF CHRISTIANITY OF EVERY
DENOMINATION.

"FORWARDED TO THE EDITOR OF THE AMERICAN QUAKER, BY THE AUTHOR, 1794."
MAY 1794. 80.

BY JOHN WOOLMAN.

FIRST PRINTED IN THE YEAR 1794.



PHILADELPHIA:

PUBLISHED BY THE TRACT SOCIETY OF FRIENDS,
AND TO BE HAD AT THEIR DEPOSITORY,
54 N. WALNUT STREET.

No. 80.

1754

Quaker minister John Woolman publishes the first part of *Some Considerations on the Keeping of Negroes*, an essay denouncing slavery.



1770

The triangular trade, controlled from Liverpool, ships millions of Africans across the Atlantic as slaves.



A British ship lands a party of freed slaves as the first modern settlers in Sierra Leone, on the west coast of Africa



Olaudah Equiano:
OR
GUSTAVUS VASSA.
the African?

Printed at the Press of the Author.

THE
INTERESTING NARRATIVE
OF
THE LIFE
OF
OLAUDAH EQUIANO,
OR
GUSTAVUS VASSA,
THE AFRICAN.

WRITTEN BY HIMSELF.

*Behold, God is my salvation; I will trust, and not be
afraid, for the Lord Jehovah is my strength and my
song: he also is for me my salvation.
And in that day shall ye say, Praise the Lord, call upon his
name, declare his doings among the people, His. XII. 2. 4.*

SIXTH EDITION, ENLARGED.

L O N D O N.

PRINTED FOR, AND SOLD BY THE AUTHOR; & C. G.
J. & J. ROBINSON, PATERNOSTER-ROW; AND BY
CHARLES STALKER, STATIONERS-COURT, LUD-
GATE-STREET, LONDON.

1793.

PRICE FOUR SHILLINGS.

[Entered in Stationers' Hall.]

1789

The Autobiography of Olaudah Equiano, a slave captured as a child in Africa, becomes a best-seller on both sides of the Atlantic.

CAUTION!!

COLORED PEOPLE

OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

**Watchmen and Police Officers
of Boston,**

For since the recent **ORDER OF THE MAYOR & ALDERMEN**, they are empowered to act as

KIDNAPPERS

AND

Slave Catchers,

And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES**. Therefore, if you value your **LIBERTY**, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.**

APRIL 24, 1851.

1793

The US Congress passes Fugitive Slave Laws, enabling southern slave owners to reclaim escaped slaves in northern states.

Timeline for Abolition of the Slave Trade

- 1803: Denmark abolishes slave trade.
- **1807: Britain abolishes slave trade.**
- 1807: U.S. passes legislation banning slave trade, to take effect 1808.
- 1810: British negotiate an agreement with Portugal calling for gradual abolition of slave trade in the South Atlantic.
- 1815: At the Congress of Vienna, the British pressure Spain, Portugal, France and the Netherlands to agree to abolish the slave trade.
- 1817: Great Britain and Spain sign a treaty prohibiting the slave trade.
- **Although the trade in slaves had ended, those people already sold into slavery were not yet free.**

1803-1817

Denmark, Britain, U.S., Portugal, and Spain abolish slave trade. However, those people already sold into slavery were not yet free.

Union with Freemen--No Union with Slaveholders.

ANTI-SLAVERY MEETINGS!

Anti-Slavery Meetings will be held in this place, to
commence on _____ at
in the _____

To be Addressed by

Agents of the Western ANTI-SLAVERY SOCIETY.

Three millions of your fellow beings are in chains--the
Church and Government sustains the horrible
system of oppression.

Turn Out!

**AND LEARN YOUR DUTY TO YOURSELVES,
THE SLAVE AND GOD.**

**EMANCIPATION or DISSOLUTION, and a FREE
NORTHERN REPUBLIC!**

HOMESTEAD PRINT, SALEM, OHIO

1830

A network of undercover abolitionists in the southern states of America help slaves escape to freedom in the north.

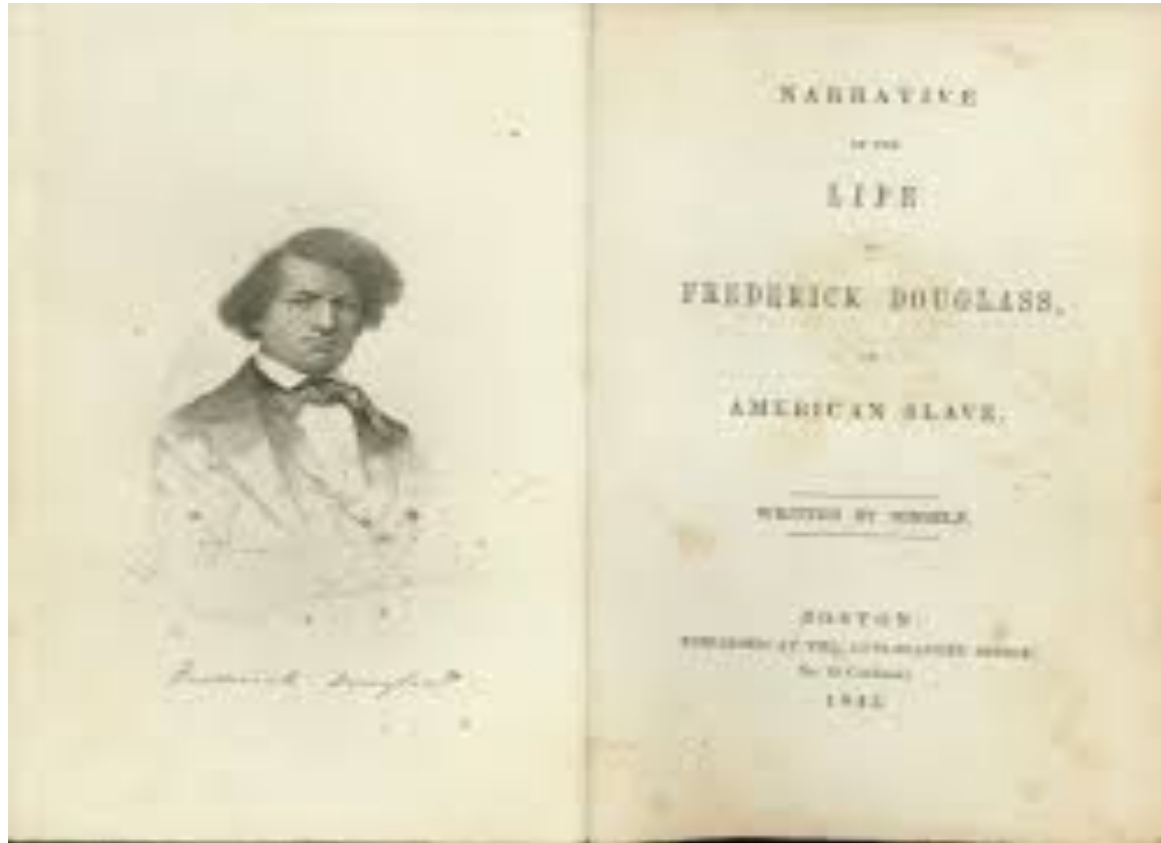


Death of Capt. Ferrer, the Captain of the Amistad, July, 1839.

Don Jose Ruiz and Don Pedro Montez, of the Island of Cuba, having purchased fifty-three slaves at Havana, recently imported from Africa, put them on board the Amistad, Capt. Ferrer, in order to transport them to Principe, another port on the Island of Cuba. After being out from Havana about four days, the African captives on board, in order to obtain their freedom, and return to Africa, armed themselves with cane knives, and rose upon the Captain and crew of the vessel. Capt. Ferrer and the cook of the vessel were killed; two of the crew escaped; Ruiz and Montez were made prisoners.

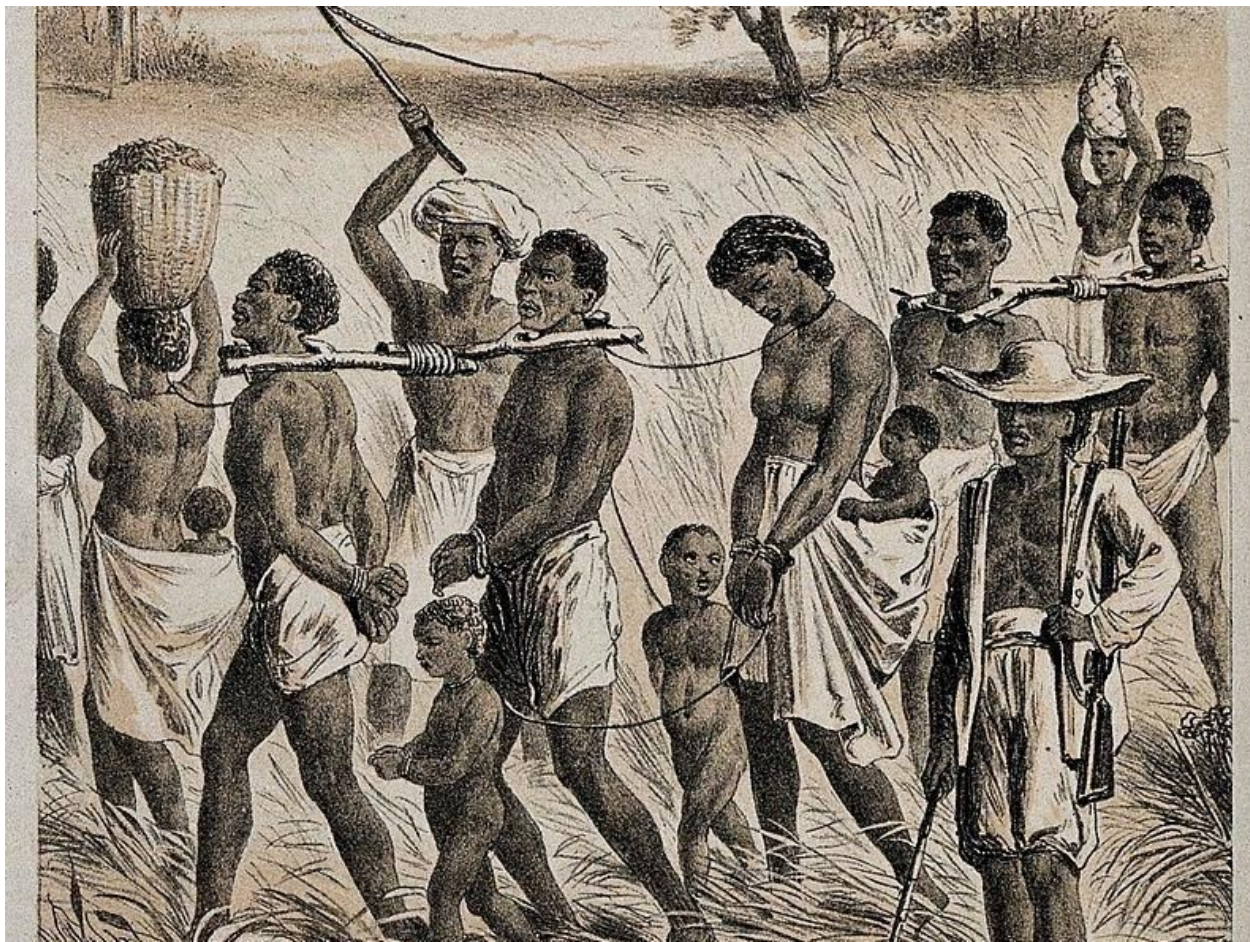
1839

Mutiny by slaves on a Spanish vessel leads two year to a significant abolitionist victory in the *Amistad* case.



1845

Escaped slave Frederick Douglass publishes the first of three volumes of autobiography.



1850

The slave trade, but not slavery itself, is banned in Washington and the District of Columbia.



1852

Escaped slave Harriet Tubman makes the first of many dangerous journeys back to Maryland to bring other slaves to freedom.



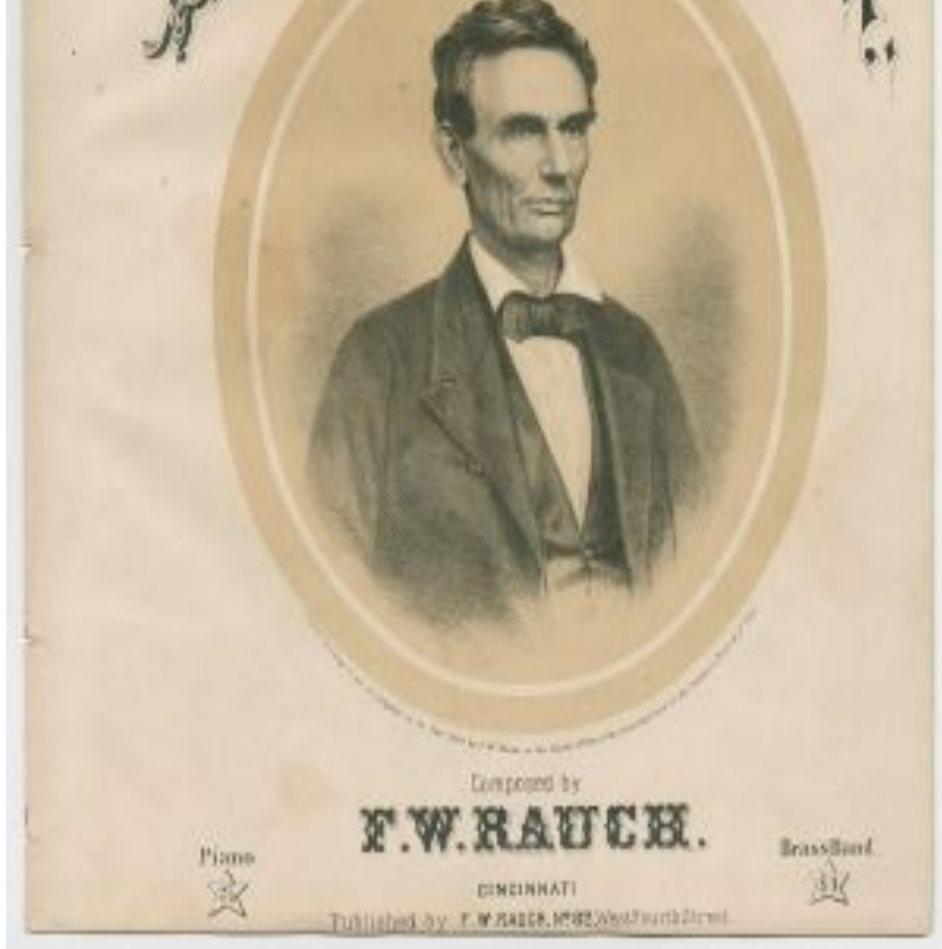
1854

An anti-slavery movement, formed in the USA to oppose the Kansas-Nebraska Act, adopts a resonant name, calling itself the Republican party.



1856

Abolitionist John Brown
presides over the lynching of
five pro-slavery men at
Pottawatomie in Kansas.



1860

Lincoln become the Republican presidential candidate, benefiting from the Democratic party split on the issue of slavery.

Those who deny
freedom to others
deserve it not for
themselves.

Abraham Lincoln



1862
Lincoln
declares in his
Emancipation
Proclamation
that all slaves
in any state
opposing the
Union
government
are and
henceforward
shall be free.

Thirty-Eighth Congress of the United States of America;

At the *Second* Session,

Began and held at the City of Washington, on Monday, the *fifth* day of December, one thousand eight hundred and sixty-four

A RESOLUTION

Submitting to the legislatures of the several States a proposition to amend the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

(two-thirds of both houses concurring), that the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid to all intents and purposes, as a part of the said Constitution,

1865

The Thirteenth Amendment to the U.S. Constitution prohibits slavery or any involuntary servitude in the United States of America.

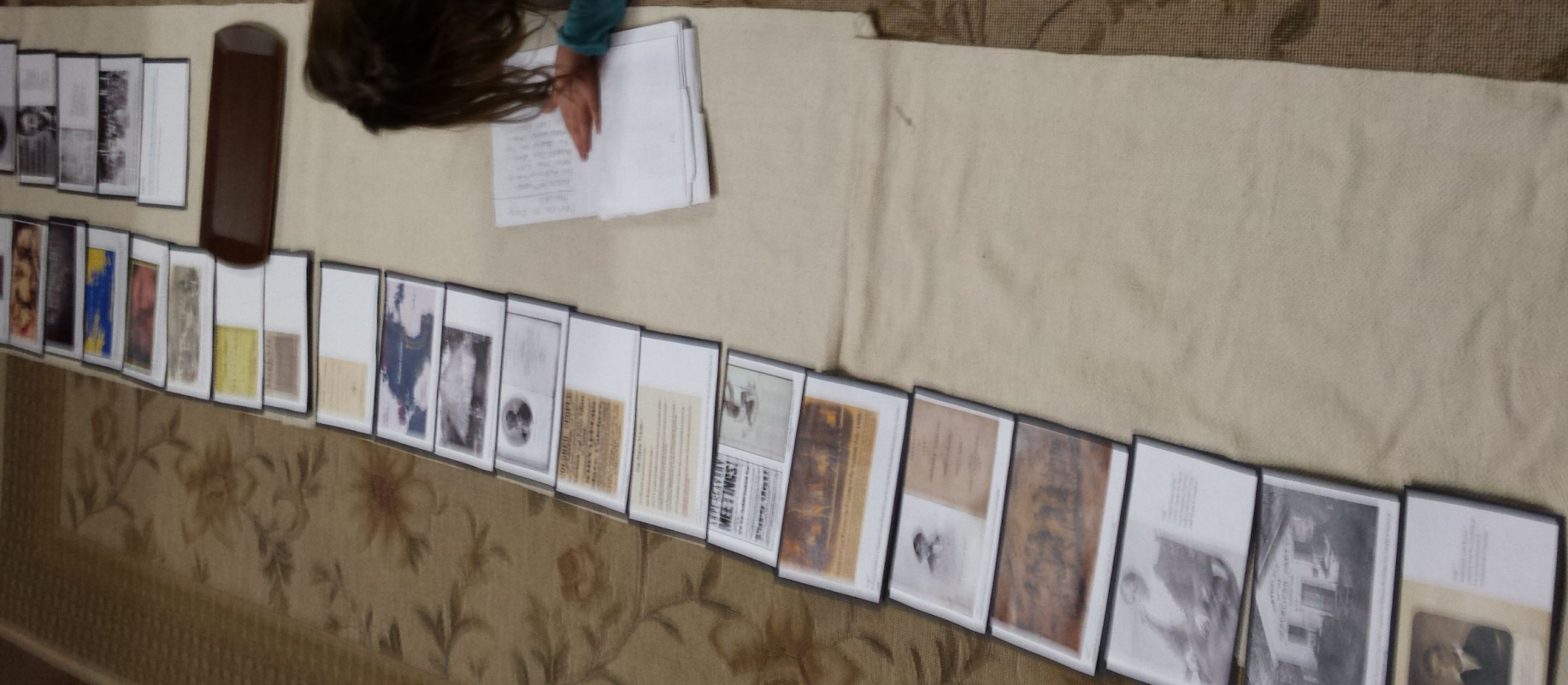


1881

Booker T. Washington, freed at the end of the Civil War, heads a college in the south, in Tuskegee, Alabama, to educate former slaves.

Source

information taken from: <http://www.historyworld.net/timeline2019/2019-08-16/14/slave-market.jpg>
<https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiQs6qvpOLjAhXCVjK4KH30a5wQMwh9KAaAwAA&url=https%3A%2F%2Fwww.history.com%2Ftopics%2Fancient-history%2Fhammurabi&psig=AOvVaw1wAEID2UjUam8E4MXStQz&ust=1564769929045185&ictx=3&uact=3>
https://www.google.com/imgres?imgurl=https%3A%2F%2Fupload.wikimedia.org%2Fwikimedia%2Fcommons%2Fthumb%2Fb%2Fb9%2FMelos_Sparta_and_Athens_416_BCE.svg%2F300px-Melos_Sparta_and_Athens_416_BCE.svg.png&imgrefurl=https%3A%2F%2Fen.wikipedia.org%2Fwiki%2FSiege_of_Melos&docid=ioyfcQMucEFUUM&tbnid=pXwC970dW-gBM%3A&vet=10ahUKEwi9-GVpeLjAhULC6wKHxZ5DcUQMwhSKAAAwAA&i&w=300&h=187&safe=active&bih=913&biw=1280&q=Melos%20416%20BC&ved=0ahUKEwi9-GVpeLjAhULC6wKHxZ5DcUQMwhSKAAAwAA&iact=emrc&uact=8
<https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjo0NgqpuLjAhUBW60KHf2GCNUQjRx6BAqBEAU&url=https%3A%2F%2Fwww.northernarawaktribalnation.com%2F&psig=AOvVaw3iqwC2L79p93dUYsX76L21&ust=1564770346589177>
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<https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwie0Mn4r-LjAhWkU8KHQUdBxYQjRx6BAqBEAU&url=https%3A%2F%2Fdc.newberry.org%2Fitems%2F narrative-of-the-life-of-frederick-douglass-an-american-slave--2&psig=AOvVaw2wa-b64GiuM7u8WuntBes8&ust=1564773002479031>
<https://static.independent.co.uk/s3fs-public/thumbnails/image/2018/08/16/14/slave-market.jpg>
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http://www.americaslibrary.gov/assets/aa/carnegie/aa_carnegie_phil_2_e.jpg



Woodland Native American Culture

The Eastern Woodland Culture consisted of Indian tribes inhabiting the eastern United States and Canada. The Eastern Woodlands were moderate-climate regions roughly from the Atlantic to the Mississippi River and included the Great Lakes. This huge area boasted ample rainfall, numerous lakes and rivers, and great forests. The rich earth and forests from the Ohio River to the Gulf of Mexico comprised the southeastern part of the Eastern Woodlands. This culture region abuts the [Plains Culture](#) to the west and the [Subarctic Culture](#) to the north

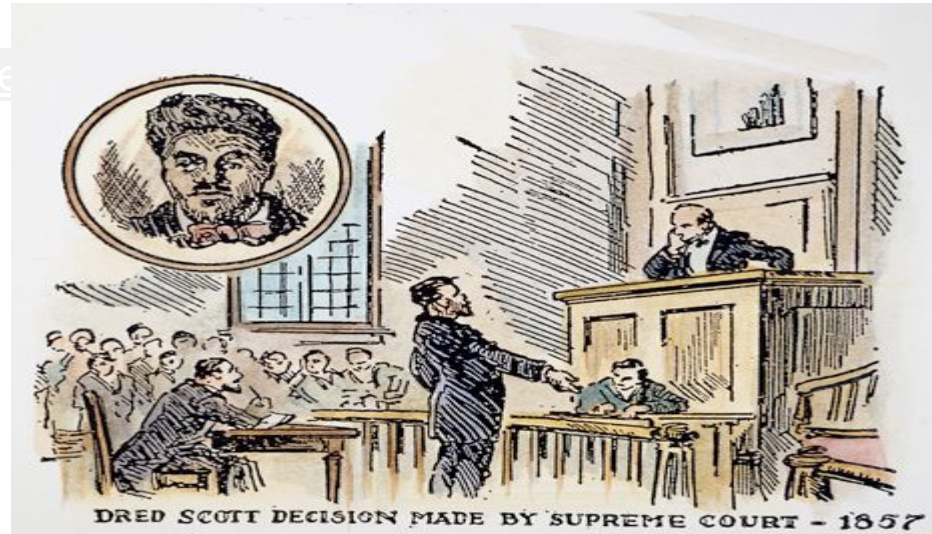
American Civil Rights Movement

By Julie Harrison

MARCH 6, 1857 The U.S. Supreme Court ruled in the Dred Scott decision to deny citizenship and constitutional rights to all black people, legally establishing the race as "subordinate, inferior beings -- whether slave or freedman."

Dred Scott & Obergefell v. Hodges

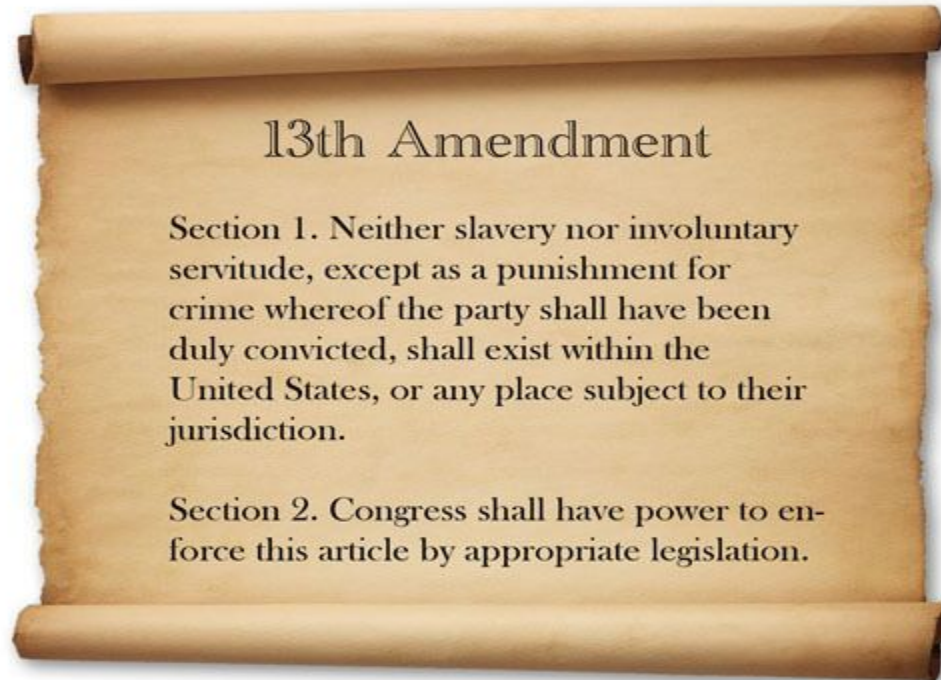
Image taken from <http://padresteve.com/2015/06/15/dred-scott-obergefell-v-hodges>



DEC. 6, 1865

The 13th Amendment to the United States Constitution abolished slavery.

Image taken from: www.huffingtonp

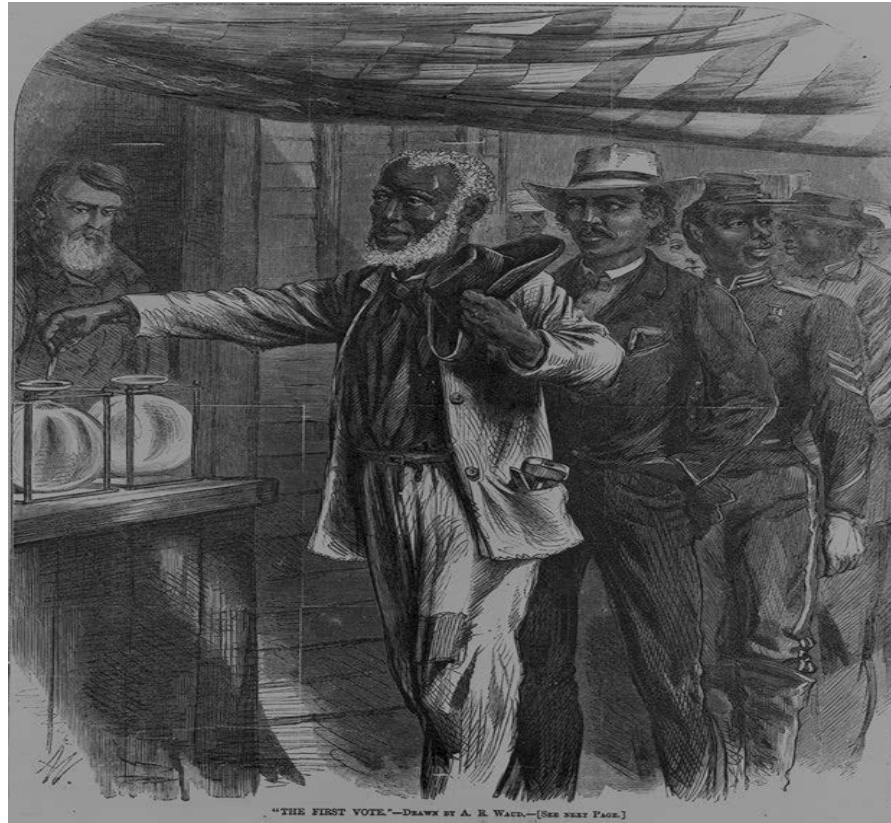


FEB. 3, 1870

The 15th Amendment granted blacks the right to vote.

Image taken from: <https://www.loc.gov/rr/program/bih/>

ourdocs/15thamendment.html



MAY 17, 1954

The U.S. Supreme Court's unanimously ruled in the landmark case Brown v. Board of Education of Topeka, Kansas that public school segregation was unconstitutional and paved the way for desegregation.

Image taken from: <http://www.irwinator.com/126/>

wdoc199.htm



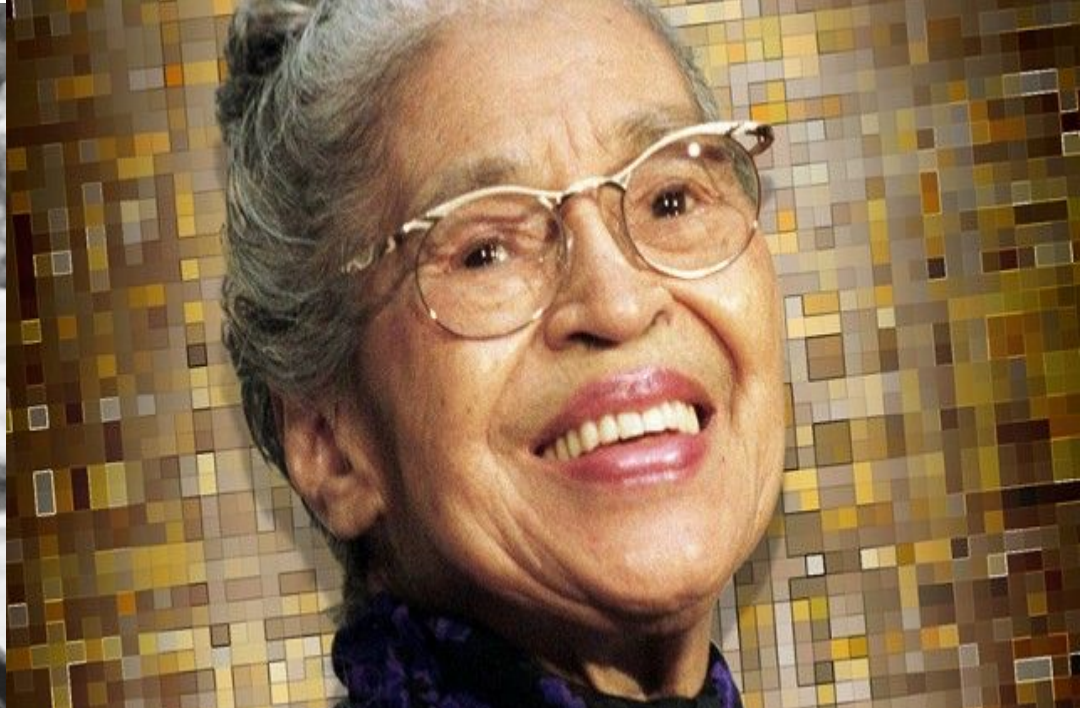
AUG. 27, 1955

While visiting family in Mississippi, fourteen-year-old Chicagoan Emmett Till was kidnapped, brutally beaten, shot and dumped in the Tallahatchie River for allegedly whistling at a white woman.



DEC. 1, 1955

Rosa Parks refused to give up her seat at the front of the "colored section" of a bus in Montgomery, Ala., to a white passenger, defying a southern custom of the time.



FEB. 14, 1957

The Southern Christian Leadership Conference was founded. Dr. Martin Luther King was the organization's first president. Dr. King believed it was essential for the civil rights movement not sink to the level of the racists and hate mongers who opposed them. "We must forever conduct our struggle on the high plane of dignity and discipline," he urged.

Image taken from: www.blackpast.org



SEPT. 2, 1957

Nine black students, who became known as the "Little Rock Nine," were blocked from entering the school on the orders of Arkansas Governor Wallace. President Eisenhower sent federal troops and the National Guard. Three days later Little Rock policemen surrounded Central High where more than 1,000 people gathered in front of the school. The police escorted the nine black students to a side door where they quietly entered the building to begin classes.

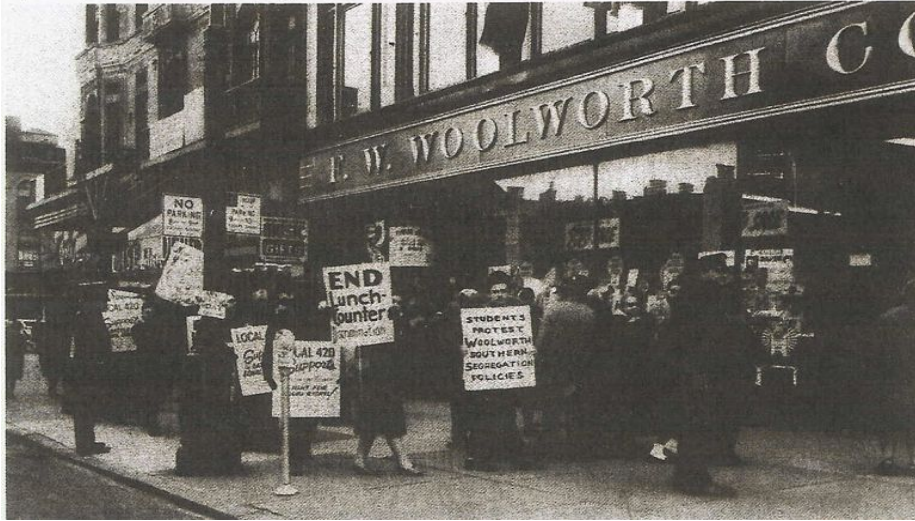
Image taken from: www.centralhigh.aent.org



FEB. 1, 1960

Four black university students began a sit-in at a segregated F.W. Woolworth's lunch counter in Greensboro, N.C. Although they were refused service, they were allowed to stay at the counter. Six months later, the original four protesters are served lunch at the same Woolworth's counter.

Segregation was fought on buses, in universities, and at lunch counters, including this protest against Woolworth's in the early 1960s.



MARCH 6, 1960

President Kennedy issued Executive Order 10925, prohibiting discrimination in federal government hiring on the basis of race, religion or national origin..



President Kennedy signs Executive Order # 10925
The Beginning of "Affirmative Action"

JUNE 12, 1963

Mississippi's NAACP field secretary, Medgar Evers, was murdered outside his home in Jackson, Mississippi. Byron De La Beckwith was tried twice in 1964, both trials resulting in hung juries. Thirty years later, he was convicted of murdering Evers.



Covers @ FirstCovers.com

**HATE IS A WASTEFUL EMOTION,
MOST OF THE PEOPLE YOU HATE
DON'T KNOW YOU HATE THEM
AND THE REST DON'T CARE.**

MEDGAR EVERS

AUG. 28, 1963

More than 250,000 people join in the March on Washington. Congregating at the Lincoln Memorial, participants listened as Martin Luther King delivered his famous "I Have a Dream" speech.



JAN. 23, 1964

The 24th Amendment abolished the poll tax, which had originally been instituted in 11 southern states. The poll tax made it difficult for blacks to vote.

Image taken from: www.southerncoalition.org



MAY 4, 1964 (FREEDOM SUMMER)

The Mississippi Freedom Summer Project was organized in 1964 by the Council of Federated Organizations. The project was to carry out a unified voter registration program in the state of Mississippi. Both COFO and the Summer Project were the result of the "Sit-In" and "Freedom Ride" movements of 1960 and 1961. One of the first two groups of "Freedom Riders," as they are called, encountered its first problem two weeks later when a mob in Alabama sets the riders' bus on fire. The program continued and by the end of the summer, more than 1,000 volunteers, black and white, participated.

Images taken from:

www.theroot.com



JULY 2, 1964

President Johnson signed the Civil Rights Act of 1964.

Images taken from:

<https://en.wikipedia.org/wiki/>

Civil_Rights_Act_of_1964



AUG. 4, 1964

The bodies of three civil-rights workers - two white, one black - were found in an earthen dam. They had been working to register black voters in Mississippi, and on June 21, went to investigate the burning of a black church. They were arrested by the police on speeding charges, incarcerated for several hours, and released after dark into the hands of the Ku Klux Klan, who murdered them.

image taken from:

www.theatlantic.com

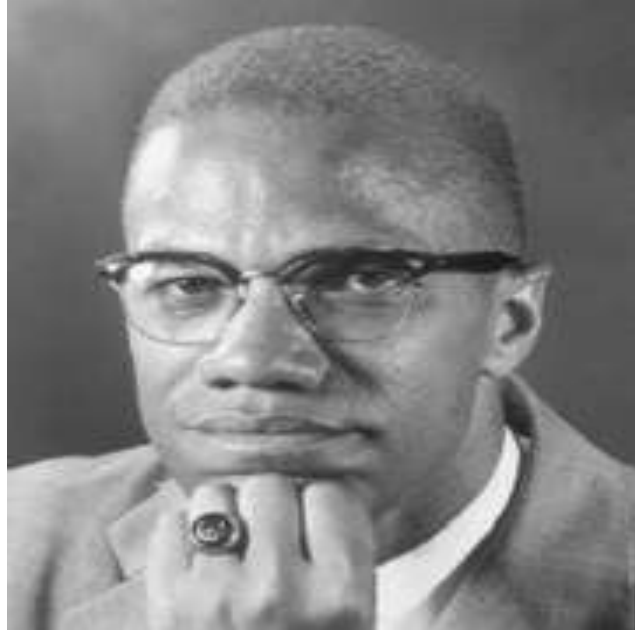


FEB. 21, 1965 - MALCOLM X Assassinated

Born Malcolm Little in Omaha, Neb., on May 19, 1925, this world-renowned black nationalist leader. A Black Muslim Minister, revolutionary black freedom fighter, civil rights activist and for a time the national spokesperson for the Nation of Islam.

Image taken from:

www.nydailynews.com



MARCH 7, 1965

Bloody Sunday

In the presence of the news media, the lawmen attacked the peaceful demonstrators with billy clubs, tear gas and bull whips, driving them back into Selma, Mississippi

https://www.google.com/url?sa=i&rect=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=oahUKEwjzn6vIr7bKAhXFkYMKHVE3CJIQjBoIBg&url=http%3A%2F%2Fwww.huffingtonpost.com%2Fpeter-j-ognibene%2Fremembering-bloody-sunday_b_488637.html&psig=AFQjCNFo_8Nk21-x_J7IJ9vPHcC2q02bpg&ust=1453309929053724



SEPT. 24, 1965

President Lyndon Johnson issued Executive Order 11246 to enforce affirmative action. It required government contractors to "take affirmative action" toward prospective minority employees in all aspects of hiring and employment.

Image taken from:

[https://ionenewpittsburghcourier.files.wordpress.com/2011/09/a2twibhlyndonjohnson.](https://ionenewpittsburghcourier.files.wordpress.com/2011/09/a2twibhlyndonjohnson)

jpg



JUNE 12, 1967

In *Loving v. Virginia*, the Supreme Court ruled that prohibiting interracial marriage was unconstitutional. Sixteen states that still banned interracial marriage at the time were forced to revise their laws.

Image taken from: <http://jennalawlor.weebly.com/blog/history>



1967 Riots in Detroit Michigan



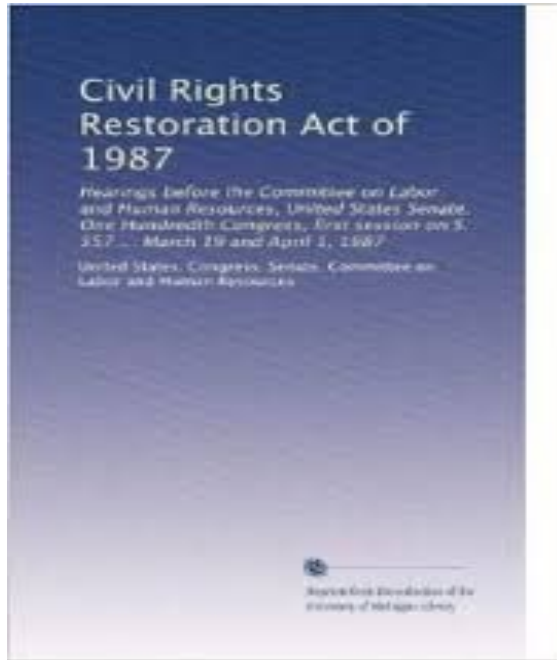
APRIL 4, 1968

Rev. Martin Luther King Jr., at age 39, was shot as he was standing on the balcony outside his hotel room at the Lorraine Motel in Memphis, Tenn.



MARCH 22, 1988

Overriding President Ronald Reagan's veto, Congress passed the Civil Rights Restoration Act, which expanded the reach of nondiscrimination laws within private institutions receiving federal funds.



Civil Rights Restoration Act of 1987

Legislation reversed the findings in *Grove City College* and applied Title IX institution-wide. Thus, if any part of an institution received federal funding, the entire institution was subject to the specifications in Title IX.

JUNE 23, 1992

In the most important affirmative action decision since the 1978 Bakke case, the Supreme Court (5?4) upheld the University of Michigan Law School's policy, which ruled race could be one of factors colleges consider when selecting students because it furthered "a compelling interest in obtaining the educational benefits that flow from a diverse student body."

Image taken from

<https://www.google.com/url?sa=i&rc=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=oahUKEwjS28mgsbbKAhUisoMKHfxKC5AQjBoIBg&url=http%3A%2F%2Fwww.eba.y.com%2Fitm%2F1978-newspaper-US-Supreme-Court-BAKKE-DECISION-on-College-AFFIRMATIVE-ACTION-%2F371527737574&psig=AFQjCNEOMGVGAYsUyMRiDwzOmNxmZcGqbw&ust=1453310392591736>



July 2014

Since the September 11 attacks, 30 new anti-Islamic hate groups have formed in the US, according to the Southern Poverty Law Center, which was founded in 1971 to combat racism against blacks in the American south. "We've seen some horrible crimes committed against people who are perceived to be Arabs," Richard Cohen, the president of the Southern Poverty Law Center, told Al Jazeera.

Image taken from:

[http://www.aljazeera.com/indepth/](http://www.aljazeera.com/indepth/features/2014/07/american-muslims-ongoing-civil-rights-fight-2014713883896279.html)

[com/indepth/](http://www.aljazeera.com/indepth/features/2014/07/american-muslims-ongoing-civil-rights-fight-2014713883896279.html)

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[fight-20147138838](http://www.aljazeera.com/indepth/features/2014/07/american-muslims-ongoing-civil-rights-fight-2014713883896279.html)

[96279.html](http://www.aljazeera.com/indepth/features/2014/07/american-muslims-ongoing-civil-rights-fight-2014713883896279.html)



August 2014

The Ferguson unrest (also referred to just as Ferguson) involves protests and riots that began the day after the fatal shooting of Michael Brown by Darren Wilson, a police officer, on August 9, 2014, in Ferguson, Missouri. The unrest sparked a vigorous debate in the United States about the relationship between law enforcement officers and African Americans

Image taken from:

[https://en.wikipedia.org/wiki/Ferguson_](https://en.wikipedia.org/wiki/Ferguson_unrest#/media/File:Ferguson_Day_6_Picture_44.png)

[unrest#/media/File:Ferguson_Day_6_Picture_44.png](https://en.wikipedia.org/wiki/Ferguson_unrest#/media/File:Ferguson_Day_6_Picture_44.png)



December 2015

The Birth of a New Civil Rights Movement

2014 was an epochal year for social justice. 2015 could be even more dramatic.

By Gene Demby



February 2015

Muslims hold a candlelight vigil at the Islamic Center of Southern California in Los Angeles in February (2015) for the three Muslim students who were fatally shot in North Carolina. The families of three Muslim students shot dead by a white neighbor have reiterated calls for the killings to be treated as a hate crime

Image taken from

: <https://www.washingtonpost.com/>

news/in-theory/wp/2015/11/11/muslims-are-facing-a-civil-rights-
crisis-in-america/



January 16, 2016

Over the weekend, and today, Martin Luther King Jr. Day, flyers have been appearing in the yards of residents of Midtown in Mobile, Alabama. Residents say the pamphlets are promoting the Ku Klux Klan (A hate group that focuses on opposition to the Civil Rights Movement, often using violence and murder to suppress activists.) Fifty sandwich bags containing these pamphlets and cards were found by residents on Saturday. Local residents were described as being “not happy.”

[Photo by William Thomas

Cain/Getty Images]



Respectfully noted by,

Julie Harrison

**This is Not
The End
Of This
Story!**

Sources:

<https://www.sitinmovement.org/history/america-civil-rights-timeline.asp>

<http://www.politico.com/magazine/story/2014/12/ferguson-new-civil-rights-movement-113906>

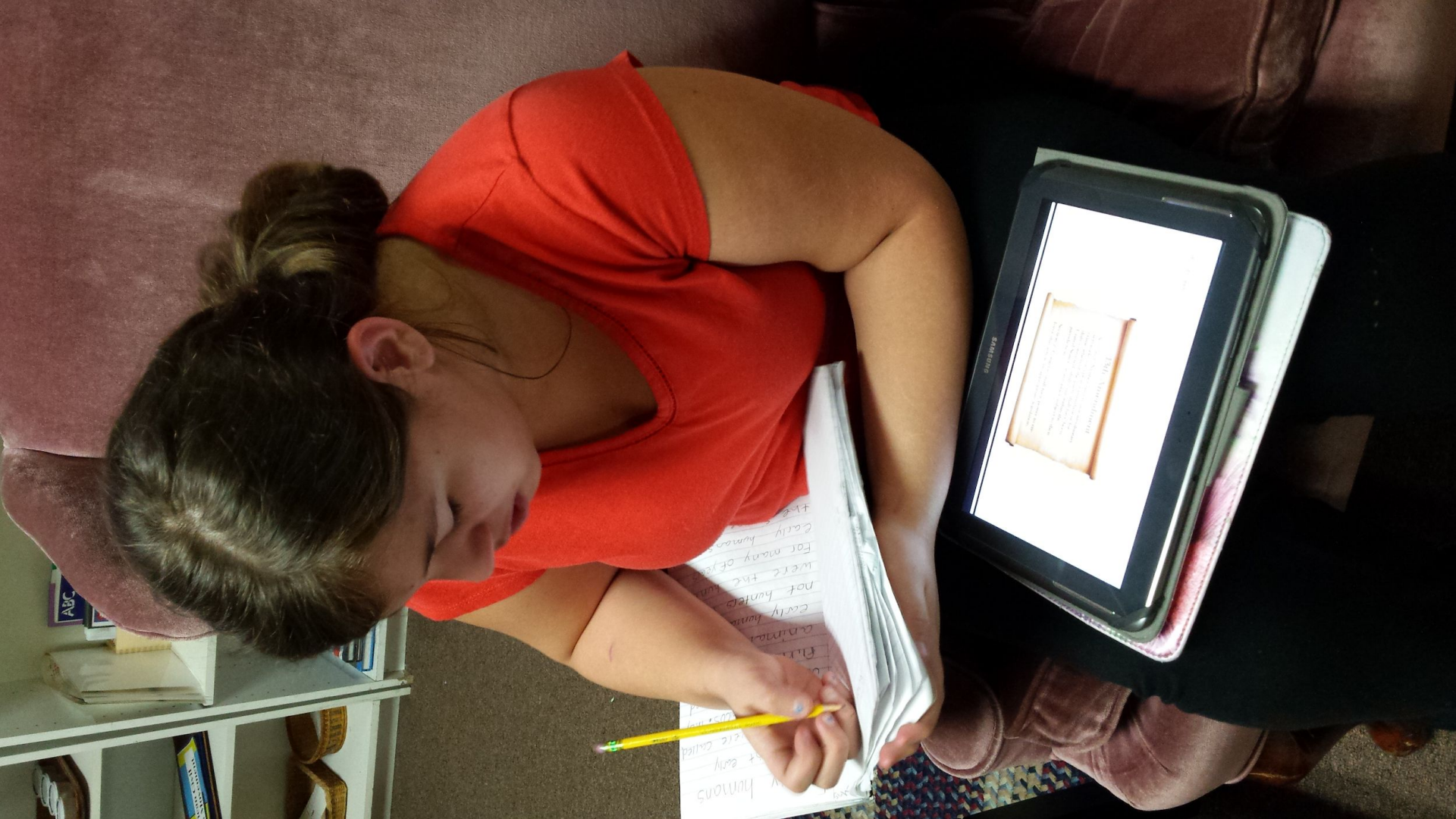
https://en.wikipedia.org/wiki/Ferguson_unrest#cite_note-11

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<http://www.inquisitr.com/2718690/midtown-mobile-alabama-kkk-leaflets-appear-before-martin-luther-king-jr-day/#I9UZiYtLBqirvA77.99>

<https://qph.fs.quoracdn.net/main-qimg-1e49f83bb279c9f1fbd28b4e08d771b3.webp>

Resources



African Masks

Preparation

1. The 3rd Great Lesson.
2. Needs & Traits Lesson
3. Age 6 and older.

Educational Objectives

1. To see African masks as works of art and that they serve a special purpose in the African culture.
2. Have the children question their judgments based on their personal experience.

Materials Needed:

Laminated paper masks. (**African Punch-Out Masks**, by A.G. Smith and Josie Hazen,)

Presentation

1. Retrieve tray from the shelf.
2. Place the tray on the upper left hand corner of the rug.
3. Retrieve one mask from the tray.
4. Ask the children how they feel when they look at this mask.
5. Tell the children what country in Africa this mask comes from.
6. Explain what occasion this mask is used for and what it represents.
7. Place the mask to the right of the tray face down.
8. Introduce each mask.

Follow-up Work

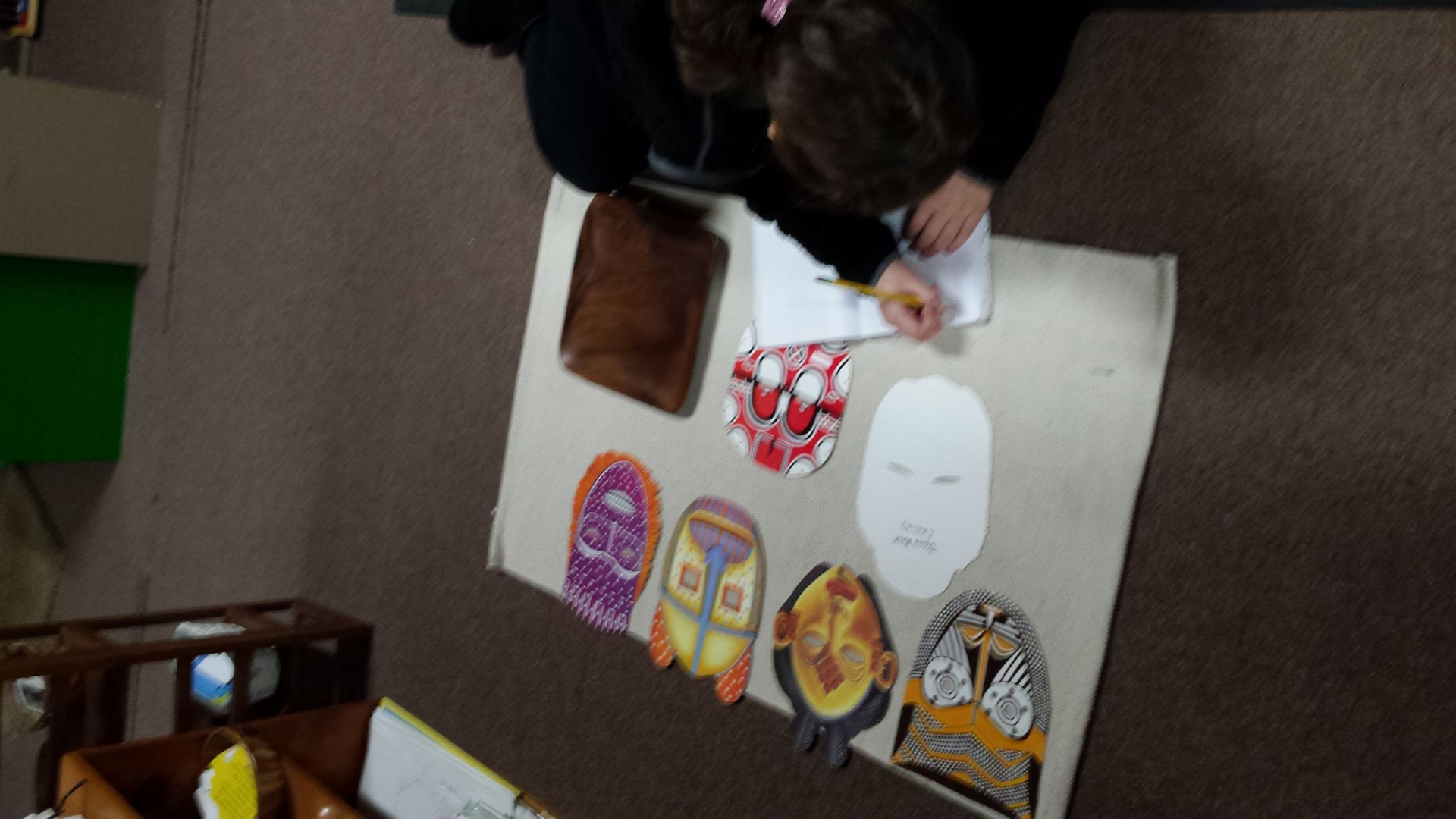
Ask the children to look up one of the countries in Africa that was addressed with the mask and write three to six facts (depending on the child) about the country chosen.

Extensions and Integration

Ask the children to write about what the people produce, eat, and/or celebrate in that country or other countries mentioned in Africa.

Assessment

Read the children's write ups.



Literature
Mrs. Katz & Tush by, Patricia Polacco

Preparation

1. The 3rd Great Lesson.
2. Needs & Traits Lesson
3. Age 6 and older.

Educational Objectives

To have the children experience community in the classroom and acknowledge.
To have the children acknowledge sameness and difference.

Materials Needed

1. The Book Mrs. Katz & Tush by Patricia Polacco.
2. Colored pencils.
3. Paper for drawing.

Presentation

1. Read Mrs. Katz and Tush by, Patricia Polacco
2. Discuss what Mrs. Katz and Larnel had in common
3. Discuss what was different about them.
4. Discuss what traditions Mrs. Katz had.
5. Discuss what traditions each child has in their family.
6. Ask the children to draw a picture of a tradition their family has.
7. Have the children frame the pictures.
8. Make a circle of traditions with the children's pictures.
9. Discuss what traditions our classroom has.
10. Have the children design a picture of a classroom tradition have the children decide who will draw it.
11. Place the finished classroom tradition picture in the center of the individual tradition drawings.

Follow-up Work

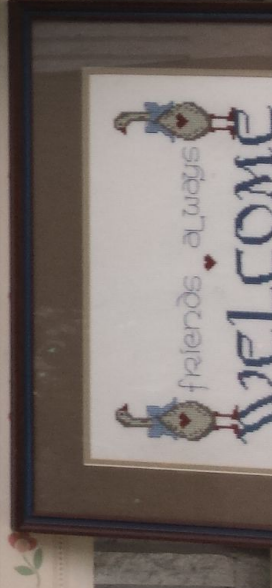
Ask the children to choose a place to hang their tradition wreath.

Extensions and Integration

Ask the children to choose a culture and write about a tradition that they follow.

Assessment

Have the children explain their pictures to you.



Timeline Math

Preparation

1. The 3rd Great Lesson.
2. Timeline of Slavery Lesson
3. Timeline B.C./A.D. Lesson
4. Basic dynamic addition and subtraction understanding.
5. Age 6 and older.

Educational Objectives

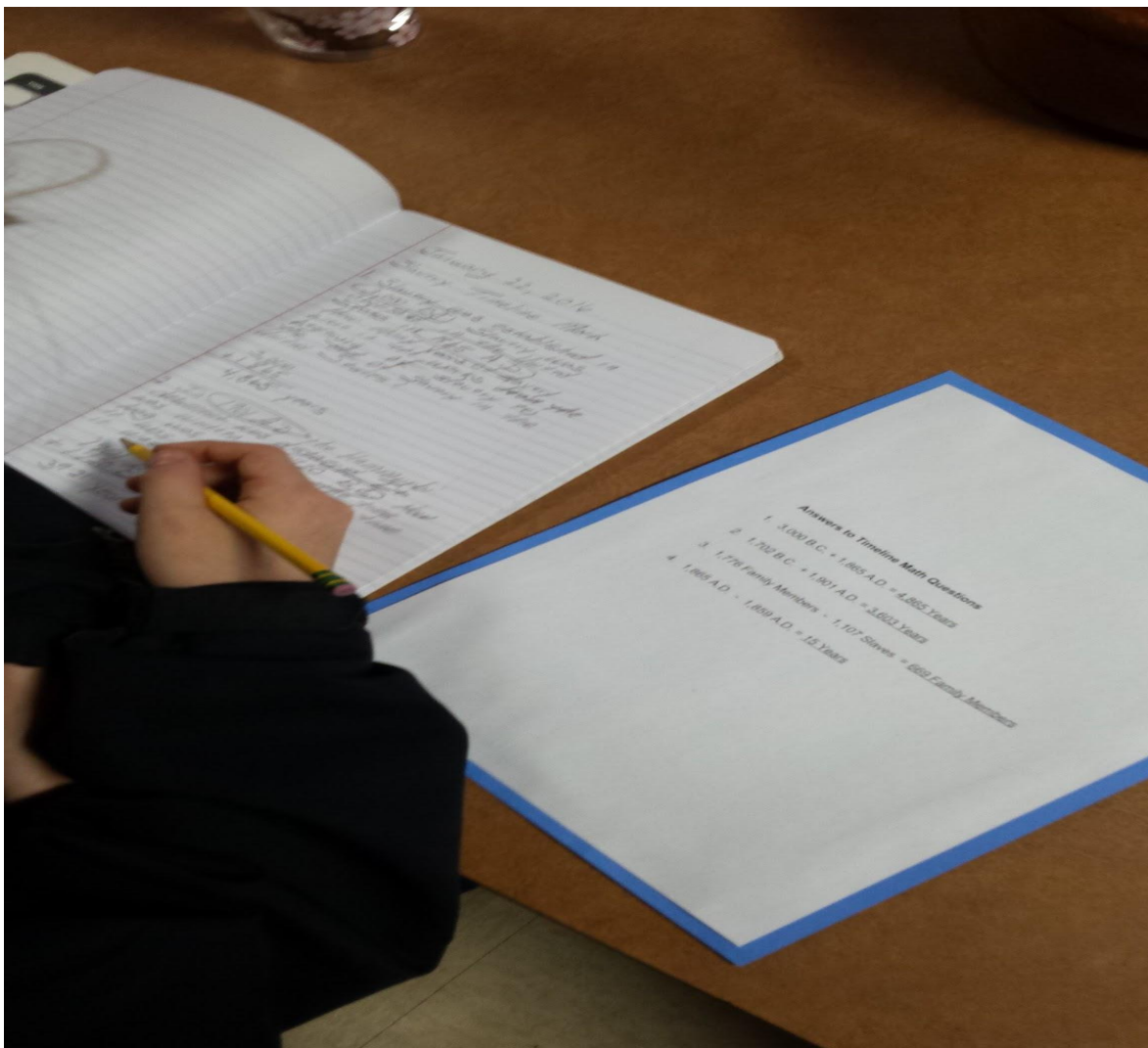
To understand the length of time slavery has been in existence

Materials Needed

1. Timeline questions and answers:

Timeline of Slavery Story Problems

1. Slavery was established in 3,000 B.C. Slavery was abolished in the United State of America in 1865 A.D. How many years of slavery were in the works from the beginning of slavery to the end of slavery in the United States?
2. In 1901 A.D. the Hammurbi document was discovered (The first written record of laws relating to slaves.) It was written in 1720 B.C. How long was it between the time the document was written and the time it was discovered?
3. In 1657 Dutch and German settlers purchased slaves. Fifty years later there were 1776 members of Dutch and German families. They owned 1107 slaves. How many more family members were there than slaves?
4. In 1850 **slave trade** was abolished. In the United State of America **slavery** was abolished in 1865. How many years was it ?



Answers to Timeline Math Questions

1. $3,032 \text{ B.C.} + 1,800 \text{ A.D.} = 4,832 \text{ Years}$
2. $1,702 \text{ B.C.} + 1,907 \text{ A.D.} = 3,603 \text{ Years}$
3. $1,778 \text{ Family Members} + 1,107 \text{ Slaves} = 2,885 \text{ Family Members}$
4. $1,800 \text{ A.D.} - 1,600 \text{ A.D.} = 200 \text{ Years}$

The Pious Man and the Apple

Thabi ibn Al-Nu'man, a pious man from among the early Muslims, was very hungry and tired. He passed by an orchard entered among the trees to rest for awhile in the shade. His stomach growled as his gaze rested longingly upon an apple on one of the trees. Out of hunger and sheer fatigue, his hand reached out for the apple. Before he knew it, he had devoured half of the apple before stopping to drink from a nearby creek.

As his hunger subsided, Thabit comprehended the magnitude of his carelessness. Regret set in as he realized that he had neglected to ask the owner's permission to eat the apple. Stricken with remorse, Thabit Ibn Al-Nu'man resolved that he would not leave the orchard until he had found the owner and asked his pardon and forgiveness.

Thabit Ibn Al-Nu'man wandered among the orchard trees until he found the owner's house and knocked on the door. When the owner greeted him, Thabit explained the story of his hunger and the apple, and begged the owner's pardon.

I entered your orchard next to the creek, and I picked this apple. I ate half of it before realizing that it did not belong to me. I ask that you may pardon me for eating it and forgive me for my mistake, Thabit concluded.

The owner thought for a moment. Then he said, I will forgive you under one condition.

What is your condition? asked Thabit.

That you marry my daughter, replied the owner. "But you must know that my daughter is blind and cannot see, mute and unable to speak, and deaf, hard of hearing."

Thabit paused as he thought about this dilemma. He wondered how he could take care of such a person and what he should ultimately do. Thabit resolved that taking care of a disabled wife would be better than risking punishment for taking property that was not his. Besides, Thabit thought, the days in his lifetime were numbered, compared to the eternity of the afterlife. He took a deep breath and agreed to marry the owner's daughter.

- When the wedding day came, Thabit ibn Al-Nu'man was consumed with worry. He wondered if he would be able to communicate with his bride, or if she would even know that he was marrying her. . .

The time came for Thabit to meet his bride. He approached her anxiously. To his surprise, she turned to face him and said brightly, *Assalamu Alaikum wa Rahmatullahi wa Barakatuhu*, welcoming him with the customary greeting of peace and blessings. As she spoke, she looked straight into his eyes, her gaze firmly fixed on his own. He looked back at her, awestruck. She was so lovely, he thought, like a heavenly maiden.

After a moment of silence. Thabit finally spoke, How can this be? You speak, hear, and see! He then told his new bride the description of her that was given to him by her very own father.

My father told you the truth and was not lying, the young woman stated.

How so? asked Thabit.

The bride explained, He told you I was mute because I do not speak ill of anyone, use bad language, or say anything displeasing. ∴ I am deaf because I do not listen to idle conversations or backbiting. Lastly, I am blind because I lower my gaze and do not look at anything forbidden.

It is no wonder that we were brought together this righteous man and this woman. It is likewise no surprise that from this union came one of the greatest Muslim scholars and jurists, who would fill the world with his knowledge. Their son was none other than Imam Abu Hanifa Al-Nu'man.

Lessons Learned

1. Why did the man tell the owner of the property that he had eaten an apple?
2. What is a sign of piety?
•
3. How was the young woman deaf, blind, and mute?

Grammer

There are nine quotes or sentences that the characters said. Place quotation marks where they belong.

Taken from [A Cup of Mint Tea Volume 3](#)

The Wise Carpenter Luqman

Luqman was an Abyssinian servant who worked as a carpenter. One day, his master instructed him to slaughter a sheep. So Luqman dutifully prepared the animal and performed the slaughter. After he had completed the task, his master made a strange request.

- Bring me the two purest parts of the sheep!

Luqman thought for a moment before he carried out the instructions. He carefully separated the tongue and the heart, and presented them to his master as the two purest parts of the animal.

A few days later, Luqman was told again to slaughter a sheep. No sooner did he prepare the animal and perform the slaughter than his master made another strange request.

Bring the two filthiest parts of the sheep!

Luqman thought about this, and after a few moments, he presented his master with the exact same organs: the tongue and the heart. The master was intrigued by those choices. Puzzled, he asked Luqman, How can the tongue and the heart be both the purest and the filthiest parts?

Lessons Learned

Answer write how the story speaks to the following statements.

1. Don't judge a book by it's cover.
•
2. A pure heart can lead to what?
3. A corrupt heart can lead to what?
4. Pure words can lead to what?
5. Corrupt words can lead to what?

Grammer

There are three quotes or sentences that the characters in the story said. Place quotation marks where they belong.

Taken from *A Cup of Mint Tea, Charity Creation, and Other Short Stories to Warm the Heart.*
Volume 3. Author, Iman Abdallah Al-Qaishi

Larson was an Alaskan hunter and was well known as a hunter. One day, he hunted for a moose. After he had completed the task, the moose made a strange request. Larson thought for a moment and then he carried the moose to his house. He carried the moose to his house and presented it to his mother. He carried the moose to his house and presented it to his mother. He carried the moose to his house and presented it to his mother.

The New Carpenter Larson

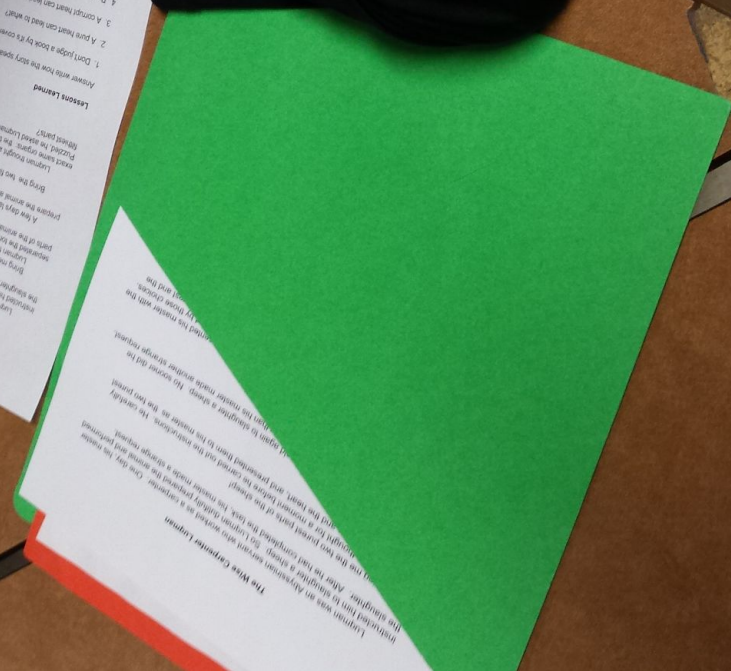
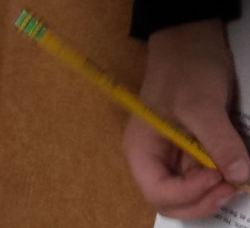
There are three kinds of sentences that the difference is the way they are used. Grammar

1. Don't judge a book by its cover.
2. A good heart can lead to what?
3. A good heart can lead to what?
4. Five words can lead to what?
5. Conject words can lead to what?

Answer with how the story speaks to the following statements.

Lessons Learned

Larson was an Alaskan hunter and was well known as a hunter. One day, he hunted for a moose. After he had completed the task, the moose made a strange request. Larson thought for a moment and then he carried the moose to his house. He carried the moose to his house and presented it to his mother. He carried the moose to his house and presented it to his mother.



Everyone Likes Rice

Preparation

1. The 3rd Great Lesson.
2. Needs & Traits Lesson
3. Age 6 and older.

Educational Objectives

To have the children experience rice making and the many different rices available from different climates and therefore from different parts of the world.

The children experience that we all eat similar foods with different variations.

Materials Needed

1. Steam different rices from the six different continents.
2. One tray that has at least 6 different varieties of rice in 6 different bowls.
3. Small plates and spoons.



Evaluations

Healing Humankind Evaluation

Needs and Traits

I have used this lesson at both the Early Childhood level and at the Elementary level. In both cases it was received well. The children were in both cases engaged and happy to participate. The elementary children did follow up work that included making drawings with different skin color pencils and or markers. They were also found comparing their skin color with each other. I have to say that with this particular lesson, it is best done with groups of 15 or more. I believe the children left the lesson with a good understanding of what melanin is and how every human has their unique amount in their body. This work did not lead to a lot of research. I believe this is much in part due to the like of melanin diversity in our classroom until further lessons were given.

Hand Matching

I have used this lesson at both the Early Childhood level and at the Elementary level. In both cases it was received well. The upper elementary children repeated this work much more than I expected. They asked me where I received the picture from. While they did not do specific follow up work with this material, I noticed a desire to truly compare and match skin colors. I did have one child research melanin after doing the work. It appears that the children came away with a greater understanding of the different hues of skin color that are in our human population.

Hair Matching

I have used this lesson at both the Early Childhood level and at the Elementary level. In both cases it was received well. The upper elementary children were a little taken aback with touching the hair samples however, it did not appear to stop them from doing this work. They were able to experience hair textures and hues that are different from their own. They appeared to have a better understanding how hair texture and color is affected by melanin. I noticed that in drawings that children did after experiencing this work they drew more varied hair and skin colors. I believe that this is especially beneficial to the children in this environment because of the lack of ethnic diversity.

Doll Families

I have used this lesson at both the Early Childhood level and at the Elementary level. In both cases it was received well. The upper elementary children used this material in a more methodical way. They created the families and spoke of how the babies may look different than what was available in the work. When recording the work in their journals some were very careful to describe the individuals that made up the families. Where in the early childhood classroom the children were not as concerned with how the babies or the parents should look. There was not a lot of follow up work at the Upper Elementary level except to say the children who did the work enjoyed doing it repeatedly. At first I thought they were misusing the work however, most times they were using it in an appropriate manner.

Timeline of Slavery

I have only used this work at the Upper Elementary level. I presented this work to a small group with the cards. The children worked together to place the cards in order and record them in their journals. I also presented this work to a small group as a slide show. The children recorded the information and had conversation in regards to the slides. I am not sure which group received the most benefit. There were two children who chose specific events to research. They were from the children who experienced the slide show.

Timeline of the American Civil Rights Movement

I have only used this work at the Upper Elementary level. This work was presents and a large group presentation to the entire class. I ended up presenting this in two separate presentations. The children received it well. I created a lot of conversation in regards to the events of the past and current events. The children enjoyed their follow up work and did individual presentations for specific events to the rest of the class. The children did this work with a sense of pride and dedication to what is “Right” and what is “Wrong.” In the future I will have children who have experienced this presentation present it to the younger children so as to leave my passions and opinions less apparent. It is important to note that this work is more effectively done in two rather than one presentation.

Mask Work (African)

I have presented this work at both the Early Childhood and Elementary levels. In both cases it was received well. The upper elementary children who liked this work were insistent on doing every mask and returned to the work several times. They recorded on the back of the mask what ceremony the mask was used for. I believe the children left the work with an understanding of meaning of the mask and that a work of out that may appear “scary” to a person of one culture can appear comforting and enjoyable to a person of another culture. I am looking forward to presenting this work again and adding the extension that the children look up and attempt to reproduce a mask from another culture and present it along the the cultural meaning.

Tradition

The Book Mrs. Katz & Tush by Patricia Polacco was an excellent choice for this work. It is a very simple story that shows how people of different cultures can find human similarities and needs and use them to be kind and loving to each other. It showed how we can all create our own traditions to bond together and at the same time respect and cherish the traditions that we grew up with. The children not only enjoyed making the tradition wreath, they engage in making new traditions for our classroom of which we are using this current school year. Again, I will have an experienced child present this work in the future in order to reinforce the values of the lesson in themselves and take my opinions out of the work.

Timeline Math

At first this work was not embraced by the children it was presented to at first. However as the school year progressed the children saw value in the skill learned in finding how many years passed between events. This happened when the children were having a conversation about how long ago they had met. One of them asked if they could use they “Story Problem” paper to figure out the answer. I said yes and they figured out the answer to their question on their own. In the future when I present this work I will not only use the “timeline” as an example, I will use examples that relate to the children.

Quotation Marks

Two girls in particular loved this work. One girl because of her love for grammar and the other for their love of the literature. The child who loved the literature asked for the name of the books I used because of her love for the lessons learned in the stories. I gave her the names of the books and she has told me how she and her mother read the books together. Her mother said that these books have been great sources of reflection and conversation.

Everyone Likes Rice

This is a favorite lesson in our classroom. The children enjoyed preparing and tasting different kinds of rice for the lesson. However, the children to this day make different kinds of rice nearly every week in our classroom. I had to purchase a steamer (\$7.99 @ Salvation Army) for the classroom. While I believe the children did see how different cultures can take one food and eat it several different ways, I believe they more enjoyed the fact that all humans enjoy preparing and eating good food.

A Caveat

While I enjoyed creating this curriculum, I need to state that is a work in progress.

Currently I am developing a lesson regarding the Electoral College that involves the following: Researching one state other than our own using Claremont's 14 facts, Randomly choosing 3 candidates from our Ethnicity doll families, Randomly assigning attributes to said candidates, having an election with the population of the state being an upper elementary student paired up with lower elementary students, and determining the winner based on the Electoral votes currently assigned to their particular state. The goal of this work is not only teach the workings of the Electoral College, but to hopefully have the children look at dolls representing different ethnicities and genders running for the office of the President of the United State.

I am also currently working on a curriculum that embraces Native Americans and their role in our history and in our current life.

Resources

<https://qph.fs.quoracdn.net/main-qimg-1e49f83bb279c9f1fbd28b4e08d771b3.webp>