

The Interim

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Curriculum Supplement For Schools

The *Interim Plus* is a periodical dedicated to educational matters and specifically designed to assist teachers in integrating relevant life issues in their lesson planning.

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It is now early in the second semester in most schools. Enjoy the the remaining weeks of the Canadian winter. Spring cannot be far behind. So says Wiarton Willie!



This month's supplement features a compilation of material useful for planning and teaching lessons pertaining to black history and civilization during Black History Month. For background on the origins of this celebratory Black History Month, consult the explanation given at

<https://asalh100.org/origins-of-black-history-month/>.

We also take the opportunity to give the results for **The Father Ted Colleton Scholarship Program**. Niagara Region Right to Life, the sponsor of the scholarship program is pleased to announce two prize winners for the edition just completed. First prize of \$1500 is awarded to **Adrianna Byers** of Otterville Ontario, who attends Rehoboth Christian School, while second prize goes to **Philip Anisimov** of Oshawa, Ontario who is a home-schooled young man. Congratulations to these prize winners. Niagara Region Right to Life wishes to also thank all the participants in the contest. However, for the first time, the evaluation committee did not see fit to award a third prize, concluding in its collective judgment that the standards for such awards had not

been met by other candidates in this very challenging competition.

Part A: The Nature and Meaning of History

Canada is a nation with multicultural roots. It is also a neighbour to the United States. For both these reasons there is cause for teaching and celebrating the achievements and contributions of black people in these two countries. But, it would be unnecessarily limiting, and not at all realistic, if one failed to include references to Africa itself, with all its rich variety. Today that continent is made up of 55 independent nations, speaking several major languages as well as the local African languages indigenous to various regions – like Swahili (the most spoken language in Africa, with over 100 million speakers), Amharic, Yoruba, Oromo, Hausa, Igbo, Zulu, and Shona.

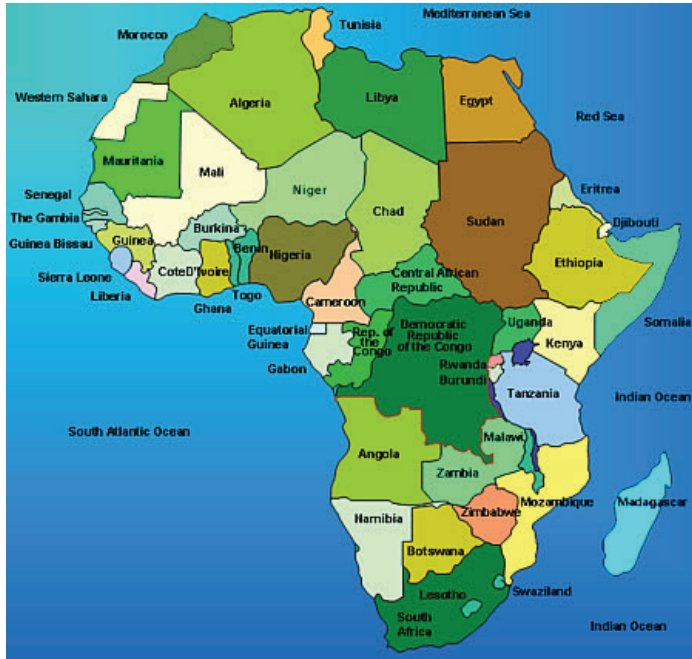
Black history is a vast topic, with information and resources increasing year after year. In this introductory effort we provide links to interesting and useful resources, some print and some digital. We hope that it serves to expand your own classroom resources on this important part of world historical studies.

History is a great teacher if one understands it and has reliable sources for telling the story. Here are some quotes about history and its role in relating the human journey in all its richness, tragedies and surprises.

A suggested exercise for Black History month is to apply these statements to the study of that history which they quickly realize should be much more than the names of sports heroes like Muhammad Ali, Pelé, Michael Jordan and Usain Bolt, or, famous entertainers like Sammy Davis Jr., Michael Jackson, Beyoncé or Drake. Black history encompasses much more than the African-American experience in the United States, however well-known or dramatic that particular chap-

ter of black history is to Canadians. There were African empires and civilizations much earlier than the experience of slavery in the Western hemisphere whether to our next door southern neighbour or the many island nations of the Caribbean and large presence in Central and South America.

To have a balanced view of a race, or of a continent, or of the history experienced by a diverse group of people, one must be conscious of the local and the universal aspects of civilization and the human condition. With this in mind, we are including in this supplement resource material that spans centuries and continents.



It is our hope that this resource serves the purpose of enriching our collective understanding of a significant cultural wave in world history. The teacher may wish to employ five or seven of these quotes about the nature or importance of history and the role it may play in the development of peoples.

One could pose some general questions like these:

1. *Is it possible to learn from history or is it a waste of time and intellectual energy?*
2. *Why is it so difficult to truly learn from history?*
3. *Does history repeat itself? Can mistakes be avoided?*

We provide some sample questions to illustrate the use of such quotations in class discussions on the nature of history. You are invited to compose similar questions for your own purposes.

"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree." **Michael Crichton**

Questions

1. Who is Michael Crichton?
2. Does he favour the study of history?
3. What is the meaning of his statement?

"The most effective way to destroy people is to deny and obliterate their own understanding of their history." **George Orwell**

Questions

1. Who was George Orwell?
2. What did he write?
3. What is he suggesting about information, and specifically historical information? Do you agree, or is it better to obliterate the past in order to design a better future, minus the problems and prejudices of the past?

"To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?" **Marcus Tullius Cicero**

Questions

1. When did Cicero live?
2. What position did he hold?
3. Why, according to Cicero, is history necessary in becoming an adult?
4. What special importance does he in fact give to history in terms of human life?

"Just the other day, I was in my neighborhood Starbucks, waiting for the post office to open. I was enjoying a chocolatey cafe mocha when it occurred to me that to drink a mocha is to gulp down the entire history of the New World. From the Spanish exportation of Aztec cacao, and the Dutch invention of the chemical process for making cocoa, on down to the capitalist empire of Hershey, PA, and the lifestyle marketing of Seattle's Starbucks, the modern mocha is a bittersweet concoction of imperialism, genocide, invention, and consumerism served with whipped cream on top." **Sarah Vowell**

Questions

1. How does Vowell's quaint reflection speak a simple truth?
2. What conclusion should we draw about the many everyday things that perhaps we take for granted?
3. Why would one have to actually know a lot of history to appreciate that fact?

"The only way we'll get freedom for ourselves is to identify ourselves with every oppressed people in the world. We are blood brothers to the people of Brazil, Venezuela, Haiti, Cuba – yes Cuba too."

Malcolm X

Questions

1. When did Malcolm X live?
2. Was he considered a radical at that time? Why?
3. What did he contribute to the black cause?

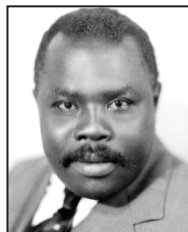
A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey

History will have to record that the greatest tragedy of this period of social transition was not the strident clamor of the bad people, but the appalling silence of the good people. **Martin Luther King, Jr.**

If a race has no history, if it has no worthwhile tradition, it becomes a negligible factor in the thought of the world, and it stands in danger of being exterminated. **Carter G. Woodson**

We used to root for the Indians against the cavalry, because we didn't think it was fair in the history books that when the cavalry won it was a great victory, and when the Indians won it was a massacre. **Dick Gregory**



Marcus Garvey

History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again. **Maya Angelou**

Much of the social history of the Western world, over the past three decades, has been a history of replacing what worked with what sounded good.

Thomas Sowell

History is for self-knowledge...the only clue to

what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is. **R.G. Collingwood**

Mankind are so much the same, in all times and places, that history informs us of nothing new or strange in this particular. Its chief use is only to discover the constant and universal principles of human nature. **David Hume**

Whatever concept one may hold, from a metaphysical point of view concerning the freedom of the will, certainly its appearances, which are human actions, like every other natural event, are determined by universal laws. However obscure their causes, history, which is concerned with narrating these appearances, permits us to hope that if we attend to the play of freedom of the human will in the large, we may be able to discern a regular movement in it, and what seems complex and chaotic in the single individual may be seen from the standpoint of the human race as a whole to be a steady and progressive evolution of its original endowment. **Immanuel Kant**

Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times. This arises from the fact that they are produced by men who ever have been, and ever shall be, animated by the same passions, and thus they necessarily have the same results. **Niccolo Machiavelli**

History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future. **Robert Penn Warren**

Human history in essence is the history of ideas. **H.G. Wells**

Who controls the past controls the future: who controls the present controls the past. **George Orwell**

When a man of true genius appears in the world, you may know him by the infallible sign, that all the dunces are in conspiracy against him. **Jonathan Swift**

We can be almost certain of being wrong about the future, if we are wrong about the past. **G. K. Chesterton**

What experience and history teach is this - that people and governments never have learned anything from history, or acted on principles deduced from it. **Georg Hegel**



Maya Angelou

Until the lion has a historian of his own, the tale of the hunt will always glorify the hunter.
African Proverb

http://www.activehistory.co.uk/historical_quotations.htm
http://www.age-of-the-sage.org/philosophy/history/learning_from_history.html
<http://en.proverbia.net/citastema.asp?tematica=561&page=3>
https://www.brainyquote.com/quotes/topics/topic_history.html
<http://www.goodreads.com/quotes/tag/history>



PART B History and Myths

When studying any type of history there is an anticipated value to the exercise. To help in that regard here are some questions to stimulate research and analysis of important aspects of black history, civilization, past and present.

1. Define black history?
2. Why is it of value to devote classroom time to the study of black history and civilization?
3. Is there a distinct black history or civilization?
4. Is the history of black Americans the best approach to understanding black culture?
5. How has the history and civilization of black societies and nations being revised/restored?
6. What scientific breakthroughs and technological advances have made possible these revisions?
7. How had the old popular version of blacks been established?
8. What are the news sources for blacks? How representative are they on the mass media sites?
9. Create a list of 10 to 20 of the most famous or prominent black people that come to mind?
10. Study your list carefully. From which field of human endeavour are the people on your list drawn from? Why would that be the case? Why does your list not include greater diversity of fields?

Race and Myths

All nations and peoples have myths. People also have false views or have myths about other peoples and races, other than their own. It may be helpful to question and even explode some of these past myths. One can also raise the issue of how myths are founded and how they are spread and why they may last for a long period of time. Take for example the myths associated with ancient Greece, Rome, China, India or Egypt. These civilizations claimed a “divine” origin each in their own way, and tremendous pride of place and their huge achievements. What different “myths” existed about Africa and

Africans and how did these more negative “myths take hold”? It would be wise to refer the students back to some of those quotations about history and who writes history. In order to gauge classroom knowledge about blacks and Africa have the class consider these statements as to what thinking or point of view is represented in it:

- a. *The African, before he was enslaved in the Western hemisphere was a simple, unsophisticated aborigine.*
- b. *The long colonial status of Africans demonstrates the inability of Africans for self-rule.*
- c. *On the whole, the evils of slavery in the new world have been grossly exaggerated.*
- d. *Black slavery was an uneconomical enterprise and would have died out eventually even if the American Civil War had not been fought.*
- e. *The slave system had long-term psychological effects on both black and white Americans.*

Questions

If your class is studying American history here are some possible general essay questions/topics to assign the students:

1. Following the Civil War, how did American blacks organize themselves to improve their position?
2. What vital role did the black Christian church play in the life of the blacks in America?
3. How did the situation of blacks in the Caribbean differ from the American experience?
4. What is meant by “Jim Crow” legislation in the U.S.A.? Assess the role of each of the following leaders in breaking down the Jim Crow mentality: Booker T. Washington, W.E.B. Du Bois and Marcus Garvey.
5. Compare the treatment of blacks in the American military in the two world wars.

PART C Achievements and Pride

10 Ideas for Teaching Black History Month

<http://www.adl.org/assets/pdf/education-outreach/10-ideas-for-teaching-black-history-month.pdf>

This is an excellent resource page (I consider it one of the very best) from the American Anti-defamation league dealing with the experience of American blacks, with many questions, suggested activities and appropriate links to other sites useful for effective teaching and learning. This introduction is insightful and points to the breadth and scope of its approach:

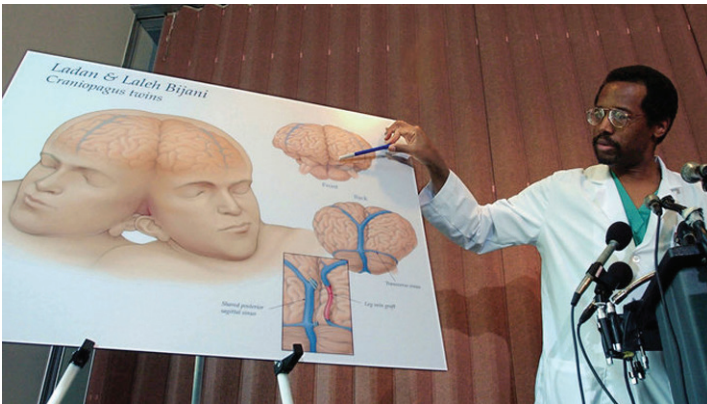
...it is important to engage students in activities that get them to think broadly and critically about the black experience in all of its complexity. Instruction should incorporate history, point of view, politics, struggle, first-person experience, art, literature and data.

Black inventors and scientists

One of the interesting areas of black achievements not often considered or well-known is that of science and inventions. Here is a list of internet links for finding out more about this topic.

https://en.wikipedia.org/wiki/List_of_African-American_inventors_and_scientists

This site is not always the most reliable but the list of black scientists, inventors, medical doctors, mathematicians, engineers, researchers, etc. is very useful and impressive. It includes short vignettes on people as diverse as George Washington Carver (who developed peanut based recipes and uses. Explained diversification of land use, in addition to cotton and worked on means and methods of production that resulted in the improvement of poor farmers' lives and families),



Dr. Carson, who was the director of pediatric neurosurgery at Johns Hopkins Children's Center in Baltimore, talked about surgery to separate Ladan and Laleh Bijani, 29-year-old conjoined twins from Iran, in 2003. Dr. Carson was part of the team that traveled to Singapore to perform the surgery.

Percy Lavon Julian, (who was proficient in developing cortisone, steroids, drug, chemical synthesis of medicinal drugs from plants), Dr. Ben Carson (now the head or Secretary of HUD in the Donald Trump government, but a renowned surgeon who was the first doctor to separate conjoined at the head twins.

Another Site Featuring Black Scientists & Inventors

<http://www.infoplease.com/spot/bhmScientists1.html>

This is a better source to consult. It too contains short biographies of exceptional black scientists like Benjamin Banneker, Thomas Jennings, et al, people who achieved great things despite being denied formal education for the most part. As Annemarie Imbornoni says "during slavery, in fact many laws were passed in the South prohibiting slave literacy in the aftermath of various slave rebellions. Even free blacks in the century before and after the Civil War were limited in their access to mainstream, quality education and vocational training"

She goes on to explain that "this limited education and training meant that, for the most part, blacks were shut out of professional occupations and confined to working in industries deemed acceptable for them, such as domestic services, some manual trades, and agriculture. Nevertheless a small number of exceptionally talented blacks were able to obtain an education and, through their life's work, make significant contributions to American life."

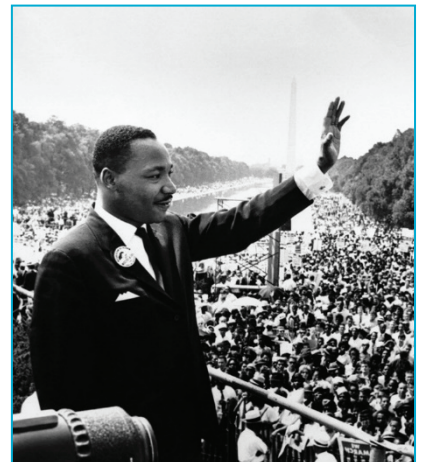
The situation improved somewhat following the American Civil War as "U.S. patent laws were revised so that anyone, regardless of race, could hold a patent. Consequently the number of patents issued to African Americans soared. Following on next pages is a list of some notable African-American scientist's and inventors.

American Blacks of Note


<http://www.infoplease.com/black-history-month/>


This site has short biographies of black persons in various fields of endeavour, from government officials to entertainers to athletes to scientists to literary authors. It is an excellent resource for information on the black personages in American history.


500 Notable African American Biographies



Martin Luther King Jr.

African American Scientists	
Benjamin Banneker (1731-1806)	Born into a family of free blacks in Maryland, Banneker learned the rudiments of reading, writing, and arithmetic from his grandmother and a Quaker schoolmaster. Later he taught himself advanced mathematics and astronomy. He is best known for publishing an almanac based on his astronomical calculations.
Rebecca Cole (1846-1922)	Born in Philadelphia, Pennsylvania, Cole was the second black woman to graduate from medical school (1867). She joined Dr. Elizabeth Blackwell, the first white woman physician, in New York and taught hygiene and childcare to families in poor neighborhoods.
Edward Alexander Bouchet (1852-1918)	Born in New Haven, Connecticut, Bouchet was the first African American to graduate (1874) from Yale College. In 1876, upon receiving his Ph.D. in physics from Yale, he became the first African American to earn a doctorate. Bouchet spent his career teaching college chemistry and physics.
Dr. Daniel Hale Williams (1856-1931)	Williams was born in Pennsylvania and attended medical school in Chicago, where he received his M.D. in 1883. He founded the Provident Hospital in Chicago in 1891, and he performed the first successful open heart surgery in 1893.
George Washington Carver (1865?-1943)	Born into slavery in Missouri, Carver later earned degrees from Iowa Agricultural College. The director of agricultural research at the Tuskegee Institute from 1896 until his death, Carver developed hundreds of applications for farm products important to the economy of the South, including the peanut, sweet potato, soybean, and pecan.
	
Charles Henry Turner (1867-1923)	A native of Cincinnati, Ohio, Turner received a B.S. (1891) and M.S. (1892) from the University of Cincinnati and a Ph.D. (1907) from the University of Chicago. A noted authority on the behavior of insects, he was the first researcher to prove that insects can hear.
Ernest Everett Just (1883-1941)	Originally from Charleston, South Carolina, Just attended Dartmouth College and the University of Chicago, where he earned a Ph.D. in zoology in 1916. Just's work on cell biology took him to marine laboratories in the U.S. and Europe and led him to publish more than 50 papers.
Archibald Alexander (1888-1958)	Iowa-born Alexander attended Iowa State University and earned a civil engineering degree in 1912. While working for an engineering firm, he designed the Tidal Basin Bridge in Washington, D.C. Later he formed his own company, designing Whitehurst Freeway in Washington, D.C. and an airfield in Tuskegee, Alabama, among other projects.
Roger Arliner Young (1889-1964)	Ms. Young was born in Virginia and attended Howard University, University of Chicago, and University of Pennsylvania, where she earned a Ph.D. in zoology in 1940. Working with her mentor, Ernest E. Just, she published a number of important studies.
Percy L. Julian (1899-1975)	Alabama-born Julian held a bachelor's degree from DePauw University, a master's degree from Harvard University, and a Ph.D. from the University of Vienna. His most famous achievement is his synthesis of cortisone, which is used to treat arthritis and other inflammatory diseases.
Dr. Charles Richard Drew (1904-1950)	Born in Washington, D.C., Drew earned advanced degrees in medicine and surgery from McGill University in Montreal, Quebec, in 1933 and from Columbia University in 1940. He is particularly noted for his research in blood plasma and for setting up the first blood bank.
Emmett Chappelle (b. 1925-)	Born in Phoenix, Arizona, Chappelle earned a B.S. from the University of California and an M.S. from the University of Washington. He joined NASA in 1977 as a remote sensing scientist. Among Chappelle's discoveries is a method (developed with Grace Picciolo) of instantly detecting bacteria in water, which led to the improved diagnoses of urinary tract infections.
James West (b. 1931)	James West was born in 1931 in Prince Edward County, Virginia, and studied physics at Temple University. Specializing in microphones, West went on to author 200 patents and more than 60 technical and scientific publications. In 1962, with Gerhard Sessler, West developed the foil electret microphone, which became the industry standard. Approximately 90% of microphones in use today are based on this invention and almost all telephones utilize it, as well as tape recorders, camcorders, baby monitors and hearing aids.
Philip Emeagwali (b. 1954)	Born in Nigeria in 1954, Philip Emeagwali's determination to succeed grew out of a life of poverty and little formal education. An expert in mathematics, physics, and astronomy, Emeagwali won the Institute of Electronics and Electrical Engineers' Gordon Bell Prize in 1989 for an experiment that used 65,000 processors to perform the world's fastest computation of 3.1 billion calculations per second. Emeagwali's computers are currently being used to forecast the weather and predict future global warming.

<p>Aprille Ericsson (b. 1963)</p> 	<p>Born and raised in Brooklyn, N. Y., M.I.T graduate Aprille Ericsson was the first female (and the first African-American female) to receive a Ph.D. in mechanical engineering from Howard University and the first African-American female to receive a Ph.D. in engineering at the NASA Goddard Space Flight Center. Ericsson has won many awards, including the 1997 "Women in Science and Engineering" award for the best female engineer in the federal government, and she is currently the instrument manager for a proposed mission to bring dust from the Martian lower atmosphere back to Earth</p>
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African American Inventors	
Thomas L. Jennings (1791-1859)	A tailor in New York City, Jennings is credited with being the first African American to hold a U.S. patent. The patent, which was issued in 1821, was for a dry-cleaning process.
Norbert Rillieux (1806-1894)	Born the son of a French planter and a slave in New Orleans, Rillieux was educated in France. Returning to the U.S., he developed an evaporator for refining sugar, which he patented in 1846. Rillieux's evaporation technique is still used in the sugar industry and in the manufacture of soap and other products.
Benjamin Bradley (1830?-?)	A slave, Bradley was employed at a printing office and later at the Annapolis Naval Academy, where he helped set up scientific experiments. In the 1840s he developed a steam engine for a war ship. Unable to patent his work, he sold it and with the proceeds purchased his freedom.
Elijah McCoy (1844-1929)	The son of escaped slaves from Kentucky, McCoy was born in Canada and educated in Scotland. Settling in Detroit, Michigan, he invented a lubricator for steam engines (patented 1872) and established his own manufacturing company. During his lifetime he acquired 57 patents
Lewis Howard Latimer (1848-1929)	Born in Chelsea, Mass., Latimer learned mechanical drawing while working for a Boston patent attorney. He later invented an electric lamp and a carbon filament for light bulbs (patented 1881, 1882). Latimer was the only African-American member of Thomas Edison's engineering laboratory.
Granville T. Woods (1856-1910)	Woods was born in Columbus, Ohio, and later settled in Cincinnati. Largely self-educated, he was awarded more than 60 patents. One of his most important inventions was a telegraph that allowed moving trains to communicate with other trains and train stations, thus improving railway efficiency and safety.
Madame C.J. Walker (1867-1919) 	Widowed at 20, Louisiana-born Sarah Breedlove Walker supported herself and her daughter as a washerwoman. In the early 1900s she developed a hair care system and other beauty products. Her business, headquartered in Indianapolis, Indiana, amassed a fortune, and she became a generous patron of many black charities.
Garrett Augustus Morgan (1877-1963)	Born in Kentucky, Morgan invented a gas mask (patented 1914) that was used to protect soldiers from chlorine fumes during World War I. Morgan also received a patent (1923) for a traffic signal that featured automated STOP and GO signs. Morgan's invention was later replaced by traffic lights.
Frederick McKinley Jones (1892-1961)	Jones was born in Cincinnati, Ohio. An experienced mechanic, he invented a self-starting gas engine and a series of devices for movie projectors. More importantly, he invented the first automatic refrigeration system for long-haul trucks (1935). Jones was awarded more than 40 patents in the field of refrigeration.
David Crosthwait, Jr. (1898-1976)	Born in Nashville, Tennessee, Crosthwait earned a B.S. (1913) and M.S. (1920) from Purdue University. An expert on heating, ventilation, and air conditioning, he designed the heating system for Radio City Music Hall in New York. During his lifetime he received some 40 U.S. patents relating to HVAC systems.
Patricia Bath (1942-)	Born in Harlem, New York, Bath holds a bachelor's degree from Hunter College and an M.D. from Howard University. She is a co-founder of the American Institute for the Prevention of Blindness. Bath is best known for her invention of the Laserphaco Probe for the treatment of cataracts.

Mark Dean
(b. 1957-)



Dean was born in Jefferson City, Tennessee, and holds a bachelor's degree from the University of Tennessee, a master's degree from Florida Atlantic University, and a Ph.D. from Stanford University. He led the team of IBM scientists that developed the ISA bus—a device that enabled computer components to communicate with each other rapidly, which made personal computers fast and efficient for the first time. Dean also led the design team responsible for creating the first one-gigahertz computer processor chip. He was inducted into the National Inventors Hall of Fame.

A-Z List

- Civil Rights Leaders
- Figures in Abolitionism
- Government Officials
- Religious Leaders
- Scholars & Educators
- Scientists & Inventors

Entertainers

- Actors
- Literary Figures
- Musicians
- Visual & Performing Artists

Athletes

- Baseball Players
- Basketball Players
- Boxers
- Football Players
- Track and Field Athletes
- Other Athletes



This site is also helpful in providing ready-made quizzes regarding black American history, culture, and heroes. The quizzes range from Hip Hop History Quiz to African-American Firsts Quiz to Thinkers, Educators, and Politicians Quiz. The crosswords cover quite a few topics as well, like Black History Crossword, Martin Luther King, Jr., Crossword, Muhammad Ali Crossword

These are yet two more web sites with a compilation of other links to topics of interest for study during Black History Month.

<https://www.edutopia.org/blog/impact-of-black-scientists-inventors-ainissa-ramirez>

<http://www.ipl.org/div/pf/entry/78530>

Black History Inventors - Black History Month

http://inventors.about.com/od/blackinventors/a/Black_History.htm

“Each listing has the name of the black inventor followed by the patent number(s) which is the unique number assigned to an invention when a patent is issued, the date the patent was issued, and a description of the invention as written by the inventor.”

Black Inventors A-Z

http://inventors.about.com/od/blackinventors/a/black_inventors.htm

The site offers a list of famous black inventors and their inventions in alphabetical order.

The Faces of Science: African Americans in the Sciences

<https://webfiles.uci.edu/mcbrown/display/faces.html>

This site provides biographies of African American women and men who have made contributions to such areas in science, engineering and technology.

Physicists of the African Diaspora.

<http://www.math.buffalo.edu/mad/physics/physics-peeps.html>

This site provides detailed biographical information on the contributions of African Americans in physics, computer science and mathematics.

Part D: Non-American Black History and Achievements

It is difficult to assign students to view all possible material available on the internet. One possibility for them to get a flavour of what is accessible and would serve a real learning purpose is to assign a video for viewing to different students, either individually or in pairs. For example, each student or pair could be assigned an African nation to research concerning its pre-modern history, that is, a period when the European influence had not been present, and thus discover the genuine history and culture of the diverse peoples of Africa. There are many good videos of varying length. There may be some similarities among the nations and their history, but the continent is so vast, the geography so varied, that one can appreciate the breadth and distinctiveness of the African civilizations over time.

<http://realhistoryww.com/>

A very suspect site, but it does offer an alternative point of view as to the origins of most civilizations. Not to be assigned to students before reviewing by the teacher. There are unusual interpretations of familiar events and personalities.



http://www.finalcall.com/artman/publish/Perspectives_1/article_9564.shtml

Another interesting site. Also raises questions about the origins of races and many “lies” regarding black American history.

Youtube sources/videos on contentious issues regarding the relative contributions of different races on civilization.

<https://www.youtube.com/watch?v=ytx1pdaQ6Ho> **Black History Before Slavery 101**

gives background to a free African history when black kings and queens ruled the many lands and black African empires thrived.

<https://www.youtube.com/watch?v=H6zP8zKP0uc> **The Truth About Ancient Africa**

a long documentary on the history of black civilizations in Africa.

<https://www.youtube.com/watch?v=xfRdmx8J> **3g Ancient Africa's Golden Times**

another good history documentary, gives a perspective on ancient history either ignored or slanted in traditional history books on those African lands.

<https://www.youtube.com/watch?v=WKGRSkVvzqk> **When Black Ruled the World**

presents the African origin of the human race.



<https://www.youtube.com/watch?v=5lhJcDwfZLM> **The African Origin of European Civilization Part 1**

<https://www.youtube.com/watch?v=TKG6Ei505GQ> **Africa's Past : lfe and Benin Kingdom (12th-19th century)**

<https://www.youtube.com/watch?v=4lXyh7Bg80o> **Documentary: The 300 year old Asante Kingdom**

<https://www.youtube.com/watch?v=his2nY2LX0Q&list=PLhzqS0983AmGPdfr8tqExX4GY1CHGr7bX>

Kingdoms of Africa is an eight episode series by historian Dr. Gus Casely-Hayford which explores the history of the Lost Kingdoms of Africa. Detailing the rich cultures that existed in Africa Long before before European contact. The Kingdoms of Africa series dispels the myth that has historically been used as justification for Slavery & colonisation, in that African's needed to be Christianised & civilised for their own good. This episode of Kingdoms of Africa will focus on the Kingggdom of Nubia (Also known as Kush). A Culture who lived south of Egypt in Modern day North Sudan. Kingdoms of Africa reveals that the're actually more pyramids in Nubia than ancient Egypt, in fact Some of Nubia's Black leaders became pharaohs of the Egyptian empire.

<https://www.youtube.com/watch?v=luWvAKKhG0g> **Kingdoms. of.Africa - The.Zulu.Kingdom - Ep 6/8 HD**



<https://www.youtube.com/watch?v=his2nY2LX0Q> **Kingdoms Of Africa - Nubia - Ep 1/8 HD**

<https://www.youtube.com/watch?v=Gh8obeUSz94> **Kingdoms of Africa, The.Berber.Kingdom.of.Morocco - Ep 7/8 HD**

<https://www.youtube.com/watch?v=AyKrTdv-t4E> **Kingdoms of Africa - Great Zimbabwe - Ep 3/8 HD**

<https://www.youtube.com/watch?v=M0-yd3JxP-g> **Kingdoms of Africa, Buyoro and Buganda –Ep 8/8 HD**

<https://www.youtube.com/watch?v=dblFWa10M0Q> **Kingdoms of Africa - Ethiopia - Ep 2/8 HD**

<https://www.youtube.com/watch?v=Je0K0BAJ1hY> **Kingdoms of Africa - West Africa - Ep 4/8 HD**

Music of Blacks

Some claim that the most widespread influence of blacks on world culture is in fact in the field of music with so much of music and dance based on African rhythm, not just the popular beats of American pop music like blues, rock and roll, soul, jazz, rap etc. but also in the Caribbean with raggae and calypso and the rhumba and salsa of Brazil and Cuba, and in the rest of Central and South America. The following sites each provide a good survey/short history of this cultural influence.

<https://www.youtube.com/watch?v=9RQ-Ha9Jmpl> *The Harlem Renaissance: The Rise of African American Literature, Art, and Music*

https://www.youtube.com/watch?v=Mbk8jy_bVNo *History of African American Music in 10 Minutes*

<https://www.youtube.com/watch?v=9hZMHLGmpzc> *Blues America, Part 1 of 2: Woke Up This Morning, 720p*

<https://www.youtube.com/watch?v=3AoQqTYjFSA> *Blues America, Part 2 of 2: Bright Lights, Big City, 720p*

<https://www.youtube.com/watch?v=VIVrAB-sbWg> *America's Influence on Music Around the World*

<https://www.youtube.com/watch?v=gBpY65FYr3M> *African influence in music and dance*

<https://www.youtube.com/watch?v=HtJKDvhA7YM&list=RDHtJKDvhA7YM#t=71> *History of Salsa From Africa to New York 1 of 3*

<https://www.youtube.com/watch?v=R0vtyTD1kus> *Roots of Rhythm: Part 1 of 3*

<https://www.youtube.com/watch?v=6RIG4b3LV9o> *Black In Latin America (Episode 1) Haiti and The Dominican Republic- The Roots of Division*

<https://www.youtube.com/watch?v=JlzHIRCBtdE> *Black in Latin*



America E03, Mexico and Peru: The Black Grandma in the Closet

<https://www.youtube.com/watch?v=Ygms7GCXIKY> *Black in Latin America (Episode 2) Cuba The Next Revolution*

<https://www.youtube.com/watch?v=hAwHS7oQWs> *African music (Full Documentary)*

Black Saints

The field of faith and religion also deserves some attention as the Christian faith in particular has had many black representatives, whether St. Augustine of Hippo, St. Benedict the Black, St. Josephine Bakhita, St. Charles Lwanga & the Ugandan Martyrs, St. Moses the Black, SS. Aizan and Sazan, and hundreds of other saints, or modern spokespersons like Martin Luther King Jr., Anglican Bishop Desmond Tutu, Cardinal Robert Sarah, Cardinal Francis Arinze. The Christian heritage of African-Americans has been central to their rise out of slavery and their development as a free people within the larger American context.

<http://www.catholic.org/saints/black.php>

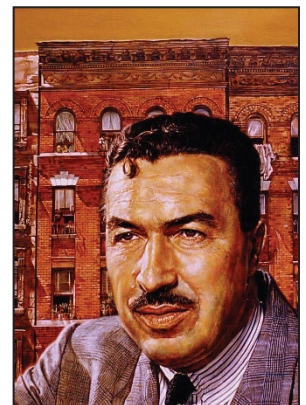
<https://www.youtube.com/watch?v=gYQDSQM0Mb4> *St. Maurice The first black saint*

<https://www.youtube.com/watch?v=mGLL1vsSeWQ> *Black Saints-3 Minute Black History*

<http://www.blackpast.org/tree/>



St. Josephine Bakhita



Adam Clayton Powell Jr.



Cardinal Francis Arinze

PART E

Black History Month in Canada

History of the Underground Railroad

<https://www.youtube.com/watch?v=H1NzFuunW08> The

Underground Railroad Full Documentary

<https://www.youtube.com/watch?v=L5c6cDCTJNY> Dawn of Day:

Stories from the Underground Railroad

<https://www.youtube.com/watch?v=F54jtNaBK2E> Harriet Tubman &

the Underground Railroad {Part 1}

There are extensive resources on the black experience in Canada. Among the best is the one created by the Ontario Black History Society

<http://blackhistorycanada.ca/topic.php?id=162&themeid=8>.



Harriet Tubman

It a useful site with many links to other Canadian sites, provinces, cities and towns. It has a featuring biographies and literary works of Canadian black authors. The introduction to its definition of Black History is broad, accurate and functional. The profiles of a representative sample of Canadian blacks is good, but a bit limited, when it does not include

some politicians like Lincoln Alexander, the former Lieutenant-Governor of Ontario. The site does include little sketches of early arrival of blacks in Canada, from Matthieu Da Costa, a navigator and interpreter who served in that capacity for the French explorers along the Atlantic coast and up the St. Lawrence for Samuel de Champlain. One interesting link on this page is that to the Future Aces Foundation, a wonderful organization that does a lot of good work through its presentations to schools. It was founded by Herb Carnegie.

<http://www.k12studycanada.org/files/EarlyBlackCanadianHistory.pdf> This link brings up an interesting essay on the connection of "black Canadians" and "African-Americans" and what the difference is between the two appellations.

http://cybermuseum.gallery.ca/cybermuseum/teachers/plans/activities_e.jsp?lessonid=145 A lesson and classroom activity based on the art of the National Gallery of Art. There is also a helpful glossary of terms associated with black history in the western hemisphere.



<http://www.cbc.ca/books/2014/02/black-history-month-highlighting-great-black-canadian-writers.html> A CBC source for Black History month in Canada, has a variety of topics including writers.

In December of 1995, the Parliament of Canada officially recognized February as Black History Month, following a motion introduced by the first black Canadian woman elected to Parliament, Jean Augustine, MP for the riding of Etobicoke-Lakeshore in Ontario and Parliamentary Secretary to the Prime Minister, Jean Chrétien. Canadians generally like to think of themselves as a welcoming, tolerant people, living in multicultural nation free of prejudices and free of discriminatory practices.

Questions

1. Is the above view of Canadians for the most part fact or fiction?
2. Define "prejudice" and "discrimination". What is the difference between the two?
3. Have you or a family member or a close friend ever been the victim of prejudice or discrimination? Tell about the situation.
4. How did you feel about the treatment you/he/she received? How did you/he/she respond? Why? What did you/he/she learn from the experience?
5. Have you ever witnessed someone else's suffering from prejudice? How did you react? Did you get involved? Why or why not? What actions can we take when we see someone being unjustly discriminated against?
6. Do you believe the government could do anything to promote racial harmony? What about your school?
7. How might increased federal or provincial government action help solve racial problems?
8. Is there any danger in governments involving themselves too much in people's lives, even in these delicate racial/cultural matters?

PART F Contemporary Problems In the Black Family

One area of deep concern for the modern black American is the state of the inner cities, where poverty, drugs and weak family structure has taken a heavy toll on the black community. One source that tells it like it is from a more conservative point of view is **Freedom's Journal Institute (FJI)** whose mission is

...devoted to the research, education, and the advancement of public policy that promotes: Responsible government, Individual liberty and fidelity, Strong Family Values, and Economic Empowerment (R.I.S.E Principles), with a biblical perspective.

Their stated goal is

...to create a "paradigm shift" in the way people, in general, and the African American populace, in particular, view matters of faith, race and public policy. FJI pledges to vigorously challenge "liberal" ideology with those conservative principles, such as the R.I.S.E Principles, essential to promoting and sustaining stable and prosperous family and society.

<http://freedomjournalinstitute.org/>



The Institute takes its principles seriously. It takes a special interest in the black family. Peruse its beliefs about the nature of marriage, family, education, sanctity of human life, role of church. The strength of healthy societies comes from strong families founded on strong family principles. The Institute is one of many organizations trying to undo the harm of decades of neglect and outright negative policies that have harmed the black American population. One example of this harm can be seen in the terrible effect that America's abortion policy/laws have had on the black people in the United States.

<https://freedomjournalinstitute.org/strong-family-values/>

- Marriage is intended to be a permanent relationship between one man and one woman; and is a foundation for healthy and stable families. Marriage functions to satisfy the longings of the human heart: to give and receive love, to welcome and ensure the full physical and emotional development of children and instillation of moral principles and values.
- Strong family values must be preserved and impressed upon each generation. The "natural" family is the foundation of society; therefore, the state should promote its formation and interfere in its function as little as possible. Family unity and inter-dependency is necessary to foster and encourage culture, learning, and long-term national stability. Therefore, two-parent households should be encouraged; and fatherhood honored diminishing the development of delinquency in children and young adults.
- Education begins at home and is the first classroom children have. The family thus serves as the center for social, educational, economic, and spiritual life to build strong bonds among the generations, and to pass on a way of life that has transcendent meaning. Since education begins at home it should remain the prerogative of parents to "choose" where to send their children for further instruction.
- Human life is sacred and inviolable from conception to natural death. Human beings are created in the image of God. Therefore, protection for the unborn and elderly; and compassion for the sick and infirmed, are essential elements of a culture of life; and necessary for the health of a civil and God-fearing society.
- The free exercise of religious faith is paramount to the health and wellbeing of a free society. Government is prohibited in the establishment of any religion, but also prohibited in interfering in the practice thereof. Citizens, therefore, should be free to worship as they choose without fear of governmental interference, coercion or manipulation.
- The Church is the extension of the family and the instrument for the work of God to impact societal values. Duty, honor, self-sacrifice, love of neighbor and country are some of those values, but equally important are the pursuit of justice and equality before the law. It is the Church where the disenfranchised and marginalized find redemption, restoration, forgiveness and reconciliation before God and man.

Eugenics, Abortion and the Black People

Through the annual Black History Month students and the population in general are able to note, celebrate and remember the important people and events belonging to the African community in the Western world and in Africa proper. While it's crucial to recognize the advancements black leaders, artists, athletes, and thinkers have achieved for society, it's also wise to note how blacks have been systematically oppressed and kept down through various periods of history, and not just through the immoral and unjust institution of slavery. When the abolitionist movement succeeded in abolishing legal slavery, this did not end the oppression of the black community. The oppression took on different forms. One of the worst was the scheme to eradicate them from existence using different kinds of methods – for the sake of eugenic perfection of humanity and thus the promotion of contraception, sterilization, and abortion, specifically targeting the black people.

Eugenics



Eugenics is a philosophy that advocates for the improvement of human genetic traits. It is not a new philosophy. Ancient Sparta and other ancient societies practised a form of eugenics in one form or another. In Sparta, for example, a sickly child was exposed to nature and wild animals and left to die. However in modern times, the philosophy acquired new “scientific” minded adherents who promoted and put into action their ideas for improving the human race. Just as it was possible to improve the quality of plants and animals through genetic breeding, these proponents of eugenics believed that it was both possible and desirable to improve the human stock by eliminating what they perceived (and then proceeded to justify through spurious pseudo-scientific arguments) as being inferior races. They felt that this could be achieved through promoting more reproduction of those with certain desired traits (whether physical, like colour of eyes, hair type, skin colour, or imagined higher IQ level) and less reproduction of those who lacked those desired traits (or were considered to

have mental and/or physical disabilities). One example of how this philosophy was used to justify violence, was the Holocaust committed by Nazi Germany. The Nazi belief in the superiority of the Aryan race motivated them to exterminate other groups they deemed inferior (including Jews, gypsies, homosexuals, etc.). The Nazis and their sympathizers considered these groups as defilers of the genetic pool for the human race. Some seven million people were killed in concentration camps throughout Europe, the majority of whom were Jews.

Having started as an outgrowth of social Darwinism, the eugenists grew in popularity in the first decades of the twentieth century all over the western world, and the United States was no exception. While these individuals did hold the same goal of ridding the world of people of a specific race, ethnicity or disability as the Nazis, their methods of doing so were different, more subtle, more “genteel”.

Margaret Sanger, was one prominent publicist who spearheaded the eugenics movement in the United States. She founded the American Birth Control League in 1921, which is now known as the Planned Parenthood Federation. Sanger and her colleagues believed that all minorities living in the U.S. were like human weeds, and needed to be exterminated.



Margaret Sanger

Essentially these “social scientists” did not really believe in the concept of equality in any substantial form. They certainly rejected one of the principal tenets of the American constitution, namely that “all men are created equal”. Sanger and her followers didn’t place people in gas chambers, but they used education, media, and public support to establish programs that would result in less reproduction of minority babies. Their persuasive means included: recruiting black pastors to spread the word about using birth control; genetic screening; enacting and supporting marriage laws forbidding interracial marriage; and adopting state-run sterilization programs. The latter would involve forcefully sterilizing people who supposedly had a mental or physical handicap. In this respect, Sanger was merely voicing the ideas others did not have the courage to express. The philosophy of eugenics had many supporters then and still has many today in a lot of our modern, “enlightened” democracies.

Eugenics is a complicated matter. Ideas associated with it can affect the way a society views its citizens,

what rights they have and what determines the life chances of an individual. There were many opponents of the eugenic movement on moral grounds. people like G.K. Chesterton who also saw that the criteria for selection of desirable traits etc. are determined by those in power. Another dubious concept was that human character is due to genes, it is set by the DNA inherited by the person. This approach suggests that there is no chance for change to occur, some social betterment that could be effected by education and by better living conditions. What happens to the human will under these conditions?

Abortion

Seven years after Margaret Sanger died, the United States Supreme Court, in their *Roe v. Wade* decision in 1973, legalized abortion in the United States. Sanger's eugenic legacy (based also on thinly veiled racism) still lives on, not only in the United States but throughout the world, as the tentacles of Planned Parenthood reaches all continents promoting abortion through "reproductive rights". With the election of Donald Trump as president there is now a renewed demand from pro-lifers to defund Planned Parenthood Federation, that is, cut off all federal funding to that organization.

However, the damage done to black Americans by the policies pursued by the eugenicist lobby has been horrendous. In the present day, African-American babies are killed at a higher rate than any other race. In 2009, it was reported that African-Americans accounted for 35.4% of abortions, while they only make up 12.6% of the population. There are more Planned Parenthood clinics in minority neighbourhoods than elsewhere. Also, fatherlessness and poverty are still huge problems in the black community, even though access to contraception has increased. Abortion is the number one killer of black people, ahead of heart disease and gang violence. If "black lives truly matter", then the mainstream culture would protest abortion, and its destructive impact on the black community in particular. This theme is an unpleasant one but it too needs

honest attention and discussion during Black History Month.

More Information:

- <http://www.toomanyaborted.com/>
- http://www.abort73.com/abortion/abortion_and_race/
- <http://www.theradiancefoundation.org/>
- <http://www.maafa21.com/>
- <https://www.liveaction.org/gendercide>
- <http://www.lifenews.com/2015/02/23/7-shocking-quotes-from-planned-parenthood-founder-margaret-sanger/>

A special than you to Filip Grabic for his contribution to this last section pertaining to the black race and eugenics.

Discussion Questions

1. Why do you think the mainstream culture rarely mentions the effect abortion has on the black community in the United States, but freely discusses issues surrounding gun violence, gangs, or poverty?
2. What difference would there be in today's culture if abortion was illegal, and the black population increased in size?
3. What similarities do you see between oppression of Africa-Americans in slavery, and abortion?
4. Why do you think there is a fatherless epidemic in the black community?
5. What arguments can you think of against the philosophy of eugenics?

