

African American Cultural Unity Patch Program

Leader's Guide



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African American Cultural Unity Patch Program

Purpose

1. To work for togetherness in my family, our community in which we live, our nation, and with others through cultural understanding.
2. To increase one's knowledge, understanding, and appreciation of various heritage and cultural perspectives.
3. Linking African history with contemporary African American culture, girls will participate in activities that will include the World of Girl Scouting in member African Nations.

Patch Requirements

The requirements to earn the African American Cultural Unity Patch are the following:

Girl Scout Brownie: Complete one activity in each of six different content areas.

Girl Scout: Junior: Complete one activity in each of eight different content areas.

Girl Scout Cadette, Senior and Ambassador: Complete one activity from each content area.

The patch may be obtained through the Girl Scouts of Connecticut Shops. You may shop online at www.gsofct.org > Shop. You may also contact them at 203-234-6253 or shop@gsofct.org. Please contact the Girl Scouts of Connecticut Program Department for further information at 203-239-2922 or 800-922-2770 or program@gsofct.org

Defining Ourselves

Racial and cultural designations vary from place to place and are, in most cases, a social construct of a particular community or society.

In this African American Cultural Unity Patch Leader's Guide, the term 'African' includes anyone from anywhere on this planet with any African ancestry. Most African people born in the USA prefer to be called African American rather than "Black" because it strengthens their connection with the motherland and gives them a greater sense of connection with their own culture and traditions.

There are African Americans, African Barbadians, Brazilians, Canadians, Cubans, Nicaraguans, Peruvians, Puerto Ricans, Salvadorans, and many other kinds of Africans. There are significant African populations in every country in the western hemisphere with the possible exception of Iceland and Greenland.

Content Areas

Fulfill the requirements to earn the African American Cultural Unity Patch by completing activities within these content areas.

1. History
2. Music
3. Mixed Media Art
4. Food
5. African American Women
6. Literature/Folklore/Folktale
7. Holidays/Celebrations
8. Language/Communications
9. The World of Girl Scouting

History

1. You will need a world map and a separate map of Africa. Look at the world map to see where the United States is and where Africa is. How could you get there? How long would it take? Compare the size of Africa with the size of the United States. Look at the map of Africa. Locate Mali, Ghana, Nigeria, Senegal, Ivory Coast, Kenya, and South Africa. Identify six ethnic groups from Africa. Draw your own map of Africa and put those countries and your six ethnic groups on the map. Draw a map of the United States and put Connecticut on your map. Identify on your Connecticut map where there are high populations of people of African ancestry.
2. The Middle Passage was a harsh journey into slavery from the West African Coast across the Atlantic Ocean to the New World. Learn about the Middle Passage. Do one of the following:
 - Design a poster or display to share your findings about the Middle Passage.
 - Write a paper to your ancestors who survived during the Middle Passage. Thank them for the opportunity you have to live because of them.
 - Trace your family tree back three generations. Share with others something special you have learned about your family.
 - Make an African triangle out of magazine pictures showing people of African ancestry living in Africa, the Caribbean, North and South America, Europe, Australia, and Canada.
 - Make an “African American Cultural Tree” with at least five branches labeled for scientists and inventors, artists and musicians, historical figures, civil rights leaders, and writers. Begin your tree’s growth by finding out about two people in each category. Add leaves to each branch as your group members discover more people. Be sure to include some facts about each person on their leaf. Continue to add leaves for each African American you learn about and share your discoveries with the rest of your troop or another group.
 - Research the history of African Americans in Connecticut.
3. Oral History. Interview an African American senior citizen. (Suggestions include a grandparent, or visiting a senior center or convalescent home.) Ask about his or her life history and take note of differences in your experience. Make sure you explain to the person in advance who you are and what your purposes are. See if your senior citizen has old photos and other period pieces to share during the oral history. You may use the following sample questions for your interview:

- Name, address and date of birth.
 - Where were you born? Did you have brothers or sisters?
 - Where were your parents and grandparents born?
 - When did you come to America, this city, this neighborhood?
 - What are some childhood memories?
 - How large was your family?
 - What was the house like that you lived in?
 - What chores or jobs did you have as a child?
 - Do you remember any family legends?
 - What part did religion or politics play in your family?
 - What was your father's/mother's occupation?
 - What was the physical appearance of your neighborhood?
 - What are your memories of school?
 - What are your memories of your friends and neighbors?
 - Describe your teenage years (13-19). Did you have a job? What types of recreation activities do you remember?
 - If married, describe your courtship and marriage.
 - What customs do you remember associated with courtship and marriage?
 - Where did you live as an adult? After you were married? What do you remember about the neighborhood?
 - What was your occupation?
 - Did you belong to a union or another professional organization?
 - Did you belong to a church?
 - What was the place of religion in your life?
 - What was the place of politics in your life?
 - Did you belong to any social organizations or clubs? What were their names? What were their activities?
 - Describe family customs or traditions that you remember.
 - How many children did you have? What do you remember about raising them, sending them to school, church?
 - How has your neighborhood changed since your youth?
 - What types of foods do you remember enjoying as a child?
4. Read a narrative of a former slave or visit and participate in an African American historical program (i.e. Amistad). Learn about the day to day life of slaves. Research the difference between slaves and free slaves and life on a slave plantation. Using what you have learned about slavery, imagine you are a slave and create a journal entry about your feelings, experiences, hopes and dreams.
 5. Develop your own African American cultural trivia game. Research and identify the trivia facts, put them on cards, and set rules for playing the game. Recognize the winners during Black History Month. (See African American trivia resource.)

6. Learn about the Underground Railroad. Read about Harriet Tubman. Why was she called "Black Moses?" Based upon your feelings and what you know about the Underground Railroad, prepare a skit, story, or poem to share at a troop campfire program.
7. Research the Underground Railroad in Connecticut. Design a game for Girl Scouts which shows how the Underground Railroad worked in Connecticut and other parts of New England. Include stations that show how people helped, the dangers they met, and how they escaped along the way.
8. Conduct a nature hike similar to the journey taken along the Underground Railroad. Determine directions by the mold on the trees and the position of the sun. Use your compass with this information; draw a map of the Underground Railroad.
9. What is the Civil Rights Movement? How has it affected American life and current laws? What is meant by Affirmative Action? How does it affect us? Invite someone knowledgeable of the subject to talk to your troop about Civil Rights Laws. What special problem would an African American family have faced? Based on what you have found out, plan a three day trip for an African American family from this period. Consider transportation, overnight accommodations, restroom facilities, shopping, and restaurants. (The point of this activity is to learn about segregation and the hardships many African Americans faced during this period.)
10. Visit an African American historic site or attend an African American history activity in your community. Keep a log of your feelings and what you've learned. Share this with your troop.
11. The West African Kingdoms of Ghana, Mali, and Songhai were dynasties prior to the arrival of European slave traders. Create a time line chart of the period from 1200 A.D. to 1619, the years before the first slaves arrived in America. Compare the culture, economic structure, form of government, religion and education system of West Africa to that of Western Europe. Explain what happened to West Africa after the slave trade began.
12. Several modern medicines and medical techniques are based on ancient African cultures. List three of these and their impact on the history of the world. Using herbs and natural ingredients, make three homemade remedies for common ailments such as insect bites, the common cold, and headaches.

13. Utilizing your local library, and by visiting historical sites featuring African American history, learn about slavery in the United States prior to the Civil War. Based upon your findings, prepare a skit, story, poem, or picture showing a day in the life of an enslaved African. Consider the following: work, food, slave auctions, family, punishment, housing, social gatherings, and others.

Music

It has been said that if it has a beat, it has African roots.

African Americans have contributed to many roots of American music throughout their history. The rhythm and spirit of their music comes from African roots and has spread throughout South America, the Caribbean Islands, North America, and the world, through today's most popular music. For most early African Americans who were held in slavery, music often became a "code" for freedom. "Carry Me Over Jordan" was known to mean carry me across the border to Canada and freedom. "Follow the Drinking Gourd" was simply directions for freedom; follow the North Star, look for landmarks. African American music has a soul and beat that has found its way into most music heard today.

Some definite categories of music which owe their beginnings to African American culture include the following.

Spirituals	Country Cajun	Funk
Gospels	Soca	Reggae
Rock "n" Roll	Calypso	Rap
World music	Samba	Hip-Hop
Blue	Disco	Rhythm/blues
Jazz	Mambo	
Ethnic American	Be-bop	

Some African American musicians have greatly influenced the mood of American music. As varied as the music can be, so is there a wide range of musicians, composers, singers, bandleaders, etc. that run the full range of American music popularity.

1. Most African American folk music was composed to carry a message about one's job, religion, or social protest. Listen to three African American spirituals – "Go Down Moses;" "Swing Low, Sweet Chariot;" and "Steal Away." Discuss the message in each of these spirituals.
2. Share examples of several types of African American music listed above. Discuss why most of this music is still popular; in fact, most is gaining in popularity.
3. Ask someone who knows African American music/dance to teach authentic songs or dances. Use some other means of learning dances through books, tapes, or videotapes if necessary.
4. Learn the Black National Anthem: "Lift Every Voice and Sing." Research the history of its creation. Present your findings to your troop.

5. Plan and conduct an African dance workshop for younger Girl Scouts. Research dances from several African ethnic groups, and explain their purpose and message.
6. Attend a dance or musical concert, which features African American dance and/or music.
7. Learn a gospel, spiritual, folksong, calypso or song of African American origin. Try singing "We Shall Overcome," "Follow the Drinking Gourd" or a spiritual from the Girl Scout Pocket Songbook. If possible, have someone from the African American community come to teach songs. Record the songs to be used as a resource for other troops/groups.
8. Discover the full range of popularity of African American musicians by using the activity sheet. Ask girls to add their own popular African American musicians who may not be listed. (see resources)
9. Rap music is a form of African American art. Its beginnings can be traced to the griots or storytellers in African villages. Many rap musicians use this art form to tell a positive story or give a message about today's society. Create your own rap about something that you feel is important such as staying in school; saying "no" to drugs, alcohol, gangs, and violence; the homeless; and teen pregnancy. Perform your rap in an informal program with a sister troop or group.
10. Learn the history of several African instruments made and played by Africans. Invite an African American musician who plays one of these instruments to perform for your troop.
11. Make your own African Thumb Piano. Share your creation with a younger troop, parents, or at a troop event. (see resources)

Mixed Media Art

1. Tie dying, weaving patterns, mask making, sculptures, and painting are some African art forms. Use your library to find out how to do some of these things and make one piece of African artwork. A good book to use is African Crafts for You to Make by Janet D'Amato. If your library does not have this book, perhaps your troop would like to donate it to your library so that other people will be able to learn about African crafts too. (see resources for additional information)
2. Many Africans fought against the onslaught of slave traders. Angola, led by Queen Nzinga, fought the Portuguese for over forty years. Learn about the rule of Queen Nzinga. With your troop, put on a puppet show. Design and make puppets. Have the puppets act out the life of Queen Nzinga.
3. Visit a library, museum, or community activity featuring African exhibits. Look for examples of great pyramids, temples, tombs, empires, and universities. Design a model of something you observed.
4. Explore the many aspects of African or African American arts through resources in local libraries, public museums, or galleries and/or private collection. Share what resources you discover with your troop at your meeting.
5. Try duplicating artworks: either pictures, statues, or mobiles. Create original artworks based on African or African American examples. What textures, colors, themes, etc. are used to express emotion and design?
6. Plan a trip to a museum or gallery that features an African/African American artistic contribution with permanent displays or feature exhibits.
7. Look at pictures of African dress or have examples of actual clothing. Discuss how dress changes from nation to nation, climate to climate, ethnic culture to ethnic culture. The loose flowing robes of the desert areas yield to less clothing in the moist, hot tropical regions. Western culture has affected dress in major cities. However, traditional attire is still popular and is worn by Africans and is often seen on African Americans in the United States.
8. Learn the names of African clothing (i.e. pants, robes, shirts, headwear, etc.). Design and make an African garment.
9. Make African trade beads (necklace or bracelet). Have a fashion show. Combine your outfits and accessories with African dance, music, or poetry readings. Tell about the ethnic cultural origin and purpose for the fashions in your show. (see resources)

10. Learn about the ancient art of corn rowing and its relationship to African cultural heritage. Have a hair stylist demonstrate for your troop how to cornrow your hair.

Food/Health

1. Compare and contrast recipes of dishes in Africa and those from the southern region of the United States. Why are their similarities? Prepare a buffet style "taste-a-rama" of at least seven of the recipes you researched. Write out note cards to place in front of each dish listing main ingredients and spices specific to a particular African ethnic group, region or culture. Note the relationship of climate, environment, and tribal characteristics to the preparation techniques of the food for each dish.
2. Choose a Caribbean Island and identify and prepare a popular dish of its culture. (see resources)
3. Using a globe or other map, find the continent of Africa. Select four recipes from four countries in Africa. Discuss why people bring recipes from one country to another. Why do recipes change? Look through your kitchen cupboards or grocery store shelves for spices that come from Africa. Cloves, cinnamon, pepper, vanilla, and coconut or some of the more common spices. A health food store may have more unusual spices. Share your findings at a troop meeting.
4. Health conditions such as high blood pressure or hypertension and diabetes are prevalent among African Americans. Also diseases such as sickle cell anemia affect many people of African ancestry. Visit your local library to study these diseases. Are they hereditary? Create a poster to inform others of proper diet and exercise for a healthy lifestyle to prevent these diseases and others. Contact your local sickle cell anemia organization to see how you can volunteer to inform the public about this disease.
5. Several modern medicines and medical techniques are based on ancient African cultures. Research this information at your local library. Identify three of these African medicines or techniques and their impact on the history of the world. Using herbs and natural ingredients, make three homemade remedies for common ailments such as insect bites, the common cold, or headaches.
6. List six food items that are considered "soul food," the name used for food that is popular with African Americans, particularly from the southern USA.
7. Prepare at least one recipe that is of African origin to be served during a troop meeting or campout. Discuss why fresh (not canned or frozen) ingredients are most often used in African cooking. In many countries of the world, refrigerators are not common in the home. Fresh ingredients are more easily available in markets or family gardens. Prepared frozen or

canned foods are more expensive in most countries. Many people prefer fresh, unprocessed foods. (see resources)

8. Visit a local African, African American, Jamaican, Haitian, or another Caribbean restaurant. Sample some of the dishes, find out how a particular dish is prepared, and learn eating customs. (see resources)
9. Early enslaved Africans had to adjust to more common diets in the United States. Try a daily meal for early enslaved Africans which include collard or other greens, boiled with “pot likker” as a by-product, corn bread, baked sweet potatoes, humming and stew (meat was a delicacy) and chickory brewed like coffee.
10. Create an African American family cookbook by researching traditional recipes or gathering recipes from family or friends.
11. Ancient African cultures used Yoga as an exercise for health and well-being. Research the origin of Yoga to ancient African civilizations. Have a yoga demonstration for your troop.

African American Women

1. Choose three of the African American women listed below. Find a picture (or draw one) and tell what they have contributed to history. Put the information in a troop scrapbook of famous African and African American women and donate it to your school or council library.

Phyllis Wheatley	June Cash Wright
Monica Anderson	Lorraine Hansberg
Katherine Dunham	Ruby Dee
Winnie Mandela	Madame C.J. Walker
Gwendolyn Brooks	Harriet Tubman
Sojourner Truth	Shirley Chisholm
Ella Baker	Mary McLeod Bethune
Rosa Parks	Bessie Smith
Maggie L. Walker	Althea Gibson
Maya Angelou	Lynette Woodard
Wilma Rudolph	Florence Griffin Joyner
Debbie Thomas	Zora Neal Hurston
Mary Seacole	Constance Baker
Queen Ka'ahumann	Motley
Fannie Lou Hammer	Beredita da Siva
Bessie Coleman	Dr. Mae C. Jemison
Toni Morrison	Louise Bennett
Ida Wells Barret	

2. Write an original story, poem, or play about one of these women. Share it with other Girl Scouts and perform a dramatic reading or a play for the troop or special occasion.
3. Ask each girl to bring a magazine to the troop/group meeting. Have copies of publications by African Americans to share. "Ebony Essence" or "Black Enterprise" are a couple of examples. Look through the magazines and see how women are portrayed. Is there any pattern? Do the women in magazines really show the "average" woman, or are stereotypes used? Is there an equal representation of men and women in the articles and ads?
4. Research African American women who have made a difference in Connecticut's history. Go to your local library to get information about these women. Share your findings with your troop.
5. Research African rite of passage traditions for young girls. How do these traditions compare to becoming an adult woman in the USA?

6. How are African American publications similar or different from other magazines that are read by members of the troop/group? Share your findings with the troop.
7. Watch television for a week and notice how women are portrayed in situation comedies, dramas, movies, news stories, advertisements, etc. Are African women portrayed differently than others? Are women in general portrayed differently than men?
8. Watch a movie or video tape about an African American family hero. Some titles, which are easily located, include "Sounder," "The Autobiography of Miss Jane Pittman," "A Raisin in the Sun," and "Roots." How do these videos relate to present day issues that might be happening in African American families? Discuss the stories with your troop.
9. Make a collage of newspaper articles featuring African American women. The troop/group may decide to have specific categories such as news worthiness in sports, entertainment, science, government, international affairs, literature, etc. Interview and take pictures of African American women leaders in your community.
10. Create a Face Book of African American women leaders in your community. Write a brief biography on each woman. Give the finished book to your local library, school, church, women's organization or Girl Scout Council.

Literature/Folktales/Folklore

1. Plan a project to increase your troop awareness of black poets to include those of the American Revolution, Civil War, and Harlem Renaissance to the present. Create a bulletin board display; have a poetry reading. Write your own poem and compare your poem to any two female poets. Share your findings with your group.
2. Write an original folktale on the subject of your choice.
3. Practice reading poetry of African American poets. Discuss with the troop/group their feelings about the poem, and about themselves.
4. Research a country from which African Americans traced their ancestry. Explore the poems, folktales, stories, and plays from this country. Act out your story, in a skit or puppet show for another troop or at a camporee.
5. Plan a storytelling festival for your troop. Each girl is assigned to choose a folktale from the African American culture. Dramatize the tale for the event. Plan the festival with a party atmosphere. Have the girls invite their parents and friends. Older girls can conduct a Tales Fest for a younger troop.
6. Go to a book signing at a local bookstore for an African American author. Talk to the author of the book. Ask how they started writing as a profession. Share your observations with other troop members.
7. Go to a poetry reading or Poetry Slam event in your community for an African American poet. Talk to the poet that is reading. Ask him/her about their work. Share your observations with others.
8. Research the life of your favorite African American writer or poet. Develop a collage about their life. Share with your troop.
9. Go to an African American dramatic performance. What is the theme of the play? How does it portray African American women? Share your observations with others.
10. Many well-known ghost stories have their roots in African American folklore. Identify one ghost story that you would like to share with your troop.

Holidays/Celebrations

1. Participate in a Kwanzaa Celebration or plan and conduct one and invite family, friends, or another Girl Scout troop to join in.
2. Learn the seven principles of Kwanzaa; say the principles in Swahili.
3. Prepare an African dish for your Kwanzaa celebration.
4. Create your own commercial, poster, bulletin board, or other form of advertising for Kwanzaa or African American History Month.
5. Make arrangements to participate in events in celebration of Martin Luther King Junior's birthday. Find out why Martin Luther King Junior's birthday is an important holiday in the African American community.
6. Have an African American History Trivia Bowl for Black History Month. Give recognition to those girls that know the most about black history trivia or for older girls, organize an African American History Trivia Bowl for a younger troop. (see resources)
7. Find out about other African American celebrations like Jonkonnu Festival, Parade of Governors, and Juneteenth celebrations. Share your findings with your troop. (see resources)
8. Have girls compare the Promise and Law to the principles of Kwanzaa. Show how the principles of Kwanzaa are basic to all people. (see resources)
9. Read the Kwanzaa history and reasons for Kwanzaa celebrations. Prepare the troop/group by coloring and labeling the Kwanzaa illustration. There should be one copy for each Girl Scout. Use the leader's guide to correctly identify the symbols and principles for this celebration. (see resources)
10. Kwanzaa principles may be used as a Court of Awards Ceremony. Combine these principles with a Thinking Day event or an activity during Girl Scout Week. Use African American designs or invitations or serve African American food. Use African artwork or place mats and napkins. Wear African traditional clothing, read African/African American poetry or folktales, and perform an African American dance or song. (see resources)

Language/Communication

1. Research African proverbs. Identify four proverbs that guide human behavior; describe human nature; explain natural occurrences; and teach basic societal beliefs.
2. Research the Gullah and Geechee dialect. Identify the states where they are still spoken.
3. Conduct a television survey by listening for different African American dialects on several TV programs. Keep a chart of what you find. The chart should include the TV program, character, word/phrases, and how it is said.
4. Have girls explore the full range of vocal expression by having them portray various African American characters in role playing situations.
5. Learn and demonstrate the various types of African American handshakes. Can you name two ways people greet one another in other countries?
6. Listen to African American oratory expression and dialect on tape with books and speeches on tape. Describe the difference in dialect from other ethnic groups. These resources can often be found at local libraries.
7. Tape your conversation with your friends. Listen for slang words. Identify words and expressions that are part of the African American verbal dialect.
8. Video yourself or someone else giving a speech. How would you evaluate the delivery? What is an African American communication style? Did Dr. Martin Luther King, Jr. have this style?
9. Listen to African American music and identify African American dialect and English. Read out loud stories written by Zora Neal Hurston. Identify the African American dialect and English.

The World of Girl Scouting

1. Learn about Girl Scouts/Girl Guides in an African country. What are they called? Compare them with what we have in the United States. Consider the Girl Scout uniform, Girl Scout pins, and the Girl Scout Promise.
2. Learn to greet and bid farewell to your Girl Scout/Girl Guide friends in Swahili.
3. Explore ways to become pen pals with a Girl Scout/Girl Guide from Africa. Exchange information about music, activities, family life, schools, etc. Share your knowledge with your troop.
4. Research several international organizations established to provide assistance to feed the hungry in third world countries such as Africa. Why do you think hunger exists in the world? Design your own troop service project to inform your community about hunger in the United States and around the world.
5. Find out about the service projects of the Girl Guides in African countries. Develop a troop exchange with a Girl Guide troop in Africa.
6. Find pictures of Girl Guide pins and uniforms in two African countries and make comparisons with our own pin and uniform. How are they similar and different? Find out what life is like in those countries and share several activities that Girl Guides might do with others, consider their homes, family size, school and recreation.
7. Find out how several African Girl Guides live in accordance with their environment. Draw examples of and explain the functional use of clothing of Girl Guides in five different regions of Africa.
8. Research to find out if Girl Guides in Africa are working with plants and animals. Identify some of the plants and animals that are not native to the United States. Find pictures of Girl Guides in Africa working with plants or animals. Make a scrapbook using the pictures. List facts about each plant or animal that you find. Alternatively, make a collage using the pictures then glue it to a poster board with an outline of Africa behind the pictures.

Resources

African-American Trivia Sampler

This is an optional activity to test your knowledge of Black history. Girl Scouts may want to make up some of their own questions, or to update some of the questions in this exercise.

1. Who wrote a leading source for the study of Blacks in Colonial New England?
2. Who played Florence, the maid on "The Jefferson's?"
3. Greeks called it the "Land of Burnt Faces."
4. If one dreams of a buffalo, it means what?
5. "Dig," means what?
6. What Brooklyn Dodger pitcher became the vice-president for the Greyhound Corporation?
7. Who was the first Black conductor of an important American symphony orchestra?
8. Jackie Mabley's nickname was what?
9. After Kennedy's assassination, who said "chickens coming home to roost"?
10. What type of jazz made Charlie Parker famous?
11. "Five on the sly" has what meaning?
12. Alex Johnson, winning the Batting Championship in 1970 with a .329 average, excited the fans of what team?
13. Name the first Black Federal Judge.
14. Nat King Cole and Billy Daniels starred in what interracial love story in 1959?
15. In 1954, what Supreme Court case issued a major breakthrough in Civil Rights?
16. What was the meaning of the African word Juke from Jukebox?
17. In 1956 what Milwaukee Braves player won the National League Batting championship?
18. Who was the author of The Autobiography of an EX-Colored Man?
19. "Vegas" had what former "Mission Impossible" star in it?
20. What insect makes Africa a problem for Europeans?
21. To dream of ripe almond means what?
22. What is a "gig"?
23. Name the fight promoter whose hair is gray and worn in a natural?
24. Who was the first Black American to publish a novel in America?
25. Which female vocalist teamed with Billy Eckstine?
26. In 1841, who wrote the first Black history book in America: James W. Pennington or John Brown?
27. If it rains on New Year's Day, what does it signify?
28. What does Kwanza's Imani mean?
29. In 1984, Tab Thacker, 6 feet 5 inches and 447pounds, won what title at the National Collegiate Athletic Association Championships:

30. Name the first Black lawyer admitted to practice before the Supreme Court?
31. Hattie McDaniel won an Oscar for her acting in what Civil War epic?
32. What Black man in 1803 traveled with the Lewis and Clark Expedition?
33. To dream of white biscuits has what meaning?
34. What are "guts"?
35. Ray Felix and Willie Naulls played and starred for what NBA team?
36. What man led white settlers into the Oregon Territory although he had trouble settling there?
37. Name the Jazz artist who made the tune "Ain't Misbehavin'" a hit.
38. How many children were killed in the infamous bomb explosion in the 16th street Baptist Church?
39. Did the Emancipation proclamation free all slaves: yes or no?
40. Emmitt Thomas, Otis Taylor and Jim Marsalis played for what professional football team?
41. Who was the controversial chairperson of President Reagan's U.S. Commission on Civil Rights?
42. What veteran actor played "De Lawd" in "The Green Pastures"?
43. What organization was founded by Malcolm X?
44. With what was poke salad cooked?
45. What is the water in which vegetables have been prepared with salt pork or meat called?
46. Willie Davis played professional football for what two teams?
47. The Three Musketeers was written by what Black man?
48. Who was the host of "Soul Train"?
49. What is the world's largest desert?
50. To dream of an owl means what?
51. To "grease" means to do what?
52. The South Carolina College Lady Bulldogs were a power in 1981 participating in what sport?
53. Who is known as the father of Black History?
54. Who were the two veteran stars in "Let's Do It Again"?
55. One of Africa's greatest lakes is named for which British Queen?
56. If you dream of carrots, what does it mean?
57. When you own a deuce and a quarter, what do you own?
58. To support his family of ten in 1981 what Indiana star had to become a professional basketball player?
59. Who was the founder of the Universal Negro Improvement Association?
60. Tony Brown interviewed many stars on what TV program?
61. Freed slaves founded what country?
62. A dream of a wedding has what meaning?
63. To "flip one's lid" means what?
64. Name the outfielder who signed a \$20 million contract with the Yankees.
65. America's first Black professional historian wrote The Negro in Our History. Name him.
66. "Silver Streak" ended with what comedian driving off in a new sports car?

67. What country has Africa's largest population?
68. Why must one never place a hat on a bed?
69. "Fat" has what meaning'?
70. Who is the international soccer star who played in the film "Victory"?

Answers

1. Lorenzo Greene
2. Marla Gibbs
3. Ethiopia
4. A new marriage
5. To understand
6. Joe Black
7. Dean C. Dixon
8. Moms
9. Malcolm X
10. Bebop
11. A gesture of agreement
12. California Angles
13. William Hastie
14. "Night of the Quarter Moon"
15. Brown vs. Topeka Board of Education
16. Wild Time
17. Hank Aaron .328
18. James W. Johnson
19. Greg Morris
20. The mosquito
21. Happiness
22. A job
23. Don King
24. William Wells Brown
25. Sarah Vaughan
26. James W. Pennington
27. It will be a rainy year
28. Faith
29. Heavyweight wrestler
30. John Rock, 1865
31. "Gone With the Wind"
32. York
33. Denotes losses
34. Chitterlings
35. New York Knicks
36. George Bush
37. Fats Waller
38. Four
39. No
40. Kansas City Chiefs

41. Clarence Pendleton
42. Rex Ingram
43. The Organization of Afro-American unity
44. Wild green.
45. Pot likker
46. Cleveland and Green Bay
47. Alexander Dumas
48. Don Cornelius
49. The Sahara
50. Wasted time that could have been better used
51. To eat
52. Track
53. Carter G. Woodson
54. Bill Cosby and Sidney Poitier
55. Victoria
56. A new employment or improvement
57. A Buick 225
58. Isaiah Thomas
59. Marcus Garvey
60. Tony Brown's "Journal"
61. Liberia
62. Death
63. To go crazy
64. Dave Winfield
65. Carter G. Woodson
66. Richard Pryor
67. Nigeria
68. Bad luck
69. To have money or assets
70. Pele

African-American Musicians

As varied as the music of African-Americans can be, so is there a wide range of musicians. Composers, singers, bandleaders, etc. run the full range of American music popularity. Documentation of their music has been haphazard until fairly recently. Now the music of African-Americans is being recorded and documented. Contributions are being publicized, especially music which has originated since the turn-of-the-century.

Below is a sampling of African-American musicians, which spans many years and many types of music. Each Girl Scout should have a copy of this to take home and ask her parents and grandparents to identify all the musicians whom they recognize. Each girl should also mark the musicians who she knows. Ask why these performers are still known, or why they aren't known. Other names of favorite entertainers may be added to the list. (If parents or grandparents aren't available to comment, then ask someone else of the parents' or grandparents' generation to help. Girl scouts may want to listen to samples of the music or learn more about popular artists through records, tapes, videos, movies, or compact discs.

Put a check under the column (G) grandparents, (P) parents, (Me) Girl Scout to note who recognizes the following musicians:

Musicians	G	P	Me	Musicians	G	P	Me
W.C. Handy				Billie Holliday			
Pearl Bailey				Scott Joplin			
Leontyne Price				Marian Anderson			
B.B. King				Johnny Mathis			
Diana Ross				James Cleveland Singers			
Janet Jackson				Tracy Chapman			
Lena Horne				Charlie pride			
Whitney Houston				Bessie Smith			
Duke Ellington				Wynton Marsalis			
Mahalia Jackson				OJ. "Jazzy Jeff"			
Michael Jackson				Louis "Satchmo" Armstrong			
Harry Belafonte				Ray Charles			
The Drifters				Bobby McFerrin			
Nat "King" Cole				Natalie Cole			
Bo Diddley				Joyce Irby			
L.L. Cool J.				Stevie Wonder			

Activity: AFRICAN THUMB PIANO

Age Level: Girl Scout Brownie through Girl Scout Ambassador

Has anyone ever said to you, "You're all thumbs?" Being all thumbs just might come in handy if you were learning to play the African thumb piano.

The thumb piano is basically a small hollow box with a row of metal or wooden blades on the top. It is held in both cupped hands with the fingers underneath and thumbs on top doing the playing. Because it is usually small, it can be carried on trips and played while walking. It is often played by night watchmen. These men are hired to watch stores and businesses throughout the night. Playing and singing helps the lonely night pass more quickly.

The thumb piano is most often a solo instrument, sometimes with someone singing along. It may also be found in orchestras. Made in larger sizes, it can produce more and lower tones.

The thumb piano may have been invented in the Congo (now Zaire) where it is known as likeme or dikembe. It is found all over the continent of Africa and may be called a kalimba, zansa, sanza, mabira, timbili, deza or kone.

Your music teacher at school may have a factory-made version of polished wood with shiny steel keys, all nicely shaped and tuned. The instruments that are played in Africa do not look much like that. Most look different from each other because each is usually handmade by its owner with whatever materials can be found.

A thumb piano might begin with a sardine can, half a coconut, or even a turtle shell! At least five, and usually more, pieces of metal are used for keys. The keys would be spread over the flat wooden top. A strip of metal would be placed over them and nailed down at the ends and in between each key to hold them securely. Then something round would be slipped under the metal keys and pushed back toward the metal strip to raise them from the wooden top. These raised keys are gently pushed down and then released to produce the sound.

Sliding the keys up or down (backward or forward) over the rounded wire tunes the piano. The instrument may then be carved or painted or even decorated with fur. Any musician who can make both the instrument and the music is not likely to be all thumbs, but it might come in handy.

Make Your Own African Thumb Piano

To make your own version of a thumb piano, you will need a large oatmeal box, five ice cream sticks, and two small pieces of wood.

Cut off the oatmeal box, about 4 inches from the bottom. In the bottom of the box, cut a large hole, put the box lid back on. This will be the sounding box for your thumb piano. To make the keyboard, take two small pieces of wood about 6 inches long. Place your ice cream sticks between the blocks then nail the blocks together at the ends. The ice cream sticks should be held securely. You may need an extra nail or two in the middle, but don't nail through any of your ice cream sticks. You want to be able to slide them in or out to tune your thumb piano. Attach the keyboard to the sounding box with glue. Make sure it is positioned so that the keys tune by pushing the keys down with your thumbs and quickly releasing them.



www.worcestercitymuseums.org.uk



<http://www.instructables.com>

Activity: AFRICAN TRADE BEADS

Age Level: Girl Scout Brownies through Girl Scout Ambassadors

In the different parts of Africa, trade beads have been made for thousands of years; the colors have different meanings. Some of the beads, in their color and pattern, carry special messages to loved ones and friends:

Yellow- wealth; red - strength; blue - departure; white -love.

The girls in your troop may choose to make their own trade beads by following these directions.

Bean Necklace

Materials needed:

- Beans *
- 2 tablespoons liquid dye or 1 teaspoon
- Powdered dye for each color used.
- 1 pint hot water for each color
- Medium-size darning needle
- String or heavy thread (twice as long as
- desired length of necklace)
- Clothes hanger
- Clear plastic spray

(* enough for the length you want; 100 dried lima beans makes a waist-length necklace)

To Make Necklace:

1. Stir beans in dye solution (dye and water) for five minutes, or until you get the desired color (no longer than ten minutes). Beans will look darker wet than when they are dry. Rinse in cold water.
2. String beans while they are still damp. Thread needle, using double thread, and knot ends together. String beans through the center or lengthwise.
3. When stringing is finished, slide beans away from ends of string and tie ends together. Loop necklace over a hanger and let it dry completely.
4. Spray on a protective coating of clear plastic.

(Variation: Pumpkin Seed Necklace: Use unsalted pumpkin seeds. Dye seeds several colors and string, following directions for bean necklace. Omit step #4. Unsalted pumpkin seeds are usually found in health food stores or in health food sections of grocery stores.)

AFRICAN-AMERICAN FOOD

African foods are as varied as the cultures of this great continent. Included are main dishes, vegetable dishes and desserts. Enjoy!

Yoruba - fish stew from Nigeria

A Yoruba Proverb says, "The man that eats no pepper is weak, pepper is the main staff of life..."

You will need:

- 2 pounds of fish fillets cut into thin slices (red snapper, blue fish or striped bass recommended)
- salt to taste
- pinch of thyme on each fillet
- ¼ cup red bell pepper (crushed)
- 6 oz. tomato paste
- 1 chicken bouillon cube
- 1 medium onion (chopped)
- 4 cups water
- ¼ cup peanut oil

Season fish with salt and thyme and set aside. In a large pot, place the crushed red peppers, tomato paste, onion and water. Cook 10 minutes over moderate heat. Add oil and bouillon cube. Simmer at low heat for 15 minutes more. Add the fish slices and simmer 10 minutes. A steaming bowl of rice goes well with this dish.

AFRICAN-AMERICAN FOOD CONTINUED

Bootjiebredie - bean stew from South Africa

"Bredies" are basically the African form of goulash, which were popular dishes in Europe.

You will need:

- 2 pounds lamb chops or 2 Pounds. beef stew
- salt and pepper to taste
- flour as needed
- 3 onions (diced)
- 2 tbsp. fat
- 1 lb. green beans
- 2 tbsp. savory spices
- 6 potatoes (peeled and sliced)
- 4 tomatoes
- 2 green peppers (chopped)
- 4 flowerets cauliflower
- 1 cup peas (fresh or frozen)
- 1 bunch parsley (chopped)
- ½ pear
- ½ cup water (more if needed)

Cut lamb or beef into cubes and add salt and pepper. Roll cubes in flour. Heat fat in skillet and brown meat on all sides. Add diced onions and brown with the meat. Clean green beans (cut off tips) and add beans to skillet. Next add sliced potatoes and ½ cup of water. Place all items in frying pan into a large pot or Dutch oven. Simmer 1 hour at lower heat (covered). Add more water if necessary.

Cook pear in a small saucepan in some sugar and water until soft, add to meat mixture along with tomatoes, green pepper, cauliflower, savory spices and peas. Cook 10 minutes more.

If gravy needs thickening, mix 1 to 3 tbsp. cornstarch in ¼ cup of water and add to pot. Bring to a boil and thicken. Serve with hot rolls and garnish with chopped parsley. Serves 4.

AFRICAN-AMERICAN FOOD CONTINUED

Arroz de Coco - Rice and Coconut

This is a dish from Mozambique in southeastern Africa. A former slave trading area in the 19th century, Mozambique is located in the coastal tropical area of eastern Africa and is well known today for its coconut farming. Coconut milk is used in many of their recipes.

You will need:

- 2 tbsp. vegetable oil
- 1 ½ cups coconut milk (can be made by chopping 1 ½ cups coconut – or use canned coconut – and add to 1 ½ cups of hot water)
- ½ cup onions (finely chopped)
- 1 small green pepper (finely chopped)
- 1 cup uncooked long grain rice (not instant)
- 2 tomatoes (finely chopped)
- 2 tsp. chilies (finely chopped)
- 1 tsp. Salt

In a large skillet, heat the oil. Sauté onions and green pepper for 5 minutes over moderate heat. Add rice and cook for 3 minutes. Stir in coconut milk mixture, tomatoes and salt. Cover and simmer over low heat for 20 minutes. When all liquid is absorbed, remove pan from heat and stir in chilies. Cover and let set at room temperature for 10 minutes. Serve warm. Serves 4.

AFRICAN-AMERICAN FOOD CONTINUED

Geelrys – Yellow Rice and Raisins

This was introduced to South Africa through French ancestry. The story goes, "A French grandmother served this dish to her family in South Africa very often. After she died, the dish did not die with her. It was served from then on by her husband as a remembrance of all she had meant to him."

You will need:

- 2 tbsp. butter
- 1 cup long grain rice (not instant)
- 2 cups water
- 1 stick cinnamon
- 1 tsp. sugar
- ½ tsp. turmeric
- pinch of saffron
- 1 tsp. salt
- ½ cup raisins

Melt butter in a 3-quart saucepan and add rice. Coat rice with butter but do not brown. Add the water, cinnamon, turmeric, saffron and salt. Bring to a boil, cover and turn to low heat. Cook for 20 minutes until water is gone. Discard cinnamon and add raisins and sugar. Serve warm. Serves 4 - 6.

AFRICAN-AMERICAN FOOD CONTINUED

Green Bean Atjar

This recipe was brought to Capetown, South Africa, by Javanese (from Java). It became extremely popular. It is known as a chutney dish and served in place of a "western salad." Atjar means "a variety of pickles."

(Although South Africa is now infamous for apartheid, it was, and is, a melting pot of foreign influence due to trading and a combination of international colonists. Many recipes brought from other countries and continents have "become African" through the new passage of time.)

You will need:

- 2 pounds. fresh green beans (trim, wash and quarter)
- 2 tbsp. hot chilies (chopped)
- 2 tbsp. salt
- 1 tsp. fenugreek seeds (crushed)
- 1 ½ cups oil
- 1 tsp. garlic (minced)
- 2 tbsp. Curry
- 2 tsp. turmeric

Place beans in deep bowl and cover with boiling water. Let stand 3 minutes. Drain in colander, run cold water over them. Place beans back in bowl, add salt and cover with plastic wrap, let stand 2 hours at room temperature. Drain beans again and place in 1-quart sterilized jar or crock.

In a small skillet, heat ¼ cup oil at low heat. Add curry and turmeric and stir. Add chilies and fenugreek. Stir constantly and add other oil. Cook 5 minutes. Pour hot oil mixture over beans in the jar and let cook for 1 hour.

Cover and refrigerate 2 days before serving. Serves 6.

AFRICAN-AMERICAN FOOD CONTINUED

FuFu Dumplings - Yam Paste Balls

Yams are the native food of Africa and one of the most important staples of the continent. Yam dishes are used to celebrate everything from marriages, to birth, to deaths.

This recipe originated in West Africa. It is served as a dinner accompaniment as well as commonly served on the many Yam Feast Days that are still popular throughout Africa.

You will need:

- 1 ½ Pounds. of yams
- 2 cups water
- 2 tsp. salt

Peel and dice yams (or sweet potatoes). Boil in 2 cups of water and 2 tsp. salt until very tender. Drain in a colander. Puree yams by mashing into a very fine paste.

To shape FuFu balls, fill a bowl with cold water and set a plate beside it. Place a little water on the plate, moisten hands and place ¼ cup of yam paste in hand rolling it into a firm ball. Place ball on plate. Moisten hands and repeat process.

Makes about 10 balls. Serve balls on platter or place in stews just before serving. Serves 6.

AFRICAN-AMERICAN FOOD CONTINUED

Yam or Sweet Potato Stew

Peasants in Africa live on milk, curds and whey, vegetables and cereals. Tubers such as yams and sweet potatoes are a very important part of their diet.

You will need:

- 2 Pounds. sweet potatoes or yams
- ¼ cup brown sugar
- 1 tbsp. flour
- 1 tsp. salt
- 4 tbsp. butter
- 2 sticks cinnamon
- ½ cup water

Peel sweet potatoes or yams and slice in ½-inch rounds. In a bowl, mix brown sugar, flour and salt. In a 4-quart saucepan, place 1/3 of sliced sweet potatoes or yams and sprinkle with 1/3 of sugar mixture. Dot with 1 tbsp. of butter. Then place leftover 2/3 of sweet potatoes or yams on top. Sprinkle rest of sugar mix. Dot with 2 tbsp. butter. Stick cinnamon sticks into potatoes, pour in water. Bring to a boil, cover and lower heat to low. Simmer 45 minutes. Place potatoes in bowl and pour liquid over them. Serve warm. Serves 6.

Ginger Cookies

This recipe is popular in West Africa. Even though cookies are not traditionally West African, they have become increasingly popular since they were introduced many years ago by expatriates in Sierra Leone (a colony for slaves from the United States who wished to return to Africa in the 1800's).

You will need:

- 2 cups sifted all-purpose flour
- 6 tbsp. sugar
- 2 tsp. ginger
- ½ tsp. salt
- 1/8 tsp. ground red pepper
- 6 tbsp. butter
- 4 tbsp. milk

Sift dry ingredients into a bowl. Rub in the butter until you get the consistency of pie dough. Then add liquid and mix into firm dough. Roll out on a floured board to 3/8" thick. Cut into circles. Place on a greased cookie sheet and bake for 15 minutes at 350 degrees.

AFRICAN-AMERICAN FOOD CONTINUED

Coconut Lemon Cookies

This recipe from Ghana uses a plentiful local product, the coconut. Cookies are becoming popular as recipes are introduced from country to country and new ideas are tried, and approved.

You will need:

- 1 ¼ cups sifted all-purpose flour
- ¼ tsp. salt
- 1 tsp. cream of tartar
- ½ tsp. baking soda
- 1 egg (beaten)
- ½ cup butter or margarine
- ½ cup sugar
- ½ cup grated coconut
- 1 tsp. lemon juice
- 1 tsp. grated lemon rind

Cream the butter and sugar together thoroughly. Mix in the coconut, lemon juice and lemon rind. In a separate bowl, sift together the flour, salt, cream of tartar and baking soda. Add the beaten egg to the creamed mixture and then mix in the dry ingredients a little at a time. Mix well, and it should become soft smooth dough. Turn dough onto a well-floured board and roll into a thin sheet of dough. Cut into rounds and any other shape you may desire. Bake on greased cookie sheets for 5 to 7 minutes at 425 degrees.

AFRICAN-AMERICAN FOOD CONTINUED

Banana Fritters

West Africans are known to be very innovative in their use of the banana and plantain. The taste of these fritters cannot be matched by any other heritage. Bananas are also sliced and served in a mayonnaise-lemon sauce, put into many custards, mixed in with the fufu recipes and made into other foods and drinks.

You will need:

- 1 ½ cups all-purpose flour
- 6 tbsp. sugar
- 3 eggs
- ¾ to 1 cup milk
- 4 -5 medium bananas
- vegetable oil for frying
- powdered sugar

Stir flour and sugar together (preferably with a whisk.) Beat in eggs one at a time. Add milk, 1/3 cup at a time. Beat batter until it is smooth and elastic. It should stretch like a ribbon as it is lifted out of the bowl. Peel bananas, chop coarsely and place in a shallow bowl. Mash with table fork until pureed. Stir puree into batter. Let set 30 minutes.

Fry in 2-3 inches of oil at 375 degrees. Each fritter is about ¼ cup of batter. Turn once or twice. Fry until golden brown. Drain on paper towels and while still warm, sprinkle with powdered sugar. Makes 20 fritters.

AFRICAN-AMERICAN FOOD CONTINUED

Koeksisters - Snail Shell Doughnuts

This recipe was introduced to southwestern Africa by Malaysians, who were particularly good at pastries.

You will need:

- 2 cups flour
- ¼ tsp. salt
- 1 tsp. baking powder
- 3 tbsp. butter
- 2 eggs
- oil for frying
- Syrup:
 - 1 ½ cups sugar
 - 1/3 cup water
 - juice of one lemon
 - ½ tsp. cinnamon
 - 1 tsp. vanilla
 - loose sugar

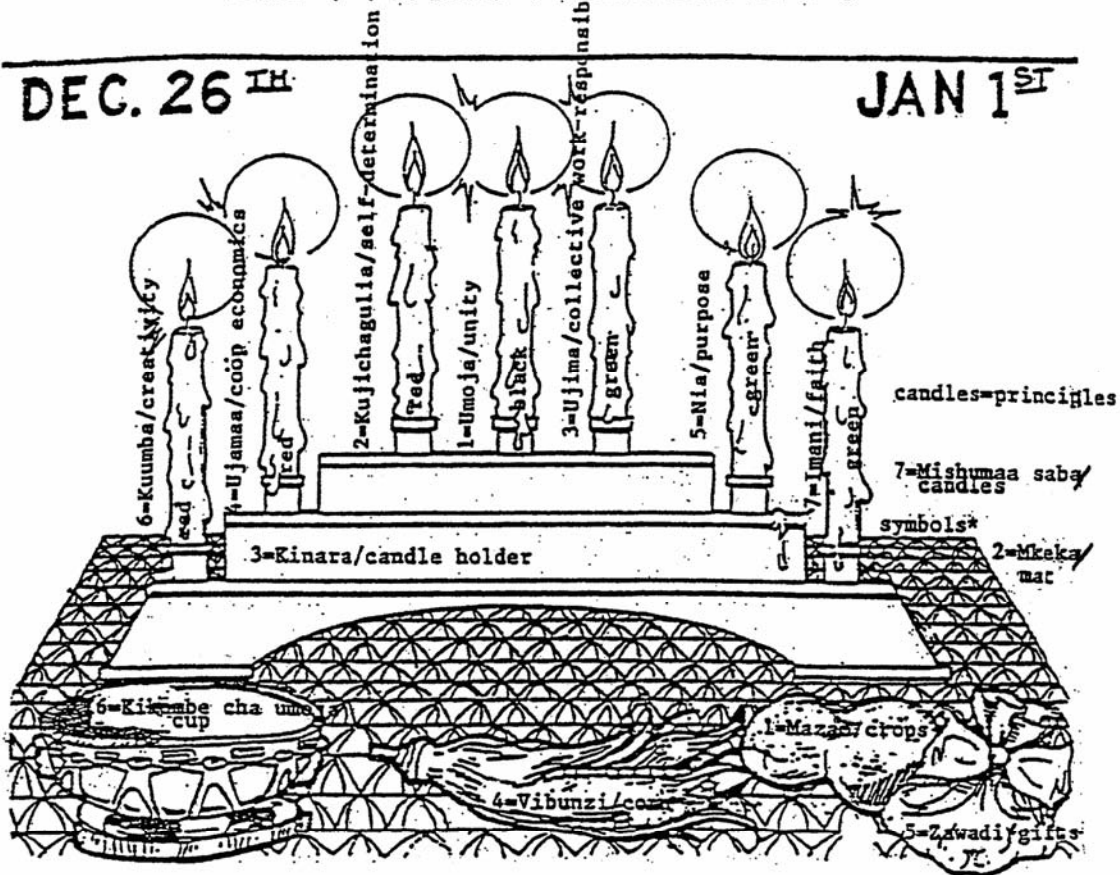
Sift flour, salt and baking powder into a large bowl. Cut butter into flour until it is like coarse sand. Mix in eggs and roll out dough on floured surface. Dust top of dough with flour. Cut small triangles. Roll up into snail shell shape by rolling it up around your finger. Fry each dough-shape in oil until golden brown. Drain on paper towels.

Make syrup: boil water, sugar, lemon juice, cinnamon and vanilla in a saucepan until very syrupy. Brush each fried snail shell with the syrup and roll in loose sugar.

KWANZAA!!

DEC. 26TH

JAN 1ST



symbols* See meanings in enclosed materials

Each Girl Scout should have her own copy of this illustration. See Kwanzaa information regarding seven symbols and seven principles.

DIRECTIONS: By each Kwanzaa symbol write the name of the item and know what it represents. Example 1) mazao (crops) – historical roots, gathering of crops: Color candle one black. It represents the first principle Umoja – unity. Color candle two red. It represents the second principle Kujichagulia – self-determination. Color candle three green. It represents the third principle, etc.

The black candle is placed in the center of the Kinara (stand) while the red candles are placed on the left side and the green candles on the right side. The candles are lit in the order they are numbered, each representing a day of Kwanzaa. The black candle represents Black people in unity. The red candles represent the blood shed in the struggle for liberation, and the green candles are symbolic of the land and future of the Black people. The remaining items (symbols) in the picture should be placed as shown – these represent the seven basic symbols. Write the name of each principle by the corresponding candle; candle 1 represents unity, candle 2 represents self-determination, etc.

Kwanzaa

Kwanzaa is a celebration of unity. It is a time to share with loved ones, close friends and more importantly, an opportunity to widen our circle of friends; to share and celebrate the beauty and wonder of our people. Kwanzaa is a time for the gathering together of our people, a celebration of ourselves with ourselves, a time to celebrate our achievements and a rededication of the achievements to come. Kwanzaa's a time to reflect on our past and to rejoice in the new year ahead.

(Kwanzaa is held immediately after Christmas, but is not meant to be a "Black Christmas." It is a time to honor achievements and values of the past year and to build for the betterment of the New Year. The main focus of Kwanzaa is children, as they are the true future. Gifts are given to children. The giving of gifts immediately after the commercial season of Christmas relieves the unnecessary and often excessive financial burden on Black people. Gifts are given based on a set of values and the symbols of those values are a visual statement in Kwanzaa.)

Kwanzaa, like all holidays has its symbols. And like all symbols, Kwanzaa symbols serve as instructive and inspirational objects that represent and reinforce desirable principle, concepts and practices. Kwanzaa has seven basic symbols, and two supplementary symbols. These symbols are both traditional and modern items and reflect both traditional and modern concepts which evolved out of life and struggle of African-American people.

The seven basic symbols are:

1) mazao (crops); 2) mkeka (mat); 3) kinara (the candleholder); 4) vibunze (ears of corn); 5) zawadi (gifts); 6) kikombe cha umoja (the Unity Cup); 7) mishumaa saba (the seven candles). The two supplementary symbols are the Nguzo Saba (the Seven principles) and the bendera ya taifa (the national flag). Reasons for these symbols and pronunciation follow:

- 1) MAZAO (um-zah-o): represents the historical roots of Kwanzaa, the harvest or "gathering-in" of crops.
- 2) MKEKA (um-kay-kah): a traditional African item. Kwanzaa seeks to inspire appreciation of tradition and history, as these are the foundations for correct knowledge and understanding of self, society and the world.
- 3) KINARA (key-nah-ra): symbolic of our parent people, our ancestors, the people of Africa. We must remember our ancestors and that we, too, are Africans. We must not forget our identity. We must unite with and support the struggles of our brothers and sisters all over the world.
- 4) VIBUNZI (vee-boon-see): represent the produce of the stalk, and the potential of the offspring to become stalks or producers and reproducers of themselves. Thus, children will insure the immortality of our people.

5) ZAWADI (zah-wah-dee): Kwanzaa gift-giving was established to encourage in our children the making and keeping of commitments which benefit all. The Kwanzaa giving of ZAWADI (gifts) include the following stipulations: 1) children be the main recipients; 2) they are given on the basis of commitments made and kept and 3) they are not to be mandatory or excessive.

6) KIKOMBE CHA UMOJA (key-kom-bay cha ooo-moe-jah): symbolizes the first principle of unity. It is used to pour TAMBIKO (tahm-bee-koe) (libation) for the ancestors and then drunk from by each family member as a reinforcing gesture of honor, praise and collective work and commitment to continue the struggle they began.

7) MISHUMAA SABA (mee-shoo-mah sah-bah): these represent the NGUZO SABA (N-guzoe sah-bah) Seven principles which stand at the heart of the KAWAIDA (kah-wah-eee-dan) value system. These are the set of values by which Black people live if they are to liberate themselves and begin to build a new world and a new people to inhabit it. .

For each of the seven days of Kwanzaa a candle is lit and the principle thought of the day is shared. The seven principles are:

1) umoja - unity

2) Kujichagulia - self-determination

3) Ujima - collective work and responsibility

4) Ujamaa - cooperative economics

5) Nia - purpose

6) Kuumba - creativity

7) Imani - faith, the greatest of them all: faith in ourselves, in our ancestors, in our history; faith in our Culture and our values, with our Blackness, and faith in the Creator of all living Things.

Black History Month

Founder: Carter G. Woodson (1875-1950); known as the father of Black history study. He was born on December 19, 1875 in New Canton, Virginia. Woodson received his education at Berea College, in Kentucky, the University of Chicago, Harvard and the Sorbonne in Paris. He authored many books including *The Education of the Negro prior to 1861*, (1915); *a century of Negro Migration* (1918); *The Negro in Our History* (1922); and *The Rural Negro* (1930). Woodson died in Washington, D.C. on April 3, 1950.

Black History Month

Today Black history month is an accepted national event celebrating the contribution of black people to the progress of humanity, in general, and to the development of the United States, in particular. However, Black history month has its "roots" also. In 1915 Carter Woodson founded and became the director of the "Association for the study of Negro Life and History". In 1926 he introduced Negro History Week as a reaction to American racism and to highlight the role blacks played in the development of civilization. Negro History week was introduced in February because Woodson wanted it scheduled as close as possible to the birthdays of Frederick Douglass and Abraham Lincoln.

Why did Dr. Woodson and the Association for the study of Negro Life consider it necessary to set aside a time to reflect on the meaning of Black History? The answer may lie in the social conditions of the times when the issues were raised. White historians have characterized the 1920'S as the "gay twenties" but for Blacks there is much evidence to suggest that times were anything but gay. Jim Crow laws and terrorist attacks by the KKK were the conditions that many Blacks were facing. The society was deeply segregated. In spite of this bleak picture, Dr. Woodson, Dr. W.E.B. Dubois and other black historians and social scientists systematically proved that blacks played an integral part of human history. Black historians went beyond the accepted elitist history, which was mainly centered, on the heroic deeds of exceptional men and women. They demonstrated that the heroic deeds of individuals were interdependent with the actions of the unknown millions and that denying the contribution of black people to the progress of humanity represented the denial of true human history. Over the years, Negro History Week has undergone a redefinition of terminology. Today this national observance has been expanded to encompass the entire month of February and is now referred to as black or Afro-American History month. Generally Black History Month is observed with speeches, lectures, films, presentations, theatrical performances, exhibits and historical information.

Every year the national theme for black history month is selected by the association that Woodson founded. For additional information on Black History Month, we encourage you to check out the following information:

Association for the study of Afro-American Life and History
C.B. Powell Building, Suite C-142
525 Bryant Street, NW
Washington, DC 20059
Phone: 202-865-0053
Fax: 202-265-7920
<http://www.asalh.org/>

DR. MARTIN LUTHER KING DAY; NATIONAL HOLIDAY

When is Dr. Martin Luther King, JR's Birthday?

Dr. King had a dream - "that one day this nation will live out the true meaning of its creed: that all men (and women) are created equal." King was born on January 15, 1929 in Atlanta, Georgia. He devoted his life to trying to make this dream into reality.

History of Dr. Martin Luther King, JR

The son of Martin Luther King, SR, the pastor of the Ebenezer Baptist Church in Atlanta, Georgia, he attended public schools in that city and he went to Atlanta's Morehouse College. During his junior year there, he decided on a career in the ministry. He was ordained in his father's church in 1947.

After his graduation from Morehouse in 1948, King continued his studies at Crozer Theological seminary in Chester, Pennsylvania. He was the first Black in the history of the school to be elected class president. He received the B.D. degree and won a fellowship for further study. In 1951, King began his Doctoral studies in theology at Boston University. There he met Coretta Scott, a graduate student in music, and in 1953 they were married. In 1958, King was awarded a Ph.D. degree, but in the meantime his work in the civil rights movement had brought him national prominence.

On December 1, 1955, Rosa Parks, a Black seamstress in Montgomery, Alabama, refused to obey a bus driver's order to give up her seat to a white male passenger. Mrs. Parks' defiance resulted in her being fined \$14. Of greater significance, however, it marked the beginning of a citywide bus boycott by Montgomery's Black residents. King was chosen to lead the campaign. The boycott drew national attention and gave King an opportunity to implement his belief in nonviolent civil disobedience. In the course of the boycott, King was arrested and even when his home was bombed he did not abandon his belief in peaceful protest. The Supreme Court ruled on November 13, 1956 that segregation on buses was unconstitutional and integrated bus service began in Montgomery on December 21, 1956. As a result Dr. King emerged as the undisputed leader in the civil right movement.

In 1957 King helped found and was chosen to head the Southern Christian Leadership conference, and in 1958 he helped in establishing the Student Non-violent coordinating Committee. In April 1963, King started a daring civil right campaign in Birmingham, Alabama. For several weeks, Black citizens participated in protest marches and "sit-ins" at lunch counters where they historically had been denied service, and they picketed stores that practiced segregation.

Dogs and fire hoses were used on the demonstrators. White supremacists bombed a Black church, which killed four young Black girls. Dr. King was arrested and spent five days in jail, where he wrote his famous letter from Birmingham, condemning the white moderate's concern for order rather than for justice.

The event that climaxed the campaign for civil rights was the march on Washington that took place on August 28, 1963. More than 200,000 Blacks and whites gathered in the nation's capitol to demand justice and, in the shadow of the Lincoln Memorial, this great mass heard Martin Luther King deliver his famous speech, "I have a Dream." In 1965, Dr. King led demonstrations against unfair and unreasonable voting requirements in Selma, Alabama. Hundreds of Blacks were arrested. King himself was beaten and kicked, but after the drive ended 25,000 persons marched from Selma to Montgomery.

Dr. King was an outspoken opponent of U.S. involvement in Vietnam, arguing that the war effort used resources that might otherwise have gone to the nation's poor. And he sought to draw attention to the plight of the under privileged with a Poor People's campaign that was scheduled to begin in Washington, D.C., on April 22, 1968. As planned, thousands of Black Americans encamped in the nation's capitol in the summer of 1968 to demonstrate to congress the need for legislation that would provide better economic opportunities for the nation's poor. But King was not with them.

On April 3, 1968, Dr. King had gone to Memphis, Tennessee, to help organize a strike of the city's predominantly Black sanitation workers. There, on the 4th of April 1968, he was assassinated. The shot ended his life, but not his dream.

During his life's journey, King was honored by many nations and he received the Nobel Peace Prize. In 1968, Senator Edward W. Brooke of Massachusetts, the first Black to sit in the U.S. Senate since Reconstruction days, introduced a resolution to have January 15, King's birthday, set aside as a federal holiday. This effort failed when the 91st Congress adjourned without acting on Brooke's resolution.

Many organizations, local and state governments have taken steps to pay tribute to his memory. A growing number of states have made King's birthday a legal holiday. Many cities have special proclamations calling for observance of January 15 as Martin Luther King Day. Even Montgomery, Alabama where King was jailed for his earliest civil right activity as a leader, proclaimed his birthday, Martin Luther King Day in 1975. On November 3, 1983, the law was enacted declaring January 15 as a national holiday; effective January 1985.

How is it Commemorated?

In many communities across the U.S. observances on January 15 are likely to include memorial church services, rallies, and musical and film tributes. In Atlanta, where King is buried, throngs gather to commemorate the day: a wreath is customarily placed on his grave and an overflow crowd fills the Ebenezer Baptist Church, where memorial services are held, and distinguished guests speak. The Martin Luther King, JR Center for Social Change, located in Atlanta, serves as a lasting memorial to this civil rights giant. Thousands visit the center annually.

The accomplishments in King's brief life are far too numerous to list and certainly no list could ever measure the extent to which Martin Luther King will determine the future course of this nation's and the world's quest for freedom for all oppressed persons. His message was not confined by geographical limits and although he was only 39 years old when he died, the spirit of his message is timeless.

JUNETEENTH DAY

When Does Juneteenth Day Occur?

The Emancipation Proclamation of January 1, 1863, had little impact in Texas because so little of the state was occupied by Northern troops. Most plantations in Texas were still intact and a quarter of a million Black people were still working as slaves. It was not until June 19, 1865, when Major General George Granger landed in Galveston to issue the order that "all the slaves are free," were the slaves actually freed. June 19, therefore became the day of Independence for thousands of Blacks.

Today, it is still a day for festivities in communities throughout Texas. Its observance has depended solely on the perpetuation of strong traditions among Blacks in the southwest - Arkansas, Louisiana, Texas and Oklahoma and particularly in eastern Texas. However, in recent years Juneteenth Day (now known as the Black person's 4th of July) has caught on in northern and Eastern cities as well. Milwaukee, Wisconsin has over 75,000 people in attendance at its street festival each year.

The Celebrations

Historically, people celebrating the 19th would begin on the evening of the 18th when they would get together to prepare the food. It would be a night of storytelling and the exchanging of tall tales about the past. On the morning of the 19th families often had ice cream and custard. In addition to ice cream, the traditional strawberry soda, which became known as "June 19th soda" was served as an extra treat. Games were held after dinner, with baseball being the main attraction. Today elaborate parades, exhibits, music, speeches, games and fairs are commonplace.

By World War II, a number of cultural and social forces began to undermine the tradition of the 19th. Economic forces were a threat as well. The Depression, the inability to make a living farming and the subsequent migration of people to the cities disrupted families and older ways of life. Many people went to places like the west coast where no one observed the 19th. Even those who went to cities like Dallas and Houston found opposition to the holiday among urban employers. In spite of these problems, the celebration never died out. Throughout East Texas, there have been groups of Black people who managed to keep the 19th alive in their communities. One group is the 19th of June organization in Anderson, Texas. It was started in 1938, by a group of Black men who were landowners.

One of the first things the organization did was establish an annual rodeo. Many Black men in Texas made a living as cowboys. But fees and racial discrimination made it almost impossible for Blacks to ride in White rodeo circuits of that day. Anderson's 19th of June rodeo became one of the few public opportunities for Black cowboys to exhibit their skills as horsemen.

Since the early 70s, with the emergence of Black Nationalism, there has been a renewal of public concern about the preservation of June 19th in Texas and other places throughout America. The 1972 Texas House of Representatives passed a resolution recognizing "Juneteenth as an annual, though unofficial, holiday of significance to all Texans and particularly to Blacks of Texas, for whom this date symbolizes freedom from slavery." In Wisconsin, the Governor issued a proclamation proclaiming June 19 as Juneteenth Day each year. Perhaps no other day symbolizes Black pride as does Juneteenth Day.

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