



# UMOJA

**A BLACK HERITAGE EXPERIENCE**

Children's  
Activities

October 25 - 27, 2013  
Green Lake Conference Center  
Green Lake, WI



# AGENTS OF CHANGE

Umoja 2013 occurred from Friday, October 25, 2013 – Sunday, October 27, 2013. This booklet includes selected summarized lessons and activities adapted, developed, and taught by St. Norbert College education students for Umoja children. All the Umoja children engaged in interactive activities exploring some Black/African American change agents who made contributions to our society.

## Family FRIDAY

### Umoja Village Gathering: Getting to Know each other!

The gathering consisted of centers/stations that were created to engage all Umoja families to collaborate together in smaller settings. In each center, families had the quality time to spend with each other in creating various tasks that related to our theme: Change Agents. These activities also served as icebreakers for all Umoja participants.

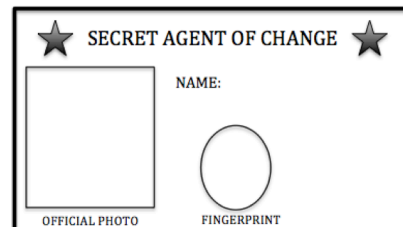
### CREATING CHANGE AGENT BADGES

By Sarah Czarnik-Neimeyer

**Objective:** Student will be able to create a personalized change agent identification badges. This will serve as a “name tag” and will help to get to know everyone.

**Materials**

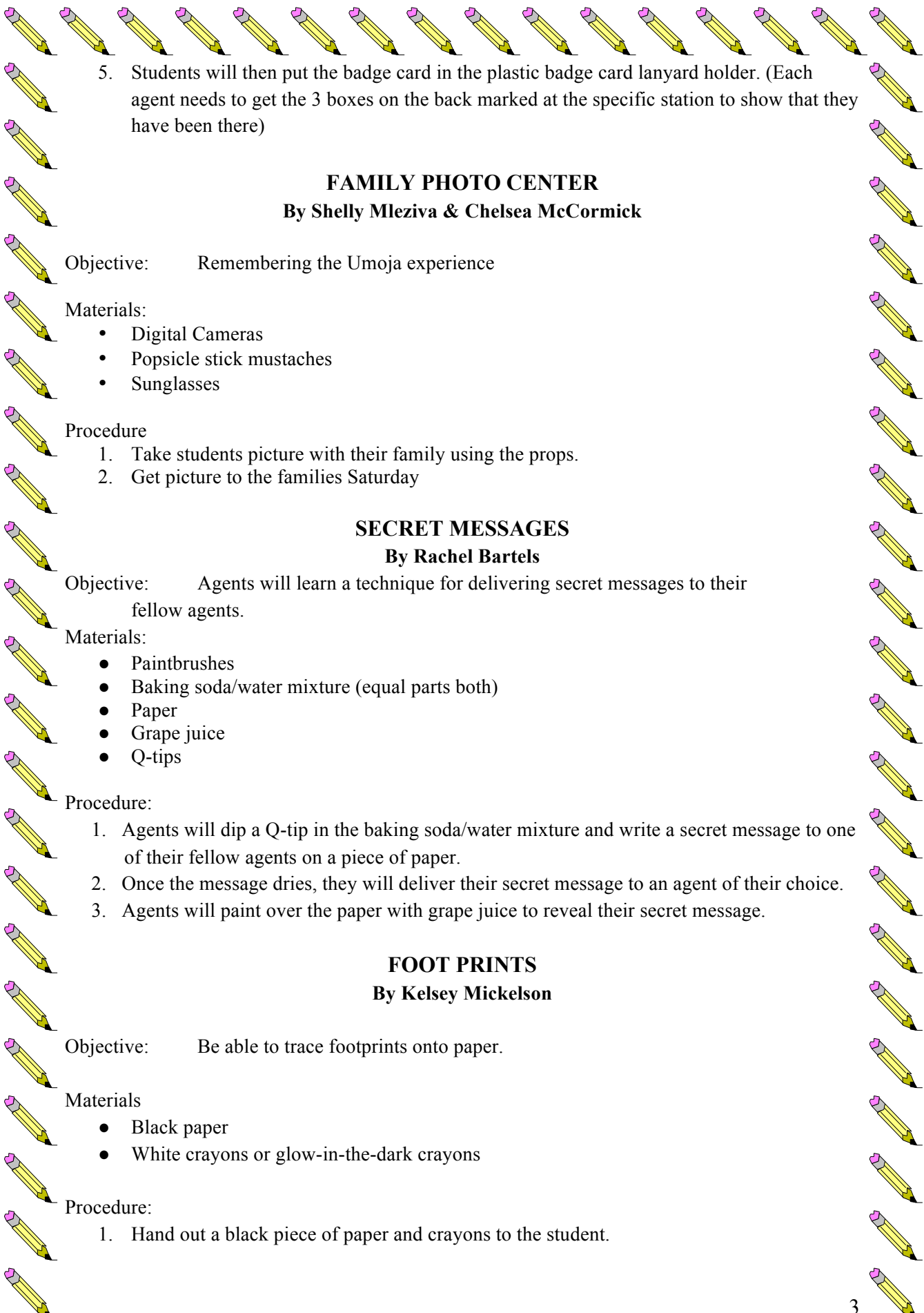
- Badge cards—color coded
- Writing utensils
- Coloring utensils
- Inkpad
- Wipes
- Plastic badge card lanyards



A rectangular badge template with a black border. At the top, it says "SECRET AGENT OF CHANGE" flanked by two black stars. Below this, there is a large empty square box on the left and a smaller empty oval box on the right. The square box is labeled "OFFICIAL PHOTO" and the oval box is labeled "FINGERPRINT". Above the oval box, the word "NAME:" is written.

**Procedure:**

1. Students are given a badge card and writing tools.
2. They will write in their name on the card.
3. They will then draw a picture of themselves on the card in the box using the coloring utensils.
4. They will then use the inkpad to stamp their individual fingerprint in the oval and can use a wipe to clean the ink off of their finger.

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5. Students will then put the badge card in the plastic badge card lanyard holder. (Each agent needs to get the 3 boxes on the back marked at the specific station to show that they have been there)

## **FAMILY PHOTO CENTER**

**By Shelly Mleziva & Chelsea McCormick**

**Objective:** Remembering the Umoja experience

**Materials:**

- Digital Cameras
- Popsicle stick mustaches
- Sunglasses

**Procedure**

1. Take students picture with their family using the props.
2. Get picture to the families Saturday

## **SECRET MESSAGES**

**By Rachel Bartels**

**Objective:** Agents will learn a technique for delivering secret messages to their fellow agents.

**Materials:**

- Paintbrushes
- Baking soda/water mixture (equal parts both)
- Paper
- Grape juice
- Q-tips

**Procedure:**

1. Agents will dip a Q-tip in the baking soda/water mixture and write a secret message to one of their fellow agents on a piece of paper.
2. Once the message dries, they will deliver their secret message to an agent of their choice.
3. Agents will paint over the paper with grape juice to reveal their secret message.

## **FOOT PRINTS**

**By Kelsey Mickelson**

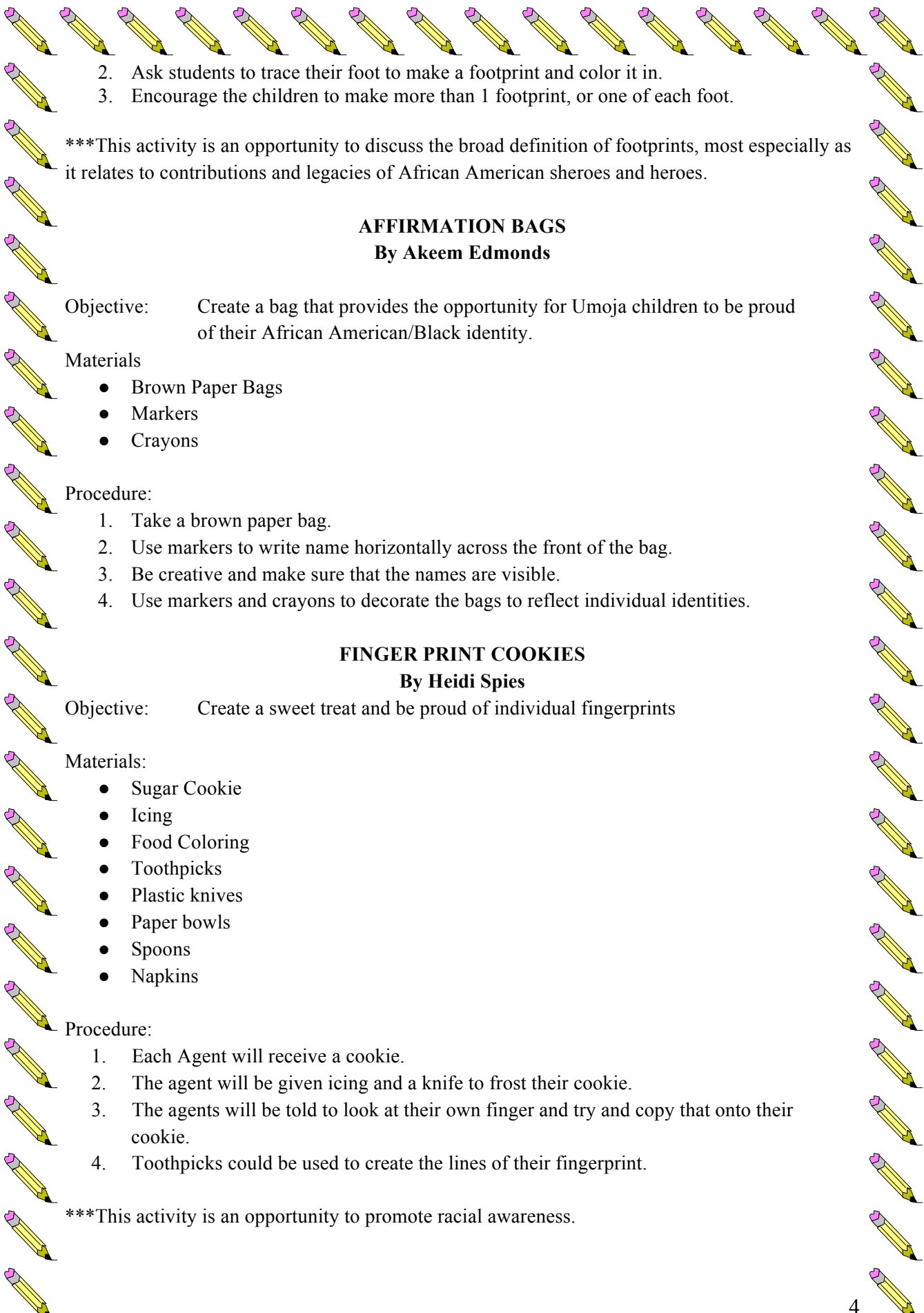
**Objective:** Be able to trace footprints onto paper.

**Materials**

- Black paper
- White crayons or glow-in-the-dark crayons

**Procedure:**

1. Hand out a black piece of paper and crayons to the student.

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2. Ask students to trace their foot to make a footprint and color it in.
  3. Encourage the children to make more than 1 footprint, or one of each foot.

\*\*\*This activity is an opportunity to discuss the broad definition of footprints, most especially as it relates to contributions and legacies of African American heroes and heroines.

## AFFIRMATION BAGS

By Akeem Edmonds

**Objective:** Create a bag that provides the opportunity for Umoja children to be proud of their African American/Black identity.

**Materials**

- Brown Paper Bags
- Markers
- Crayons

**Procedure:**

1. Take a brown paper bag.
2. Use markers to write name horizontally across the front of the bag.
3. Be creative and make sure that the names are visible.
4. Use markers and crayons to decorate the bags to reflect individual identities.

## FINGER PRINT COOKIES

By Heidi Spies

**Objective:** Create a sweet treat and be proud of individual fingerprints

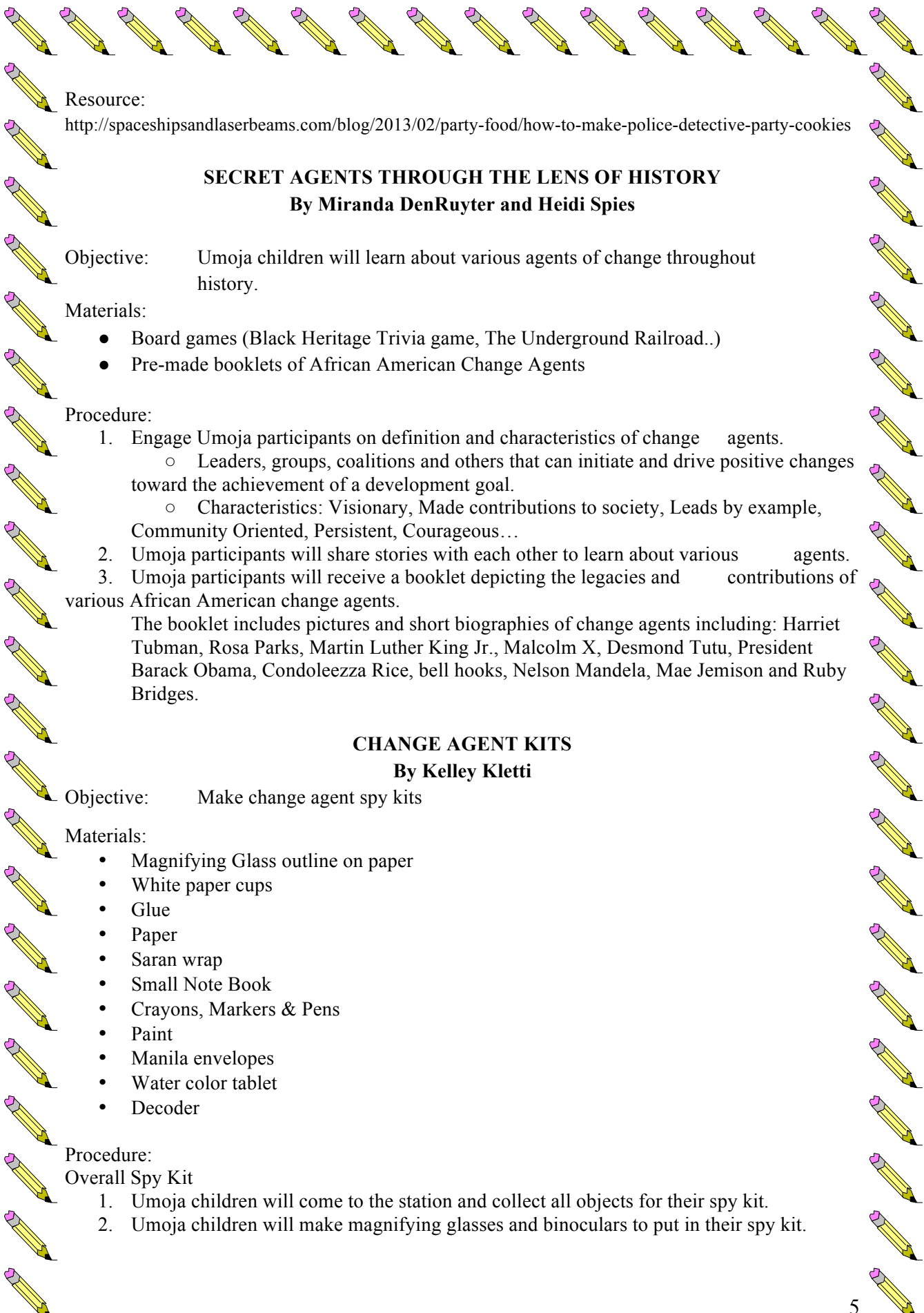
**Materials:**

- Sugar Cookie
- Icing
- Food Coloring
- Toothpicks
- Plastic knives
- Paper bowls
- Spoons
- Napkins

**Procedure:**

1. Each Agent will receive a cookie.
2. The agent will be given icing and a knife to frost their cookie.
3. The agents will be told to look at their own finger and try and copy that onto their cookie.
4. Toothpicks could be used to create the lines of their fingerprint.

\*\*\*This activity is an opportunity to promote racial awareness.



Resource:

<http://spaceshipsandlaserbeams.com/blog/2013/02/party-food/how-to-make-police-detective-party-cookies>

## **SECRET AGENTS THROUGH THE LENS OF HISTORY**

**By Miranda DenRuyter and Heidi Spies**

Objective: Umoja children will learn about various agents of change throughout history.

Materials:

- Board games (Black Heritage Trivia game, The Underground Railroad..)
- Pre-made booklets of African American Change Agents

Procedure:

1. Engage Umoja participants on definition and characteristics of change agents.
  - Leaders, groups, coalitions and others that can initiate and drive positive changes toward the achievement of a development goal.
  - Characteristics: Visionary, Made contributions to society, Leads by example, Community Oriented, Persistent, Courageous...
2. Umoja participants will share stories with each other to learn about various agents.
3. Umoja participants will receive a booklet depicting the legacies and contributions of various African American change agents.

The booklet includes pictures and short biographies of change agents including: Harriet Tubman, Rosa Parks, Martin Luther King Jr., Malcolm X, Desmond Tutu, President Barack Obama, Condoleezza Rice, bell hooks, Nelson Mandela, Mae Jemison and Ruby Bridges.

## **CHANGE AGENT KITS**

**By Kelley Kletti**

Objective: Make change agent spy kits

Materials:

- Magnifying Glass outline on paper
- White paper cups
- Glue
- Paper
- Saran wrap
- Small Note Book
- Crayons, Markers & Pens
- Paint
- Manila envelopes
- Water color tablet
- Decoder

Procedure:

Overall Spy Kit

1. Umoja children will come to the station and collect all objects for their spy kit.
2. Umoja children will make magnifying glasses and binoculars to put in their spy kit.



Spy Kits Bag:

1. Take one brown paper bag
2. Decorate the bag

Magnifying glasses

1. Pick color of magnifying glass color paper
2. Cut magnifying glasses out
3. Cut inside of magnifying glass out
4. Cut saran wrap out to fit the inside of magnifying glass
5. Tape saran wrap to magnifying glass
6. Glue magnifying glass onto the other magnifying glass
7. Decorate magnifying glass

Binoculars:

1. Collect 2 toilet paper rolls
2. Decorate paper rolls
3. Glue toilet paper rolls together
4. Punch holes in each paper roll at the ends
5. Tie string through one hole and then make it long enough you can put it over your head and tie it through the other hole

Modification:

1. Have 20 binoculars pre-made
2. Have 20 spy glass pre-made

# Saturday Lessons!

**Umoja children are divided in various age groups for fun, creative activities that are also rooted in Black/African American heritage and cultures. All activities are taught to meet the learning, cognitive, physical and social developmental needs of Umoja children.**

## CHANGE AGENT INTRODUCTIONS

By Sally Schrepf

**Objective:** Participants will get to know each other's names by repeating actions and names.

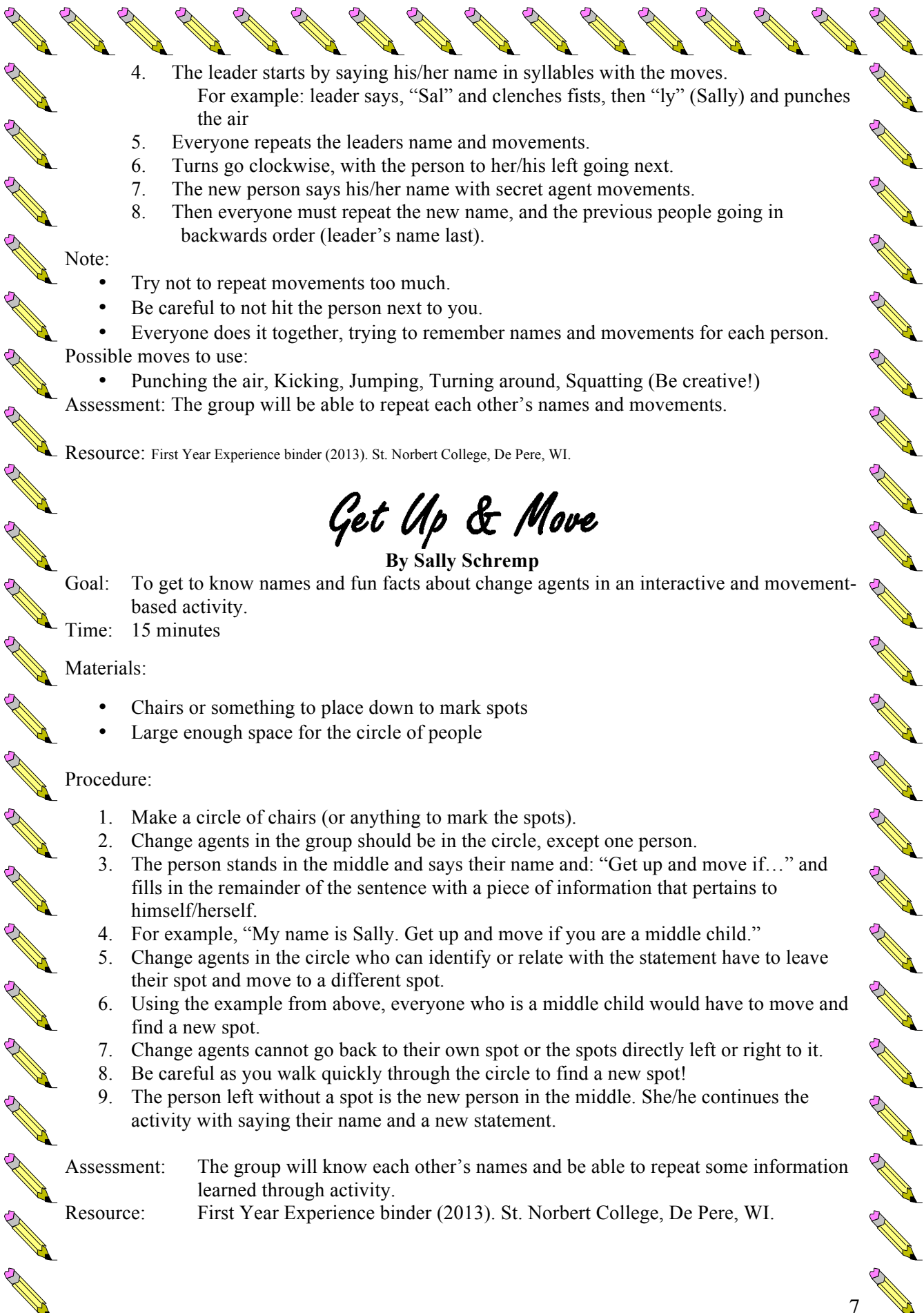
**Time:** 15 minutes

**Materials:**

- Space for large circle of people

**Procedure:**

1. Everyone stands in a circle.
2. The leader explains the procedure and then starts.
3. Break your name into syllables and give each syllable a change agent move.

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4. The leader starts by saying his/her name in syllables with the moves.  
For example: leader says, “Sal” and clenches fists, then “ly” (Sally) and punches the air
  5. Everyone repeats the leaders name and movements.
  6. Turns go clockwise, with the person to her/his left going next.
  7. The new person says his/her name with secret agent movements.
  8. Then everyone must repeat the new name, and the previous people going in backwards order (leader’s name last).

Note:

- Try not to repeat movements too much.
- Be careful to not hit the person next to you.
- Everyone does it together, trying to remember names and movements for each person.

Possible moves to use:

- Punching the air, Kicking, Jumping, Turning around, Squatting (Be creative!)

Assessment: The group will be able to repeat each other’s names and movements.

Resource: First Year Experience binder (2013). St. Norbert College, De Pere, WI.

## Get Up & Move

By Sally Schremp

Goal: To get to know names and fun facts about change agents in an interactive and movement-based activity.

Time: 15 minutes

Materials:

- Chairs or something to place down to mark spots
- Large enough space for the circle of people

Procedure:

1. Make a circle of chairs (or anything to mark the spots).
2. Change agents in the group should be in the circle, except one person.
3. The person stands in the middle and says their name and: “Get up and move if…” and fills in the remainder of the sentence with a piece of information that pertains to himself/herself.
4. For example, “My name is Sally. Get up and move if you are a middle child.”
5. Change agents in the circle who can identify or relate with the statement have to leave their spot and move to a different spot.
6. Using the example from above, everyone who is a middle child would have to move and find a new spot.
7. Change agents cannot go back to their own spot or the spots directly left or right to it.
8. Be careful as you walk quickly through the circle to find a new spot!
9. The person left without a spot is the new person in the middle. She/he continues the activity with saying their name and a new statement.

Assessment: The group will know each other’s names and be able to repeat some information learned through activity.

Resource: First Year Experience binder (2013). St. Norbert College, De Pere, WI.



## COMMUNITY OF CHANGE AGENTS

By Miranda DenRuyter

Objective: Learn names and get to know one another.

Materials:

- Open space

Procedure:

1. Gather students and get into a circle.
2. Tell the students that we will be playing a game called Class Agents and this game is similar to the game Duck, Duck, Goose, but instead of say in duck, we will say the name of the student that you are touching. For example: Andrea, Drew, Kyle, Savannah
3. Tell students that we need to make a class name. This class name could be the word "Goose" in the game Duck, Duck, Goose. Examples: Agents, Spies, Detectives, etc.
4. So an example of what it might sound like is: Kendra, Kenyatta, Corey, Savannah, Agents. When the child who is it says the class name, the student that he/she says the class name to, gets up and tries to tag the student that is currently it.
5. Take turns being "it."

Resource: <http://www.activityvillage.co.uk/ice-breaker-games>

## COMMUNITY CHANGE AGENT

### Blanket Name Game

By Rachel Bartels

Objective: Umoja children will learn each other's name in a fun and interactive way.

Materials:

- Tarp/ Blanket

Procedure:

1. Students will divide in half and stand on either side of a blanket that is held up by two teachers.
2. The teams on each side will choose a person to stand up next to the blanket.
3. The teachers will count to three and drop the blanket. The students that are chosen will try and say the other person's name before they say theirs.
4. Whichever student loses that round will go to the other team.
5. Each team repeats the process until most students are on one side.

## LASER WEB COMMUNITY ROOM

By Akeem Edmonds

Objective: Students will work as a team to navigate each other through the web.

Materials:

- 5 rolls of streamers
- Spider Webs
- Clues for each student



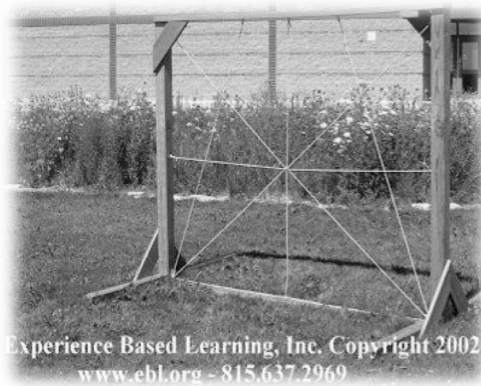
Procedure:

Before the Activity:

1. Decorate the room with streamers all around. Make sure the streamers are hanging in different directions, both vertically and horizontally.

During the Activity:

1. Students will be given an introduction about change agents and the obstacles that they had to overcome. Talk about how they all met friends and worked together for a common goal.
2. Students must help each other get through the community web course.
3. Only two students are allowed to group through each hole in the web. Once two have been used, the hole cannot be accessed anymore.
4. The group can only navigate through parts of the web as a group. No one student may go ahead.
5. If a student touches the web, the group has to start all over again.
6. The group must solve the riddle for each group. Riddles will have to deal with a historical Shero or Hero.
7. Once the clue is solved, students may navigate to each portion of the web.



**BLACK HERITAGE EXPLORATION**

**By Chelsea McCormick, Catalina Marino, Rachel Bartel, Sarah Czarnik-Neimeyer**

**\*Set up in a Separate Room\***

The activity is set up like the “scavenger hunt” activity. The change agents will work together to solve the clues given. At the end, our objective is to lead them to a Shero/Hero. We discourage using the word, “scavenger” as we are not hunting for individuals. We are exploring individuals, sheroes and heroes who have made significant contributions to our world.

Objective: Identify sheroes and heroes who have impacted change in our world.

Time: 1 hour



Materials:

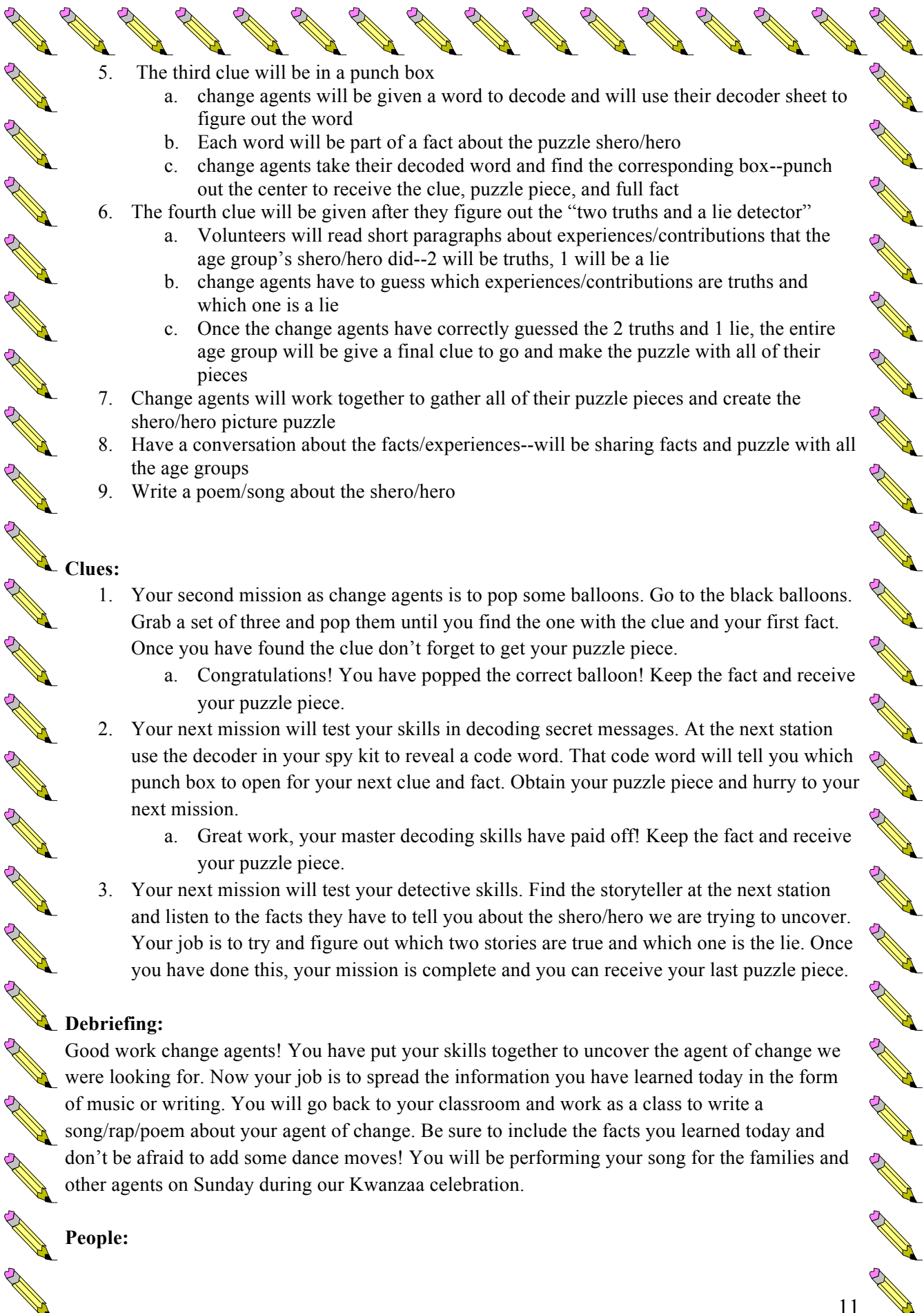
- Boxes with handles
- Ziploc bags (various sizes)
- Garbage bags
- Black latex-free balloons
- White paper (with group shapes written with white crayon)
- Each agent spy kit
  - Watercolor Paint (one section)
  - Decoding sheet
  - Notebook
  - Pen
- All puzzle pieces--cardboard and picture of shero/hero
- Facts
- Clues
- Punch boxes
  - Tissue papers boxes
- Scrambled words to correspond to fact
- Paint brushes, cups, water

**\*\*\*\*\*Introductory statement**

Greetings change agents, we are in serious need of your help in solving a mystery. As a community, we need to work together to uncover an agent of change that has worked to better our society. You will need to complete mini missions to receive a clue and a puzzle piece. At the end of your mini missions, all of the puzzle pieces will reveal the name and picture of our agent of change. Your first mission will divide you into groups. You will receive a white piece of paper with a secret shape written on it. To display the shape, use the watercolor paint in your spy kit and paint over the paper. Once you know your shape find the other agents with that shape, this is your group. When you are in your group, you will receive your first puzzle piece, clue, and fact about your change agent of change.

Procedure:

1. Children have their disguises, nametags, and t-shirts on → Making them a change agent.
2. change agents will begin their mission by being told where their first mission is
3. The first clue will lead them to a station--given white paper with a shape written with white crayon
  - a. change agents will “detect” what the clue says by painting the watercolor over the message to display it--this will give them the shape that is their group
    - i. Once they get into their group, each group will be given their first puzzle piece
    - ii. The whole group will then be given a clue and have to figure out where their next mission will be and will be given a fact about their shero/hero
4. The second clue will be in a balloon
  - a. Change agents will pop balloons to find their next clues.
    - i. Once the correct balloon is popped (has the clue and fact inside of it), figure out where their next mission will be
    - ii. Each shape group is given a puzzle piece

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5. The third clue will be in a punch box
    - a. change agents will be given a word to decode and will use their decoder sheet to figure out the word
    - b. Each word will be part of a fact about the puzzle shero/hero
    - c. change agents take their decoded word and find the corresponding box--punch out the center to receive the clue, puzzle piece, and full fact
  6. The fourth clue will be given after they figure out the "two truths and a lie detector"
    - a. Volunteers will read short paragraphs about experiences/contributions that the age group's shero/hero did--2 will be truths, 1 will be a lie
    - b. change agents have to guess which experiences/contributions are truths and which one is a lie
    - c. Once the change agents have correctly guessed the 2 truths and 1 lie, the entire age group will be give a final clue to go and make the puzzle with all of their pieces
  7. Change agents will work together to gather all of their puzzle pieces and create the shero/hero picture puzzle
  8. Have a conversation about the facts/experiences--will be sharing facts and puzzle with all the age groups
  9. Write a poem/song about the shero/hero

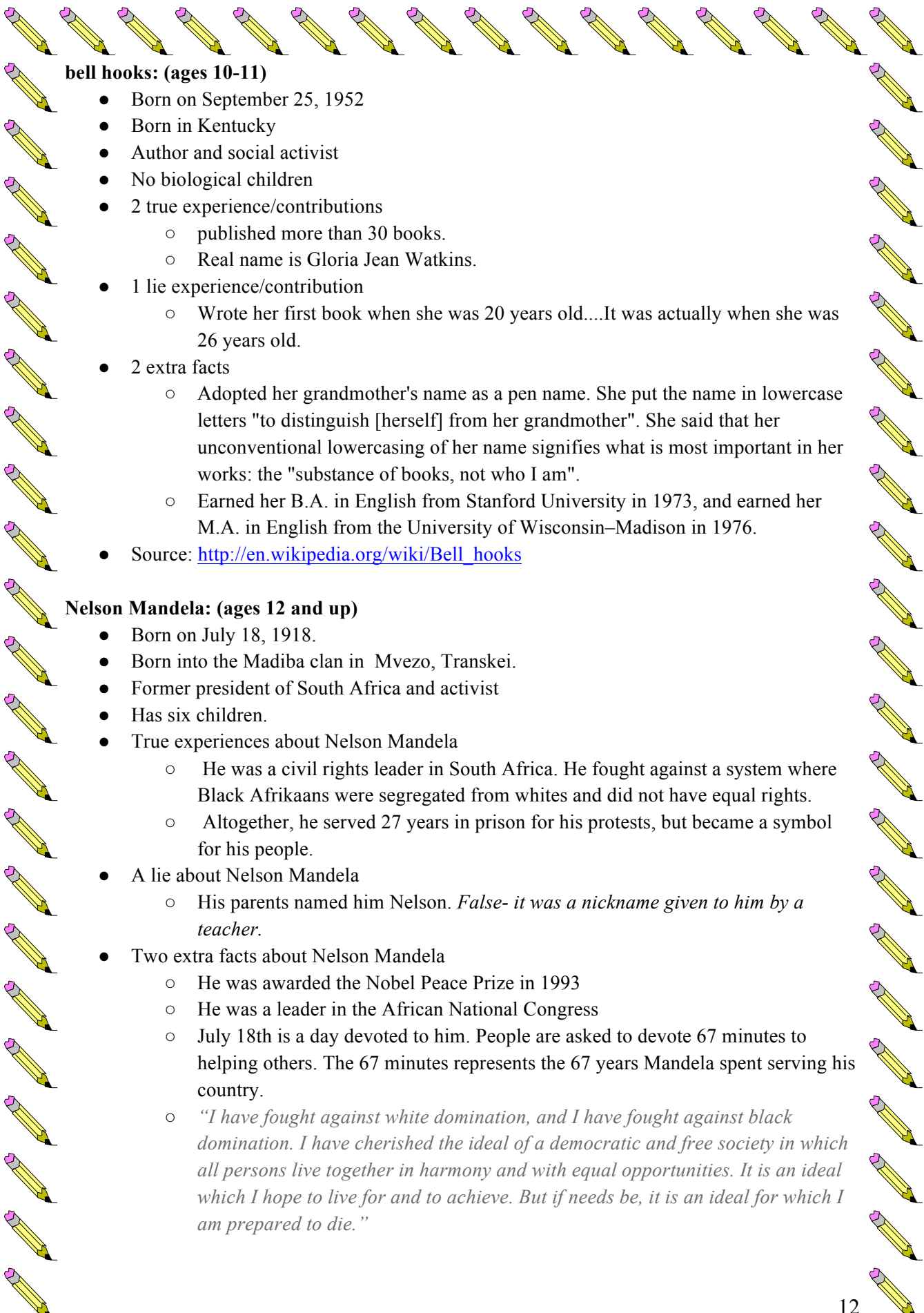
**Clues:**

1. Your second mission as change agents is to pop some balloons. Go to the black balloons. Grab a set of three and pop them until you find the one with the clue and your first fact. Once you have found the clue don't forget to get your puzzle piece.
  - a. Congratulations! You have popped the correct balloon! Keep the fact and receive your puzzle piece.
2. Your next mission will test your skills in decoding secret messages. At the next station use the decoder in your spy kit to reveal a code word. That code word will tell you which punch box to open for your next clue and fact. Obtain your puzzle piece and hurry to your next mission.
  - a. Great work, your master decoding skills have paid off! Keep the fact and receive your puzzle piece.
3. Your next mission will test your detective skills. Find the storyteller at the next station and listen to the facts they have to tell you about the shero/hero we are trying to uncover. Your job is to try and figure out which two stories are true and which one is the lie. Once you have done this, your mission is complete and you can receive your last puzzle piece.

**Debriefing:**

Good work change agents! You have put your skills together to uncover the agent of change we were looking for. Now your job is to spread the information you have learned today in the form of music or writing. You will go back to your classroom and work as a class to write a song/rap/poem about your agent of change. Be sure to include the facts you learned today and don't be afraid to add some dance moves! You will be performing your song for the families and other agents on Sunday during our Kwanzaa celebration.

**People:**



### **bell hooks: (ages 10-11)**

- Born on September 25, 1952
- Born in Kentucky
- Author and social activist
- No biological children
- 2 true experience/contributions
  - published more than 30 books.
  - Real name is Gloria Jean Watkins.
- 1 lie experience/contribution
  - Wrote her first book when she was 20 years old....It was actually when she was 26 years old.
- 2 extra facts
  - Adopted her grandmother's name as a pen name. She put the name in lowercase letters "to distinguish [herself] from her grandmother". She said that her unconventional lowercasing of her name signifies what is most important in her works: the "substance of books, not who I am".
  - Earned her B.A. in English from Stanford University in 1973, and earned her M.A. in English from the University of Wisconsin–Madison in 1976.
- Source: [http://en.wikipedia.org/wiki/Bell\\_hooks](http://en.wikipedia.org/wiki/Bell_hooks)

### **Nelson Mandela: (ages 12 and up)**

- Born on July 18, 1918.
- Born into the Madiba clan in Mvezo, Transkei.
- Former president of South Africa and activist
- Has six children.
- True experiences about Nelson Mandela
  - He was a civil rights leader in South Africa. He fought against a system where Black Afrikaans were segregated from whites and did not have equal rights.
  - Altogether, he served 27 years in prison for his protests, but became a symbol for his people.
- A lie about Nelson Mandela
  - His parents named him Nelson. *False- it was a nickname given to him by a teacher.*
- Two extra facts about Nelson Mandela
  - He was awarded the Nobel Peace Prize in 1993
  - He was a leader in the African National Congress
  - July 18th is a day devoted to him. People are asked to devote 67 minutes to helping others. The 67 minutes represents the 67 years Mandela spent serving his country.
  - *"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."*



**Mae Jemison: (ages 7-9)**

- Born on October 17th, 1956
- Born in Alabama
- Is a Physician and was an Astronaut
- Does not have any biological children
- 2 True experiences about Mae Jemison:
  - Known ever since she was little she wanted to go up into space.
  - Was the first African American woman to go into space.
- 1 Lie about Mae Jemison:
  - Mae Jemison played soccer as a child
- 2 extra facts about Mae Jemison:
  - Has been on T.V. in the show Star Trek
  - Started at Stanford College at the age of 16

**Hank Aaron: (ages 4-6)**

- Birthday month
  - Born on February 5, 1934
- Birth place
  - Born in Alabama
- Profession
  - Was a baseball player
- Number of children
  - Had 6 children (Gail, Dorinda, Ceci, Hank, Larry, Gary). Larry and Gary were twin brothers and Gary ended up dying in infancy they were born prematurely in December, 1957.
- **2 true experience/contributions and 1 lie experience/contribution**
  - Played for the Chicago Cubs. (False- he played for the Milwaukee Brewers)
  - Hank's love for the game came from watching his father's local team, formed out of the tavern he opened next to the family home -- the Black Cat Inn. (true)
  - Throughout his grade school years Aaron didn't play in organized ball due to segregation. Only white students had high school baseball teams, so Aaron played on a fast-pitch softball team. (true)
- **2 extra facts**
  - Was nicknamed "Hammerin'"
  - On May 1, 1975, Aaron became Major League Baseball's all-time RBI leader when he knocked in his 2,212th run.

**CHANGE AGENTS ARE MATH WHIZ!**

Objective:

- Students will complete their age appropriate math problems.
- Students will break the code with their answers to find out who their African American change agent is.
- Use math skills to learn an African American change agent.



Time: 30 minutes

Materials:

- Age appropriate worksheet
- Pencil (for each student)
- Scrap paper

Standard(s)

- Each age group will fulfill different age appropriate standards.
  - 2.OA.2. Add and subtract within 20.
  - 3.OA.7. Multiply and divide within 100.
  - B.4.6 Add and subtract fractions with like denominators

Procedure:

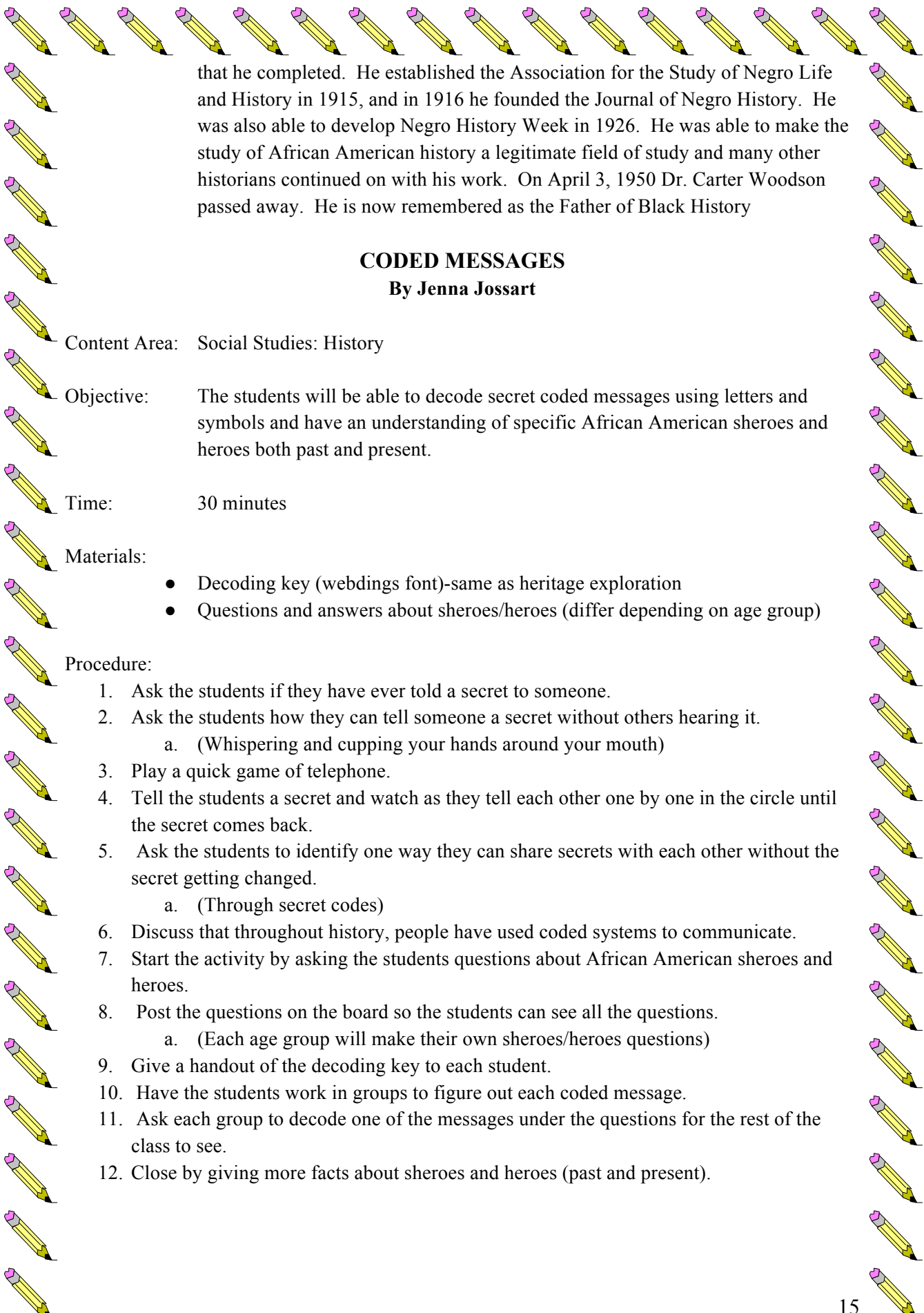
1. Introduce the level of math to each age group.
  - a. Teacher does a few examples of the type of math that will be on the students' worksheet.
  - b. Students are allowed to ask questions and help the teacher answer the given problems
2. Explain the worksheet to the students
  - a. Each answer correlates with a letter
  - b. At the bottom of the sheet the letters should be matched with the numbers
  - c. After all the letters are matched the code will be cracked.
3. Students will all be seated at a table or desk and be given their worksheet, pencil, and scrap paper.
  - a. Students can be allowed to work quietly with a partner to check answers.
    - Work should be shown no matter what.

Assessment:

1. Student was able to complete the math problems.
2. Student was able to crack the code.

Discussion:

- After students have finished their worksheet and have broken the code, teacher(s) need to discuss who Dr. Carter G. Woodson is.
  - Dr. Carter Woodson was born on December 19, 1875 in New Canton, Virginia. Woodson faced many struggles trying to get an education since his parents were former slaves. Eventually he was able to get his high school diploma from Douglass High School in 1895. After that Woodson began teaching until 1900 when he became the principal of Douglas High School. Woodson was able to earn a Bachelor of Literature degree from Berea College. He then went on to earn his M.A. from the University of Chicago in 1908. Finally, in 1912, he got his Ph.D. in history from Harvard University. Dr. Woodson is credited for creating awareness about the importance of Black History through the research



that he completed. He established the Association for the Study of Negro Life and History in 1915, and in 1916 he founded the Journal of Negro History. He was also able to develop Negro History Week in 1926. He was able to make the study of African American history a legitimate field of study and many other historians continued on with his work. On April 3, 1950 Dr. Carter Woodson passed away. He is now remembered as the Father of Black History

## **CODED MESSAGES**

**By Jenna Jossart**

**Content Area:** Social Studies: History

**Objective:** The students will be able to decode secret coded messages using letters and symbols and have an understanding of specific African American heroes and heroines both past and present.

**Time:** 30 minutes

**Materials:**

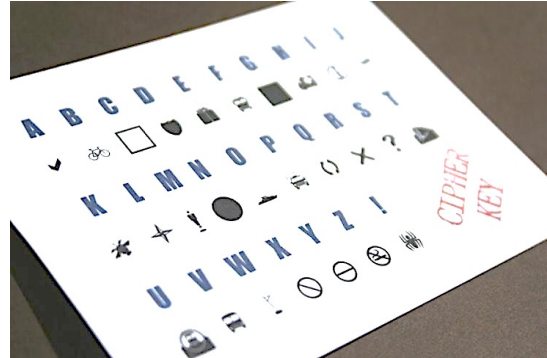
- Decoding key (webdings font)-same as heritage exploration
- Questions and answers about heroes/heroines (differ depending on age group)

**Procedure:**

1. Ask the students if they have ever told a secret to someone.
2. Ask the students how they can tell someone a secret without others hearing it.
  - a. (Whispering and cupping your hands around your mouth)
3. Play a quick game of telephone.
4. Tell the students a secret and watch as they tell each other one by one in the circle until the secret comes back.
5. Ask the students to identify one way they can share secrets with each other without the secret getting changed.
  - a. (Through secret codes)
6. Discuss that throughout history, people have used coded systems to communicate.
7. Start the activity by asking the students questions about African American heroes and heroines.
8. Post the questions on the board so the students can see all the questions.
  - a. (Each age group will make their own heroes/heroines questions)
9. Give a handout of the decoding key to each student.
10. Have the students work in groups to figure out each coded message.
11. Ask each group to decode one of the messages under the questions for the rest of the class to see.
12. Close by giving more facts about heroes and heroines (past and present).

Sheroes/Heroes: facts to use about each shero/hero to make questions are in shero/hero booklet and scavenger hunt activity

- Harriet Tubman
- Rosa Parks
- Martin Luther King Jr.
- Malcolm X
- Desmond Tutu
- President Barack Obama
- Oprah Winfrey
- Donald Driver
- Condoleezza Rice
- bell hooks
- Nelson Mandela
- Mae Jamison
- Hank Aaron
- Ruby Bridges



## **HISTORICAL CHANGE AGENTS: THE UNDERGROUND RAILROAD** **By Megan Besaw**

### **Objectives:**

- Students will be able to identify historical change agents by exploring the Underground Railroad.
- Students will be able to explain what the Underground Railroad was and its significance to U.S. society.
- Students will engage in a geocaching activity to understand the significance of the Underground Railroad.

### **Standards:**

#### **Social Studies:**

- B.4.1 - Identify and examine various sources of information that are used for understanding the past (artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts).
- B.4.3 - Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people. Place them in time and context, and explain their relationship to important historical events.
- B.4.7 - Identify and describe important events and famous people in Wisconsin and United States history
- A.4.1 - Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.
- A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

### **Materials:**

- Geo cache
- Caches

**Time:** 1 hour to go through the geocache stations



**Procedure:**

1. Develop a list brainstorming with students on what they know about change agents.
2. Share definition of what a change agent is:
  - a. An individual who secretly collects and reports information on the activities, movements, and plans of a competitor.
  - b. Emphasize that a change agent is not someone who is bad; they are also advocates for change.
3. Share historical example(s) of change agents
  - a. Harriet Tubman
  - b. Frederick Douglass
  - c. Susan B. Anthony
  - d. William Still
4. Explain in greater detail what Harriet Tubman accomplished
  - a. The former slave known for leading more than 300 people—including her elderly parents—to freedom as a conductor on the Underground Railroad was also a Union spy.
  - b. Tubman volunteered for the Union as a cook and a nurse before she was recruited by Union officers to establish a network of spies in South Carolina made up of former slaves.
5. Read a book that teaches what the Underground Railroad was.
  - a. Barefoot: Escape on the Underground Railroad by Pamela Duncan Edwards (ages 4-8).
  - b. Sweet Clara and the Freedom Quilt by Deborah Hopkinson (ages 3-7).
  - c. If You Traveled on the Underground Railroad by Ellen Levine (ages 7-10).
  - d. Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold (ages 3-7).
  - e. Follow the Drinking Gourd by Jeanette Winter (ages 3-7)

The Underground Railroad was not a real railroad, but a secret network of people, places, and routes in the North that led slaves to freedom.



**6. Geocaching the Underground**

1. There will be each “station” will deal with and explain specific concepts about the Underground Railroad.
2. Below are the different stations and the information that can be shared there. **Typically when geocaching, items are hidden in the geocache location. These are listed in the parentheses.**

Activity: Geocaching Railroad  
geocaches set up and

*Life on the Plantation* (seeds, pictures of slave home, quilts)



Many slaves worked in fields, planting and harvesting crops from sun up till sun down. Some worked in homes as maids, cooks, and weavers. Slave cabins were set apart from the owner's home. One family lived in a small wooden cabin. These cabins were only one or two rooms big, with leaky roofs, drafty walls, and dirt floors. Quilts were used to communicate information about how to escape to freedom.

*The Escape* (stars/constellations, compass)

Slaves would use the dark of the night to help them escape from their owners and start a life on the run. They often traveled in rivers or streams because it was harder for dogs to track them in the water. Sometimes slaves would travel in groups and be led by a "Conductor" or someone who knew the way to the north. One way slaves navigated their way was looking at the stars. They used the Big Dipper and Little Dipper to locate the North Star, which guided them North. Slaves often used disguises while they were traveling the Underground Railroad, to help from getting caught.

People who helped slaves escape on the railroad worked in secret. Often these people were free blacks or escaped slaves, but there were also white Northerners who helped. These people helped slaves find their way to the North by hiding them and leading them in the right direction.

Helpers on the Underground Railroad were referred to by names of people who worked on real railroads:

- **Stationmasters** hid runaway slaves in their homes, or stations.
- **Conductors** guided or transported slaves to the next station.
- **Stockholders** gave money, food, and clothes to fugitive slaves.
- Even the slaves themselves were called **passengers** or **baggage**.

*Reaching Safety* (magnifying glass?)

Some people used signals, like lighting a candle, to signify that it was safe to hide out in their homes. People hid slaves in their attics, basements, and even hidden rooms concealed behind bookcases or stairwells.



### ***Reaching Freedom* (reward poster)**

After weeks and weeks of traveling a slave finally reaches freedom. Though slaves escaped the harsh world of slavery, they still faced a lot of discrimination in the North. The North was segregated, so there were separate schools, businesses, and stores for Blacks. Slaves were not completely safe. Some people would be on the lookout for runaway slaves and slave owners put up posters or placed notices in newspapers offering rewards for returning slaves. In 1865, the 13th Amendment abolished slavery in the United States.

### **Truths and Myths of the Underground Railroad**

#### **Myth:**

- Enslaved African Americans had many spirituals like “Follow the Drinking Gourd” that contained coded information that helped slaves escape.

#### **Truth:**

- While spirituals were passed orally from slave to slave, there is no evidence that the songs were used to help others escape. If a song had given slaves a route to follow to freedom, like the “Follow the Drinking Gourd” was supposed to have done, slave owners and bounty hunters could easily learn of it and promptly shut the route down. The truth is that the lyrics and the chorus were written by Lee Hays and first published in 1947 — well after the Civil War had ended.

#### **Myth:**

- Slaves made quilts that had specific symbols – or codes – that helped slaves escape. Slaves used the quilts since many of them were illiterate.

#### **Truth:**

- People in the 1800s, including slaves, made quilts. Sometimes these quilts had symbols in them, but they were not secret codes that helped runaway slaves. The story of the Secret Quilt Code began with a book called *Hidden in Plain View* published in 1999. Before then, there was no talk about a Secret Quilt Code. In all the interviews with freed slaves done in the 1930s, no one mentioned the Code, and since 1999, many historians have disputed the truth to the story. It is also unrealistic to expect that slaves could gather the material and make a quilt

fast enough to help escaping slaves. Escaping slaves certainly did not carry quilts with them in their escape to freedom – they were just too heavy.

#### 7. Connections in the classroom

- Recap that those who helped make the Underground Railroads were change agents.
- Create a class list of what makes someone a change agent.
- Ask questions on how students could be change agents.
  - Student could create acrostic poems on how they are change agents.
    - <http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem/>
  - Student could develop a ballad poem on underground railroad or change agents
    - <http://www.kathimitchell.com/poemtypes.html>

### **KWANZAA WREATH ACTIVITY**

**By Sally Schremp**

**\*\*To be used on Sunday\*\***

**Objective:** To compare the seven principles of Kwanzaa.

**Time:** 30-60 minutes

#### **Materials:**

- Book (s) on Kwanzaa
- Construction paper in red, green, and black
- Scissors
- Glue sticks
- Pens/Markers
- Printouts of the Kwanzaa principles and their meanings
- Yarn
- Hole punch



#### **Procedure:**

1. Students will trace their hand on red, green, and black paper and cut their handprints out.
  - a. They will need three handprints in each color, for nine total.
2. Students will assemble their handprints into a wreath by gluing the hands together in a circle, alternating colors if they choose.
3. Cut out the seven principles of Kwanzaa
4. Write or glue one principle on each of the handprints.
  - a. The seven principles are listed below.
  - b. This step is differentiated by age group.
5. On the eighth and ninth handprints, the students can write "Happy Kwanzaa" and/or a personalized message.
6. Punch a hole at the top of the wreath and string a piece of yarn through it to hang the wreath.
7. Students will write their names on the back of their wreaths.
8. Discuss the seven principles and their meanings as a group.
  - a. How do the principles relate to our lives?

#### **Adaptations for age groups:**

- Students and teachers for ages 0-3 will paint the students' hands and make a wreath pattern.
- Students, ages 4-9, will be provided with the principles typed up to glue on.

- Students, ages 10-16, can write out each principle on their handprints.

Assessment:

- Student product
  - Completed wreath with principles on each handprint
- Follow-up discussion
  - Elicited response of what students learned in activity
  - What are the seven principles and how do they apply to the students' lives?

Background Information on Kwanzaa:

- Kwanzaa is a weeklong celebration that honors African American heritage and culture.
- Kwanzaa is observed from December 26 to January 1 every year and culminates in a feast and gift giving.
- Students can give this wreath as a gift to decorate for Kwanzaa. Each night of the celebration, they can read a principle and its description from the wreath.

**The Seven Principles of Kwanzaa**

- Umoja (Unity)
  - To strive for and to maintain unity in the family, community, nation, and race.
- Kujichagulia (Self-Determination)
  - To define us, name ourselves, create for ourselves, and speak for ourselves.
- Ujima (Collective Work and Responsibility)
  - To build and maintain our community together; make our brothers' and sisters' problems our problems; and to solve those problems together.
- Ujamaa (Cooperative Economics)
  - To build and maintain our own stores, shops, and other businesses, and to profit from them together.
- Nia (Purpose)
  - To make our collective vocation the building and development of our community in order to restore our people to their traditional greatness.
- Kuumba (Creativity)
  - To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.
- Imani (Faith)
  - To believe with all our heart in our people, our parents, our teachers, our leaders, and the righteousness and victory of our struggle

Resource:

[http://link.scholastic.com/YesConnect/HtmlMessagePreview?a=4C3nsesc9Rqib4\\_NqoNIG6zb](http://link.scholastic.com/YesConnect/HtmlMessagePreview?a=4C3nsesc9Rqib4_NqoNIG6zb)



Closing Ceremony



## UMOJA CLOSING CEREMONY

By Sally Schremp and Megan Besaw

“Welcome to Kwanzaa Sunday! We are celebrating the roots and experiences of Blacks/African Americans in the United States. Kwanzaa is usually celebrated for seven days, from December 26th to January 1st. In the Kwanzaa ceremony, seven candles are used, representing the seven principles of Kwanzaa. During the closing ceremony, we will be lighting the seven candles and learning about each principle. Each age group has prepared a song to present as well

### Objective:

- To gather as a community and learn Kwanzaa songs.
- To identify the seven principles and examples within our daily lives.

Time: 1 hour

### Materials:

- Mazao (The Crops)
- Mkeka (The Mat)
- Kinara (The Candle Holder)
- Muhindi (The Corn)
- Mishumaa Saba (The Seven Candles)
- Kikombe cha Umoja (The Unity Cup)
- Kwanzaa wreaths (student’s made them on Saturday)
- Student written explanations
- Microphone
- Songs (Each age group will prepare one)
- Lighter/matches

### Procedure:

- Introduce the holiday, Kwanzaa
- Introduce the Kwanzaa event and preview what will happen

### First Candle - Umoja

- Student will read their definition of principle Umoja, and its importance.
- Light 1st candle: Umoja
- Age Group: 0-3 sings a song they have prepared

### Second Candle - Kujichagulia,

- Student will read their definition of this principle and its importance.
- Light 2nd candle: Kujichagulia
- Age Group: 4-6 sings a song they have prepared

### Third Candle - Ujima

- Student will read their definition of Ujima, and its importance in their lives
- Light 3rd candle: Ujima
- Age Group: 7-9 sings a song they have prepared

Fourth Candle - Ujama

- Student will read their definition of principle, and its importance in their lives.
- Light 4th candle: Ujama
- Age Group: 10-11 sings a song they have prepared

Fifth Candle - Kuumba

- Student will read their definition of principle, and its importance in their lives.
- Light 5th candle: Kuumba
- Age Group: 12-16 sings a song they have prepared

Sixth Candle - Nia

- Student will read their definition of principle, and its importance in their lives.
- Light 6th candle: Nia

Seventh Candle - Imani

- Student will read their definition of principle, and its importance in their lives.
- Light 7th candle: Imani
- Summarize the weekend's theme and activities
- Announcements and Conclusion

**We are thankful to Umoja families, volunteers, and St. Norbert College community.**



**St. Norbert College Volunteers**



**Alex Clemetson**



**Lauren Janes**



**Tori McNeal**



**Abby Luce**

**\*\*For additional information\*\*\***

**Contact our Professor: Dr. Delano-Oriaran – [bola.delano-oriaran@snc.edu](mailto:bola.delano-oriaran@snc.edu)**

# Notes