Commissioner of Education’s African American History Task Force Presents Institute for Alachua, Marion and Putnam Counties School Districts

“Understanding the Requirements for Implementing the African and African American Studies Initiative”

May 4, 2019

Presented By

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The goal of today’s session is to provide Alachua, Marion and Putnam Counties/Districts Educators and Administrators with practical Pedagogy and methods that will assist in the IMPLEMENTATION of the teaching African and African American Studies Curriculum K-12.

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The Focus of the African and African American Studies Initiative -

Implementation of the K-12 Comprehensive Interdisciplinary African American Studies Curriculum Initiative

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FOCUS NO.1 - African and African American Curriculum Infusion Model

Building a bright future based on real students’ achievement for African Americans and all Students in Alachua, Marion and Putnam Counties’ Schools.

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OBJECTIVES:

1. To provide insights into the Florida Statute 233:061 (1)(g), (1994), as amended by Florida Statute 1003.42(h) 2002 …required instruction in African and African American Studies.

2. To review the seven (7) elements of the African and African American Studies Model.

3. To provide educators with application techniques that enable the infusion of content across subject areas.

4. To provide writers/educators with strategies to link African American Studies to the District, State Standards and Benchmarks while integrating content across subject areas.
The Factors which are driving the implementation of the Florida Statute 233:061(1994), as amended by Florida Statute 1003.42(h)2002
Why Teach It? It is the Law

• To teach African and African American Studies is to teach American history

• The research shows that teaching African and African American Studies:
  – Enhances self esteem of African American and all children.
  – Increases student academic performance.
  – Increases positive perception of African Descent and African Americans as a group in American society, the world and especially Alachua, Marion & Putnam Counties.

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ACADEMIC ACHIEVEMENT IS POSSIBLE

- COGNITION IS SHAPED BY THE IMAGES We receive and perceive such as “CCI”
- CULTURE AND CULTURAL INFORMATION
- EVIDENCE THAT PHD IN 2010 from FAMU FOUND in a study of elementary students I Palm Beach County Schools, that “THE students who received the African American history content did better on FACAT” and other standardized tests.
- Banks(2009) found that ”There is a strong relationship between culture and positive academic performance”

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WHY THE AFRICAN AND AMERICAN HISTORY CURRICULUM FRAMEWORKS?

FOCUS II:

- To Correct past omissions and inaccuracies.
- Supplement partial information which is lacking in many textbooks.
- To Integrate African American History into American History.
- Avoid teaching African American History as an appendage.
- To Go beyond teaching African American History during Black History month of February.
- To Develop units written by teachers as “Teacher Friendly” resources.
Knowing the difference?

Moral vs Legal requirement in Florida

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MORAL REASON FOR TEACHING AFRICAN AMERICAN HISTORY TODAY

• Dr. Carter G. Woodson, in his 1957 book on the Miseducation of the Negro argued vigorously that his research (1926-1950s) showed that the failure to teach African Americans their history has been the source of miseducation.

• Dr. Woodson’s research in 1926 can be summarized in his own words,

  “When a group or ethnic group fails to teach their history and culture, sooner or later that history and culture will be forgotten and the group or ethnic group will be rendered nameless and faceless.” (Woodson, p.27)
What are the keys to successful implementation of the curriculum on African and African American Studies?
The legacy Africans and African Americans has its roots in Ancient Africa and adaptations are worldwide. Unique perspectives on freedom, justice, and equality are major portions of this evolving legacy and information. The African and African American Curriculum incorporates a multicultural and multiethnic learning process with the continuing realization that the American dream should be shared by all Americans.

The Rationale

“The Why”
This Infusion Curriculum will focus on origins, wealth of contributions, and courage of Africans and African Americans from Ancient Africa to the modern Diaspora in the Americas and other parts of the world.

This curriculum will be academically rigorous to ensure that learning the facts about Africans and African Americans will facilitate respect, understanding, and appreciation of African Americans.
The curriculum will emanate from a culturally diverse perspective, pro-actively utilizing current methodologies and technologies. This is the didactic goal of teaching students about the rich, and abundant heritage of Africans and African Americans in Florida.
Brain Break

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<table>
<thead>
<tr>
<th>Ice Breaker: General Knowledge of US and World Studies Bingo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> What is the title and number of the state statute passed in 1994 for teaching African and African American Studies in?</td>
</tr>
<tr>
<td>Who was Bartolome de las Casas?</td>
</tr>
<tr>
<td>Name the three countries that freed Africans migrated to after emancipation.</td>
</tr>
<tr>
<td>What groups helped found St. Augustine?</td>
</tr>
<tr>
<td>List the date and the names of 2 of the leaders of the Haitian Revolution.</td>
</tr>
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</table>

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What are the keys to successful implementation of the curriculum in African and African American History and Studies?
WHAT WE HEAR DETERMINES OUR DESTINY

- “It is not what you tell people that counts. It’s what they hear.”
- “In the space …….. The most important space is between the ears.”

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Why Human Rights?

Two Human Rights issues that Eleanor Roosevelt was involved in:

1. Tuskegee Airmen Experience in 1939
2. The 1948 Universal Declaration of Human Rights—(30 Rights)
Article 26

• “Everyone has the right to an education.”

• “Education shall be directed to the full development of human personality and to strengthening of respect for human rights and fundamental freedoms.”

• “It shall promote understanding, tolerance and friendship among all nations, peoples, racial or religious groups...”

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5/1/2019
THE NEW FLORIDA LAW

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THE LAW MANDATING THE TEACHING OF
African and African American Studies

MAY 1994 and 2002

Florida Legislature  F.S. 233.061
Sec. (1)(G) 1994 as amended by
F.S.1003.42(2)(h),2002 that
mandates the teaching of African
and African American Studies.
The Florida Statute

In 1994 and 2002, the Florida Legislature passed the following law that required instruction for African and African American Studies.

“§ 233.061 (2) (g) 1994 and 1003.42(2)(h) 2002 as amended, F.S. reads, “The history of African Americans, including the history of African Peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.”

The law provides that, “members of the instructional staff of the public schools shall teach efficiently and faithfully, using books and materials required, following prescribed course of study, and employing approved methods of instruction.”
# AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN CURRICULUM

## OUTLINE

<table>
<thead>
<tr>
<th>1. Ancient Africa: Pre-Columbus</th>
<th>2. African Explorations of the World: Pre-Columbus</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Kingdoms</td>
<td>❑ African Explorers in the World</td>
</tr>
<tr>
<td>❑ Classical Civilizations</td>
<td>❑ African Presence in Europe</td>
</tr>
<tr>
<td>❑ Diaspora</td>
<td>❑ Explorations</td>
</tr>
<tr>
<td>❑ Contributions</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>3. The Invasion and Weakening of Africa</th>
<th>4. Slavery: Post-Columbus in the Americas</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ European colonialism</td>
<td>❑ Slave Trade</td>
</tr>
<tr>
<td>❑ European exploitation</td>
<td>❑ Slavery in North America</td>
</tr>
<tr>
<td>❑ Slavery</td>
<td>❑ Slavery in South America</td>
</tr>
<tr>
<td>❑ The expansion of Sahara desert</td>
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</tbody>
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<tbody>
<tr>
<td>❑ Abolition</td>
<td>❑ Myths</td>
</tr>
<tr>
<td>❑ Bill of Rights</td>
<td>❑ Values</td>
</tr>
<tr>
<td>❑ Struggle for Civil Rights</td>
<td>❑ The Harlem Renaissance</td>
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<table>
<thead>
<tr>
<th>7. Contributions of African Americans to the United States of America and to the World</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>❑ Art-Literature-Music-Politics-Science-Religion-Medicine and other areas.</td>
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</tbody>
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AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

1. Ancient Africa: Pre-Columbus

- Kingdoms in Africa
- Four Golden Ages of Southern Africa 1) First Pyramid Age 2700BC-2160 BC, 2) Age of Classical Literature 2140 BC-1784 BC, 3) Grand Golden Age 1554 BC-1070 BC and 4) 500 BC to 1500 AD, Trade, Architecture, Arts, Culture
- Classical Civilizations in Africa
- Diaspora across Africa, Asia, Pacific Islands and Latin America
- Contributions of Ancient Africa to the World
- MAAT - Reciprocity, Justice, Truth, Balance, Order, Harmony, Propriety
- First Civilization of Europe was established in Crete in 1700 BC
- The ancient Universities that were frequented by Europeans and others
- The role of Arabs in Africa
- Africans in sciences – Imhotep/C-Section

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Ancient African History
2. **African Exploration of the World: Pre-Columbus**

- Trade across world
- Moors in Spain and Europe
- Explorations in Asia, Pacific, Europe and Latin America
- African Explorers in the world
- African Presence in Europe
- African presence in South America, North America and the world
- Hannibal defeats Romans and occupy Rome and Italy
- African Popes: Victor 186-197 AD, Miltiades 311-314 AD, Gelasius
- 1492 Africans travelled with Columbus
- The Olmecs in the Americas in 1200 AD
- 1501 First Slaves transported to Hispaniola
- 1538 Stefanick explorer explored the South West of North America.

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African Presence in Pacific/Hawaii

• THE PACIFIC Islands of Hawaii, New Zealand, Australia cries out for the African Presence

• VIDEOS

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3. The Invasion and Weakening of Africa

- European Colonialism/Imperialism
- European Exploitation
- Slavery as a long system that began in 1501 until 1808
- Tribal/National Conflicts that enabled enslavement
- The Expansion Sahara Desert
- The resistance to slavery across Africa including Queen Nzinga
- The invasion of Africa by the Arabs
- Understanding the complicity of Africans
- Understand the internal political conflicts in Africa
- The natural resources in Africa which served as a magnet for outside exploitation/invasion
- The myths behind religion such as Christianity and Islam
- Europe in need of human and natural resources in Africa and the supply of humans for slave work in the Americas
4. Enslavement: Post-Columbus in the Americas

- Slave Trade in general
- Enslavement in North America
- Enslavement in South America
- Enslavement in Europe
- Enslavement in Asia
- Resistance to enslavement in Guyana, Jamaica, Puerto Rico, Brazil, Pacific Islands, and North America
- St. Augustine 1565
- Fort Mose
- The 1804 Haitian defeat of the Napoleon and the Louisiana Purchase by the USA

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5. Neo-Slavery: Abolition, Civil Rights and Constitutional Rights

- Abolition /“Uncle Tom Cabin”? Role of Quakers
- Bills of Rights
- Struggle for Civil Rights (Uncle Tom Cabin)
- The underground Railroad and the coalition of Blacks and Whites
- Slavery in Canada
- The Colonization movement back to Africa with Sierra Leone, Jamaica, Liberia,
- The emancipation Proclamation in 1865
- The Civil War and its impact on the slavery system
- The Trail of Tears and the migration of slaves to Oklahoma
- The rescue of slaves by native Indian Nations and tribes in USA and North America
- Children’s March, Birmingham, Al; Women and Rosa Parks, Bus Boycott

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Slave Rebellions

- HAITI
- JAMAICA
- LOUISIANA
- GUYANA
- US VIRGIN ISLANDS
- SOUTH CAROLINA
- PUERTO RICO
- OTHERS

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6. The Soul of Africans and African Americans

- Myths
- Values of the MAAT and the Kwanzaa
- The Harlem Renaissance
- The inventions of Africans and African American sin the Arts, Sciences, Technology, Engineering, the Ahmed (Rhind) Papyrus and Moscow Papyrus. Problems solved predated the Greek mathematics' by 2000 years
- The role of music, jazz, spirituals and classical
- The role of Africans like St. Augustine in Catholic Theology and the three African Popes in Rome
- African involvement in Islam like Bilal and was second only to Prophet Mohammed.
- Imhotep (2800 BC) the father of Medicine and was deified by the Greeks. The Hippocratic oath is dedicated to Aesculapius (Imhotep).
- Africans founded the first University called Ipet Isut at Karnak. Moors established over 17 universities. Moors gave Europe first paved and lighted streets and kept science alive while Europe was in its dark ages (Read “From the Browder File” Tony Browder, 1989).
7. Contributions of African Americans to the United States of America and to the world

- Art-Literature-Music USA, Caribbean and Afro Latino
- Politics-Science
- Religion- St. Augustine, Bilal
- Medicine
- Space science...”Hidden Figures Movie”
- Development of the Historically Black Colleges and Universities
- The Tuskegee Airmen and military contributions
- Founding of Hawaii, New Zealand, Australia, Asia, Caribbean, Latin America
- African American Inventors/”
- African American women scientists
- The African President’s of the United States and Caribbean, South America
- Noble Prize Winners African descent
- Contributions in arts, sports, politics, education, Tuskegee Airmen-1948 Integration of Military
- And other areas

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Where is Harlem?

New York

New York City
Let's take...
The Tuskegee Experience
The Tuskegee Airmen
EXTRA — By Executive Order

PRESIDENT TRUMAN WIPES OUT SEGREGATION IN ARMED FORCES

2nd Order Sets Up FEPC In All Government Jobs

Under "States" Rights"
Posse, Bent on Lynching, Searches Woods for Prey

Outcry Williams Kid Dies About Farmouth: "Get Out and Stay Out!"
Who were the first classes?

- 1939 = Beginning of Admission
- 1941 = The first graduates
- 1944 = Eleanor Roosevelt
- How did they survive their training?
Combat Record of Black Airmen
June 9, 1945

Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legion of Merit</td>
<td>1</td>
</tr>
<tr>
<td>Silver Star</td>
<td>1</td>
</tr>
<tr>
<td>Soldier Medal</td>
<td>2</td>
</tr>
<tr>
<td>Purple Heart</td>
<td>8</td>
</tr>
<tr>
<td>Distinguished Flying Cross</td>
<td>95</td>
</tr>
<tr>
<td>Bronze Star</td>
<td>14</td>
</tr>
<tr>
<td>Air Medal and Clusters</td>
<td>744</td>
</tr>
</tbody>
</table>

Total number of Distinguished Flying Crosses awarded to black pilots estimated at 150, according to Charles E. Francis, The Tuskegee Airman, 1988.
The African and African American History Infusion Model
By Dr. Patrick Coggins

African/African American History
Pre K-12 Grade

OUTCOMES

Positive School Climate
Increased Student Achievement
Positive School Improvement

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Focus No. 2- The Grade Level Concepts and Curriculum Guides For African and African American Studies

Understanding the Benefits of Curriculum Infusion and Student Achievement

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Why An Infusion Model

• Exploring why the strategy of using an Infusion model works more efficiently than a stand alone model.
• The Limitation of time
• The Unreasonable Expectation have having more space
• Development of a teacher friendly Infusion Model

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Single course vs Infusion

- Option 1. A single course required
- Option 2. An elective course
- Option 3. Infusion in every subject at every grade level
This figure illustrates how a concept such as culture can be viewed from the perspectives of a number of disciplines and areas. Anyone discipline gives only a partial understanding of a concept, social problem or issue. Thus, ethnic studies units, lessons, and programs should be interdisciplinary and cut across disciplinary lines.
Infusion Model

- FACT
- GENERALIZATION
- THEORY
- CONCEPT
- Rank order of priority
- 1 most important to 4
- The least
WHAT IS MEANT BY CURRICULUM INFUSION

• It is essential to embrace the curriculum model which will focus on integration and infusion for example:

• The Concept of candles

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Figure 1-5: Levels of Integration of Ethnic Content

Level 1
The Contributions Approach
Focuses on heroes, holidays, and discrete cultural elements

Level 2
The Additive Approach
Content, concepts, themes, and perspectives are added to the curriculum without changing its structure

Level 3
The Transformation Approach
The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups

Level 4
The Social Action Approach
Students make decisions on important social issues and take actions to help solve them

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Elements of National Culture

- Hispanics
- Pacific Islanders
- Other Sub Groups
- Native American Indians
- Asians
- Middle Easterners
- African Americans & African Descent
- African Americans & African Descent

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RESEARCH SUPPORTS THE TEACHING OF AFRICAN AND AFRICAN AMERICAN HISTORY WITH FIDELITY AND SAW ACADEMIC SHIFT IN “F” AND “D” SCHOOLS THAT INCLUDED READING MATERIALS AND VIDEOS ON THE AFRICAN AMERICAN CULTURE

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Selected Research in Support

• Jacqueline Jordan Irvine in *Black Students and School Failure* writes: “Because the culture of Black children is different and often misunderstood, ignored or discounted, Black students are likely to experience cultural discontinuity in schools.” (Irvine, 1990. P. XIX)
Thus, the need to teach the unique history of African Americans is highlighted by Carl Grant (1995), in *Educating for Diversity* and James Banks in *Teaching Strategies in Ethnic Studies* (1997, 2003), whose research and books state,

“Any program aiming to increase positive interaction among racial groups must include processes, which teach people the unique histories and qualities of the ethnic groups involved,” (p.21). The key variable in ensuring such instruction is a well informed teacher and administrator.” (Grant, 1995; Banks, 1997, 2003)
Thus, Ruby Payne, Irvine (1990), Erickson (1987), Au and Kawakami (1991), and Asante (1998) all argued that their research and experiences conclude that, “Only when teachers understand the cultural and historical background of students can they comprehend and react positively to minority students while enhancing their academic achievement.”
History Enhances Achievement

• *Students will master essential reading, writing and computational skills.*

• *“Students are more likely to master these skills when the teacher uses content that deals with significant human history and cultural events, especially the history and contemporary contributions of their ethnic group.”* (Banks, 1997, p.28)
Implications for Educators in Florida
Senate Bill 850 (2014)
Reasons for the SB 850

• Large number of students not graduating with a regular diploma
• Need to target/identify students early
• Come up with standard early warning signs
• Prepare students for the technologically advanced world
• Ensure that all students succeed and ready for careers industry etc.
DJJ Educational Program Requirements

• Requires the DOE, in partnership with the DJJ, district school boards, and providers to:
  ◦ Develop and implement requirements for contracts and cooperative agreements regarding the delivery of appropriate education services to students in DJJ education programs.

• Develop and implement procedures for transitioning students into and out of DJJ education programs.
Enlisting in the Military

• You must be a U.S. citizen or resident alien.
• You must be at least 17 years old (17-year old applicants require parental consent).
• You must pass a physical medical exam.
• Applicants must have a high school diploma, or at least 15 college credits. This means a regular high school diploma, not a GED. Depending on state law, completion of high school by home study may or may not be considered equivalent to a high school diploma.
Summary of SB 850 Requirements

• Requires the Florida College System (FCS) institutions to establish a collegiate high school program for students in every school district in the colleges’ designated service area.

• **Restructures middle grades education requirements regarding early warning indicators, and professional development.**

• Strengthens accountability, delivery, and review of Department of Juvenile Justice (DJJ) education programs.

• **Students will not receive a Certificate of Attendance. Higher graduation rates for African American and all students.**
Focus ON Benefits of the Diaspora

What are the keys to successful outcomes from implementation of the curriculum on African and African American history?
Diaspora Across the World

TOTAL DIASPORA
12,369,400
The African Diaspora

Atlantic Slave Trade to the Americas 1500 to 1800

Slave traders imported an estimated 9.2 million slaves into the Caribbean and Central and South America.
Map of South America
Understanding the Importance of the Caribbean to the Balance of Power in the Western Hemisphere

Lecture by Patrick C. Coggins, Ph.D., J.D., LLD (Hon.)
Arrival in the Americas

- **5000BC** - First Africans in the Americas – Olmec
- **1492 AD** - Christopher Columbus arrives in Hispaniola
- **1503** - First 17 enslaved Africans brought to Hispaniola
- **1512** - Enslaved African population increases to over 1,000 slaves
- Three Bloods developed Criollos, Mestizos, and Mullattos
- **1565** - Africans and Spanish settlers arrive in the first North American settlement called St. Augustine
- **1568 – 1738** – Fort Mose is founded as the first African town in North America with 170 families. In 1738 Oglethorpe overran the settlement and the Africans fled to the Castillo de San Marcos.
Africans have been here since 5000BC

• **1492 – 1619 – 127 years** before 20 Africans landed in Jamestown, Virginia.

• **1619 – 1865 – 273 years** before the 13th and 14th Amendments pass

• **1865 – 1896 – 34 years** before *Plessy v. Ferguson* = separate but equal and Jim Crow rampant.

• **1898 – 1954 – 56 years** before Brown Discussion reverses *Plessy v. Ferguson* and meant schools and public places were to be integrated. Jim Crow went underground

• **1954 – 1963 – 9 years** before Civil Rights movement and the struggle for equal justice, equal education, and equal constitutional rights

• **1963** – Children’s March 8,000 kids arrested, Bull Conner stopped investigation of Birmingham
WHY FOCUS ON THE DIASPORA

• IT IS CLEAR THAT AS WE LOOK AT THE POPULATION OF TWO GROUPS IN LATIN AMERICA AND THE CARIBBEAN WE SEE A LARGE POPULATION OF AFRICAN DESCENT PEOPLES WHOSE HISTORY AND STRUGGLES THOUGH SIMILAR IN SLAVERY IS NOT INCLUDED IN OUR CURRICULUM

• IF YOU COMBINE THE POPULATION NATIONALLY AND OR Within THE STATE THIS IS A SUIZEABLE GROUP

• THE BIG QUESTION IS WHAT ARE THE THREE BLOODS that runs through THE VEINS OF PEOPLES FROM THE CARIBBEAN AND LATIN AMERICA AND IT IS
  1) European
  2) Native Indian and
  3) African for the most part.
CULTURALLY RESPONSIVE

• THE TIME has come for us to focus on the deeper aspect of our student’s culture, (Banks, 2009)

• We tend to focus on the surface culture and miss the deep culture’s meanings and needs
Two types of cultures

- **Material Culture** - SURFACE
- **Immaterial Culture** - DEEP

- **Material - SURFACE**
- This specifically represents the external and observable aspects of culture, which we see as part of the composite of one’s culture. Some examples of material culture are:

  - **Artifacts**
  - **Language**
  - **Dress**
  - **Behaviors**
  - **Color**
  - **Food**
  - **Songs**
  - **Others (explore)**
Two types of cultures

Immaterial - DEEP

• This specifically represents the internal or intrinsic processes, which we cannot see. **It is the oral culture, which requires cultural translators.** Some examples of immaterial culture are:

  - Myths
  - Folklore
  - Stories
  - Feelings
  - Values
  - Oral Culture
  - Spiritualism
  - Message behind the values
  - Others (explore)
Now Let’s Dig Deeper into the Caribbean
Three Important Facts

Colonies
- Remember enslaved Africans and Native Americans built and enriched the colonies in the Americas.

St. Augustine
- 1565 – Africans helped formed the first colonial town named St. Augustine.

Fort Mose
- Freed Africans about 170 families lived in Fort Mose from the Caribbean and lived and fought there until it was overrun by the British in 1738.

Ethnic Groups
- The first three ethnic groups in the Caribbean include Indians, Spanish and Africans.

Mullato comes from the Spanish who intermarried with Africans in the Americas.
Who's Who in the Caribbean (Sea)

**British**
- Guyana
- Barbados
- Trinidad and Tobago
- Belize
- St. Kitts
- St. Vincent
- Greater Antilles
- Jamaica
- Grenada
- British Virgin Islands
- Virgin Islands
- St. Lucia
- Cayman Islands
- Turks and Caicos

**Dutch**
- Aruba
- Curacao
- Surinam
- St. Marteen
**Who’s Who in the Caribbean (Sea)**

<table>
<thead>
<tr>
<th><strong>French</strong></th>
<th><strong>Spanish</strong></th>
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<tbody>
<tr>
<td>French Guiana</td>
<td>Dominican Republic</td>
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<tr>
<td>Haiti</td>
<td>Costa Rica</td>
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<tr>
<td>Martinique</td>
<td>Honduras</td>
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<td>Dominique</td>
<td>Nicaragua</td>
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<td>Montserrat</td>
<td>Puerto Rico</td>
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<td>St. Barthelme</td>
<td>Cuba</td>
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<td>St. Martin</td>
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<td>Guadeloupe</td>
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</table>
1503: As the Native Indian population died from European diseases and exposure to hard work and warfare, their numbers dwindled. Bartolome De Las Casas, a Catholic Bishop fearful and remorseful about the plight of the Native Indian population who were dying at an enormous rate, recommended that Africans be brought to the Americas. So began the trek of Africans as enslaved workers in the Americas from 1503-1619.
Jamaica

"Out of Many One People"

CARICOM member since: 1 August 1973
Michael Norman Manley ON OCC was a Jamaican politician who served as the fourth Prime Minister of Jamaica from 1972 to 1980 and from 1989 to 1992. Coming from a prosperous background, Manley was a democratic socialist. According to opinion polls, he remains one of Jamaica's most popular prime ministers.
Jamaica was first settled by Amerindians. Columbus visited the island in 1494, and it fell under Spanish possession from 1509-1655, before becoming a British sugar colony. During the social unrest of the 1930s, two major political parties were formed - the Jamaica Labor Party (JLP) by Alexander Bustamante, and the People's National Party (PNP) by Norman Manley.

The Bahamas
“Forward, Upward, Onward Together”

CARICOM member since: 4 July 1983
The Bahamas

An archipelago of 700 islands and more than 2,000 islets spread over a total area of approximately 161,000 square km (100,000 square miles), 80 km (50 miles) off the southeast coast of Florida at its closest point and extending in a 1,200 km (750 miles) arc towards the northern edge of the Caribbean Sea.

The islands were colonized by the English in the 16th century and was a British Crown Colony from 1717 until internal self-rule in 1964. It gained independence on 10 July 1973.
Colombia

“Freedom and Order”
Colombia’s Culture


- Festival of the Flowers in Medellin, Antioquia.
Guyana

“One People, One Nation, One Destiny”

CARICOM member since: 1 August 1973
Guyana: Economy

Agriculture, fishing, and forestry is the main source of foreign exchange. Sugar and rice, the two main crops; Also, lots of fruits, gold diamond, bauxite, eco-tourism tallest water fall in the world named Kaietuer. Lots of hard woods and mining for manganese are also growing in Guyana.
Panama

“For the Benefit of the World”
The culture of Panama derived from European music, art and traditions that were brought over by the Spanish to Panama. Hegemonic forces have created hybrid forms of this by blending African and Native American culture with European culture.
Generalizations About Caribbean People

1. Education is an important value – “more than gold”
2. National pride in culture
3. Respond to racism and discrimination directly and openly – “no intimidation”
4. Collaborative but only recognize when exploited
5. Celebrate important days
6. Very spiritual
7. Family is a central core value
8. Respect to all racial/ethnic groups
Population of Afro-Latino in the Americas

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>14,517,961</td>
<td>27%</td>
</tr>
<tr>
<td>Bolivia</td>
<td>40,000</td>
<td>6%</td>
</tr>
<tr>
<td>Colombia</td>
<td>4,689,000</td>
<td>10.6%</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>179,000</td>
<td>8%</td>
</tr>
<tr>
<td>Argentina</td>
<td>149,493</td>
<td>3%</td>
</tr>
<tr>
<td>Cuba</td>
<td>1,126,894</td>
<td>35%</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>1,029,535</td>
<td>11%</td>
</tr>
<tr>
<td>Haiti</td>
<td>8,583,759</td>
<td>95%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>110,000</td>
<td>1%</td>
</tr>
<tr>
<td>Chile</td>
<td>100,000</td>
<td>4%</td>
</tr>
<tr>
<td>Honduras</td>
<td>159,000</td>
<td>2%</td>
</tr>
<tr>
<td>Peru</td>
<td>1,200,000</td>
<td>4%</td>
</tr>
<tr>
<td>Panama</td>
<td>477,494</td>
<td>14%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>461,996</td>
<td>12%</td>
</tr>
<tr>
<td>Mexico</td>
<td>1,385,556</td>
<td>1.2%</td>
</tr>
<tr>
<td>Venezuela</td>
<td>1,087,427</td>
<td>12.8%</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>700,000</td>
<td>9.5%</td>
</tr>
<tr>
<td>Uruguay</td>
<td>350,000</td>
<td>4%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1,041,559</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

World Population = 6,602,224,175
Afro-Latino Population = 38,490,211

.3 %
<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigua and Barbuda</td>
<td>80,139</td>
</tr>
<tr>
<td>Bahamas</td>
<td>320,665</td>
</tr>
<tr>
<td>Barbados</td>
<td>273,200</td>
</tr>
<tr>
<td>Belize</td>
<td>282,600</td>
</tr>
<tr>
<td>Dominica</td>
<td>69,810</td>
</tr>
<tr>
<td>Grenada</td>
<td>104,490</td>
</tr>
<tr>
<td>Guyana</td>
<td>751,400</td>
</tr>
<tr>
<td>Haiti</td>
<td>7,482,000</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2,644,600</td>
</tr>
<tr>
<td>Montserrat</td>
<td>4,681</td>
</tr>
<tr>
<td>Saint Lucia</td>
<td>162,434</td>
</tr>
<tr>
<td>St. Kitts and Nevis</td>
<td>47,318</td>
</tr>
<tr>
<td>St. Vincent &amp; Grenadines</td>
<td>102,631</td>
</tr>
<tr>
<td>Suriname</td>
<td>492,829</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>1,290,646</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Population = 6,602,224,175</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caribbean Population = 14,109,443</td>
</tr>
</tbody>
</table>

.2%
Population Comparisons among Afro-Latino in the Americas/Caribbean and the African Americans in USA

<table>
<thead>
<tr>
<th>Afro-Latinos in Americas</th>
<th>Afro-Caribbean's</th>
<th>African Americans in Florida</th>
<th>Afro-Caribbean in Florida</th>
<th>Hispanic/Latinos in Florida</th>
<th>African American in the USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,490,211</td>
<td>14,109,443</td>
<td>2,999,862</td>
<td>3,019,686</td>
<td>4,223,686</td>
<td>38,929,319</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afro Latinos in Americas</th>
<th>Afro-Caribbean's</th>
<th>African American in USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,490,211</td>
<td>14,109,443</td>
<td>38,929,319</td>
</tr>
</tbody>
</table>
Culturally Responsive Teaching
What the Experts say about CRT

Dr. Geneva Gay
University of Washington
Founder of CRT
Gay (2000) defines Culturally Responsive Teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.
What is cultural competence?

- *Cultural competence* is the ability to successfully communicate and empathize with people from diverse cultures and incomes, skills needed to close the achievement gap, according to the national education association. (Brown, 2003)
Culturally Responsive Teaching (CRT)

Validating

Transformative

Comprehensive

Empowering

Multidimensional

Emancipatory

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5/1/2019
What is Culturally Responsive Teaching?

Culture is central to student learning.

Empowers students intellectually, socially, emotionally, and politically.

Recognizes, respects, and uses students’ identities and backgrounds as meaningful sources of learning.

by using cultural referents to impart knowledge, skills and attitudes.

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Relationship between Culture and School Failure

• Lack of student success stems from a lack of synchronization between students and their teachers, and the school culture and the student’s cultures (Irvine, 1990; Howard, 2006).
Relationship between Culture and School Failure

• Lack of student success stems from a lack of synchronization between students and their teachers, as well as the school’s culture and the student’s cultures (Irvine, 1990; Howard, 2006).
Reminders for Educators

1. Relevant culture specific and reinforcing information is important.
2. No child should be invisible or faceless.
3. The demographics of your school show diverse ethnic and racial groups.

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African American Students are 3 times as likely to get suspended as white students.

They lose 2 times as many days of instruction as a result of exclusionary discipline.

This need not remain the status quo.
If both of these young boys engaged in the same behavior in class, chances are far greater that the boy on your right would be punished.

That’s a disparity.
Hmmm...

https://www.youtube.com/watch?v=b9Auw0MzW50
“Resistance will persist and children from ethnically and linguistically diverse backgrounds will go unserved until schools and faculty acknowledge the need for culturally competent teachers in the classroom and the responsibility of TEPs to properly prepare these teachers.”

FEAR & Lack of Knowledge
- Race
- Racism
- Cultural Issues

Why?
“Despite the steadily increasing numbers of culturally and linguistically diverse student populations in schools, not all teacher education programs (TEPs) readily embrace multicultural education or culturally responsive teacher education pedagogy” (Gay, 2002). Teacher Education Programs that focus on:

- Specific guidelines that ensure exposure to multicultural perspective.
- Identification of best practices for diverse students.
- Issues of diversity and multiple perspectives.
Introduction

Study aims to examine how teacher efficacy impacts culturally responsive teaching techniques, instructional strategies, student engagement, and classroom management.

Two measures:

- **PTE: Personal Teacher Efficacy** - feeling of confidence in their personal teaching abilities
- **GTE: General Teacher Efficacy** - general belief about the power of teaching and learning
No significant relationship was found to exist between GTE and culturally responsive teaching, data analysis uncovered a positive statistically significant relationship between culturally responsive teaching and PTE.” [p. 15]

Overall PTE score was 4.57 out of 6.

Overall GTE score was 3.49 out of 6. [p. 13]
Teacher Perceptions

“Researchers have found that it is possible for a teacher to have confidence in his or her teaching ability yet feel as though outside influences have more of an impact on student learning than personal teaching abilities.” [p.18]

“It is possible for a teacher to have confidence in his or her own personal teaching ability while lacking faith in the general ability of teachers to teach at-risk children.” [p. 10]
Implications

Training for classroom management, subject content, and learning strategies trainings should be interwoven with culturally effective teaching of efficacy so they feel comfortable using new strategies.
Proposition 2:
What We Think is What We Get

MODULE 8
Understanding The Pygmalion Effect on Student Achievement

2. Paradigm Shift - Chinese and Japanese
3. Video on “Victor” Exercise No. 9
4. What type of teacher are you? Exercise
PYGMALION EFFECT THEORY:

• **Stipulates that teacher expectations about a student’s achievement can be affected by factors that has nothing to do with his or her ability.**

• **Yet these expectations can determine the level of achievement by confining learning opportunities to a certain track.**

• (Brophy and Good 1978, Cooper and Good, 1983, Kunjufu, 2007).
I. Teacher Perceptions

- Teachers who believe that they are interacting with bright students, tend to treat them positively and affirm their talents. (Rosenthal & Jacobson, et. al., 2003)

- Teachers who believe that they are interacting with slow/not bright students tend not to positively affirm their talents.
Teacher Predictions

- Teachers who rely primarily on the predictive factors, like test scores, will provide students with less quality, challenging and dynamic classroom work that leads to stimulation of the innate abilities of students.
Cognition is shaped by ideas/information.

“When an individual fails to teach or learn their history and culture sooner or later it will be forgotten and the individual or group will be rendered nameless and faceless.”

Carter G. Woodson (1926)
Visually observe the glass and tell me what you see...and describe what you see in your own words.

1. What is the Deficit Model?..” It is seeing the Minority and culturally different child and perceiving deficits, and lack of ability to succeed!

2. How does the Deficit Model hurt students?
Deficit Model is Half Empty or Half Full!

• In other words the teacher looks at a child who is low SES or a minority and concludes either:
  
  1. The glass is Half-empty (a deficit exists) or...
  2. The Glass is Half-full (an Empowering Positive Model that leads to high student achievement)
The DEFICIT MODEL: The Invisible Minority/Diverse Student

• The role of “Blaming the Victim” (Ryan’s, 1971 Hope)
• Johari’s Window Theory and its impact on the Invisible Black child.
• Discussion about the Johari Window.
Where is Student Potential?

Working with person next to you:

1. Discuss which window predicts student potential?

2. What can we do to discover student potential?
Johari Window & Student Potential

The Johari Window

- Known to self
  - Known to others: Open
  - Not known to others: Hidden
- Not known to self
  - Known to others: Blind
  - Not known to others: Unknown

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Brain Break

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## Post-Test: Global Knowledge Test about African Descent Peoples

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the father of Negro History Week?</td>
<td>Who invented the traffic signal?</td>
</tr>
<tr>
<td>Who revolutionized the electric microphone?</td>
<td>Who invented the floppy disk and floppy drive?</td>
</tr>
<tr>
<td>Who invented the electric lamp?</td>
<td>Who invented the telephone/telegraph system and automated airbrake?</td>
</tr>
<tr>
<td>Who patented the blimp in 1887?</td>
<td>Who patented the pencil sharpener in 1897?</td>
</tr>
<tr>
<td>Who developed the machine for sewing shoes?</td>
<td>Who received patents for creating horse reins, horse yolk design, and horse and carriage devices?</td>
</tr>
<tr>
<td>Who developed a steam engine for a warship and sold the patent to buy his freedom?</td>
<td>Who was the first African-American woman to receive a patent for inventing the ironing board?</td>
</tr>
</tbody>
</table>

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MAKING THE CONNECTIONS

• “Remember that SUCCESS = HABIT
• “Remember that HABIT = EXCELLENCE
• BELIEVING IN OUR STUDENTS
Are all students proficient in reading?

My study of schools shows:

- Writing done one (1) hour or less a week.
- I advocate two (2) hours a day based on Dale’s cone.
Strategy No.5 Assessing Language Acquisition

• Educators need to come to the conclusion that the foundation to success in schools is the extent to which the student has acquired “the language”.. “English”

• A Cella test may reveal that African American students are no better off than ELL/ESOL students with respect to the number of words they know and understand.
BICS (Basic Interpersonal Communication Skills) is the face-to-face conversation language that takes place in day-to-day activities with peers and social situations. This type of language proficiency can be attained easily and in a short amount of time, usually 1 to 3 years.

CALP (Cognitive Academic Language Proficiency) is the ability to read and comprehend content area textbooks and perform demanding tasks that are necessary for academic achievements. Language acquisition takes from 5 to 7 years to become proficient.
Hetty Roessingh’s (2009) comparison between ESL learners and Native Speaking Learners in terms of the English Language at their disposal, shows the challenge ESL learners face by 10\textsuperscript{th} Grade:

<table>
<thead>
<tr>
<th>ESL Learners/Level -1,2</th>
<th>Native English Speaking Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,000 – 7,000 word vocabulary</td>
<td>40,000 word vocabulary</td>
</tr>
<tr>
<td><strong>Reading speed:</strong> approximately 100 words per minute for narrative materials</td>
<td>Approximately 300 words per minute</td>
</tr>
<tr>
<td>Reading Grade equivalent: 6-7</td>
<td>Reading at grade 10 level or higher</td>
</tr>
<tr>
<td>Difficulty with writing in expository mode</td>
<td>Writing skills assumed</td>
</tr>
<tr>
<td>Familiar with standard English only</td>
<td>Familiar with a variety of dialects (Ebonics, the language of children)</td>
</tr>
<tr>
<td>Lacking experience with puns, double meanings, idioms</td>
<td>Enjoy humor based on language</td>
</tr>
<tr>
<td>The language of imagery, metaphor, symbolism, tone, bias in English will be a challenge</td>
<td>Can access abstract thought through English language</td>
</tr>
</tbody>
</table>

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Managing Cultural Competence: A Final Perspective

“THE ATMOSPHERE YOU CREATE DETERMINES THE POSITIVE CROSS-CULTURAL RESULTS YOU PRODUCE.”

“Imagination is more important than Knowledge.”
(Albert Einstein)

“The future never first happened, it was created. We must create a culturally sensitive, linguistic, and culturally competent classroom/school environment.”
(Coggins)

So it is all about “students, faculty and administrators celebrating cultures in an inclusive atmosphere.”
(Coggins)
Thank you! Thank you!