



# Global Journey for Children, Inc. [Sankofa]

November 2017

## Global Journey for Children, Inc. Research Shows Children in K-12 want to learn more about African History and Accomplishments

### THE PERCEPTION OF RACE AND IDENTITY IN DEVELOPING POSITIVE RACIAL IDENTITY

Global Journey for Children, Inc. [GJFC] is a nonprofit organization in Maryland established to provide educational opportunities for children to learn about African and African American history, traditions and global citizenship.

#### Introduction

The goal of this project is to demonstrate the value of ethnic and cultural influences on positive racial development and self-empowerment. The survey was based on the premise and body of work in racial identity development by Dr. Beverly Daniel Tatum as outlined in her book, "Why are all of the Black Kids Sitting Together in the Cafeteria?" Dr. Tatum asserts that "The search for personal identity that intensifies in adolescence can involve several dimensions of an adolescents' life: vocational plans, religious beliefs, values and preferences, political affiliations and beliefs, gender roles and ethnic identities." She further states that "Given the impact of dominant and subordinate status, it is not surprising that researchers have found that adolescents of color are more likely to be actively engaged in the exploration of their racial or ethnic identity than are white adolescents." She asserts that when children are exposed to positive cultural images and messages about being black or of African ancestry, the impact of the message they receive from the dominant society is less impactful. We explored this further.

The GJFC Research Survey was conducted over a 6 week period during the summer of 2017. It included students in 4<sup>th</sup> – 12<sup>th</sup> grades residing

throughout Maryland and Washington, DC. Its purpose was to:

- 1) increase education and awareness of African and African-American history in K-12 student population;
- 2) provide a contextual framework and curriculum for students to understand the history of Africans prior to enslavement and how it is applicable to their lives today;
- 3) determine how children self-identify and how they view themselves in the world based upon their race/ethnicity; and,
- 4) assess attitudes and self-perception using race and ethnicity as variables.

Instructional materials and activities were developed to provide information to students on the subject of African history prior to enslavement along with supplemental information highlighting contributions of African Americans to the field of STEM through the 1900's.

#### Assessment

A two part survey assessment was constructed to: 1) determine students' existing knowledge about African history and, 2) assess student attitudes and self-perception based on variables, such as race and culture. Using the GJFC Pre and Post Survey, we collected data which included student demographics (i.e., school grade, ethnicity,) and curriculum that would be shared as a part of the GJFC educational workshop camp program.

### IN THIS ISSUE



#### Reaching Back to Move Forward

Learning about and sharing our family history can be an important part of connecting us to our past and shaping our future. Campers give a sneak peak into their family history over the summer.



#### Master Teachers Visit the Classroom

Students have an opportunity to witness history in the making as Master Teachers and Cultural Historians visit the classroom.

#### Global Journey Receives Proclamation from Prince George's County Council

Thanks to Council Chairman Derek Leon Davis and Councilman, Todd Turner for recognizing the GJFC, Inc.'s *Journey to Nubia and Kemet: Exploring African History, Culture and Contributions*, through its participation in the 2017 Congressional Black Caucus.

### Demographics

The study included the following demographics:

- 28 middle school students
- 8 high school students
- 10 elementary school students
- Students self-identified as follows:
  - 32 African American
  - 4 American
  - 2 African
  - 1 Black
  - 1 Italian /White
  - 6 – No identification reported

## RESULTS

**Overall, students overwhelmingly reported that they want to learn more about African history prior to enslavement and about the contributions made by people of African ancestry**

The data which was collected and reviewed in this study included a survey developed to measure:

1. Self-reported knowledge of African history before enslavement
2. Self-reported information about which school programs taught African history
3. Self-reported data about how students felt about themselves and their community
  - When asked whether they wanted to know more about African culture and accomplishments before slavery, 70% of the students reported that they wanted to know more, 21% indicated they did not.
  - When asked what they were taught in

school about African history before slavery, 30% responded a great deal, 52% reported not much and 13% did not remember.

- 76% of students strongly agreed that a thorough knowledge of African and African American history is important for African American children today.
- 63% of students reported that they understood how African history and accomplishments are connected to the history of African Americans in USA and other countries while 28% indicated they did not understand.
- When asked which was larger in size: Africa or the United States of America, 59% of students indicated Africa was largest, 4 suggested the US is larger than Africa and 33% did not respond.

To assess the self-awareness, self-esteem, racial development and perception of students regarding race in America, students responded as follows:

- 46% of students thought it was important for people of African ancestry to surround their children with

Black art, music, books, etc.; 50% were neutral

- 76% of students reported that they strongly agreed to being happy with African ancestry while 15% were neutral.
- Data was similar when students reported that African American children should learn about their history as well as the history of other people with 78% of students agreeing strongly and 20% neutral.
- 76% of the students reported that they felt being Black was an important part of who they are while 15% were neutral.

In terms of expressing their views on citizenship and how we live or should live ideally in society, students reported the following:

- 72% felt it was important for schools to remain de-segregated as one way to make sure that children of all races learn about and appreciate each other's culture. 17% were neutral and less than 1% strongly disagreed with the idea.
- When asked whether peoples' perception of Africans make a difference in how they are treated in society, 48% reported that it did make a difference, 39% were neutral, less than 1% strongly disagreed.
- 91% of the students reported that all people should be taught to respect life and liberty; and 70% reported knowing what it meant to show good citizenship

- Finally, 59% of students strongly agreed that they were satisfied with the community they live in, 28% were neutral, less than 1% strongly disagreed.

### Impressions of Data, Project Outcomes and Conclusions

During the 6<sup>th</sup> week of the summer program, students were assessed through a variety of platforms. Students provided oral presentations, took content quizzes, participated in a classroom video game activity and they completed a post survey on the last day. For various reasons, all students who started the camp were not present to take the post survey on the last day of camp. Key outcomes of the post survey was that **76% of students felt it was important to have a thorough knowledge of African and African American history, 76% felt that being Black was an important part of who they are and 63% of students reported that they thought knowing the history, culture and contributions of Africans before slavery in the USA could help them successfully handle life experiences.**

During the pre-survey, the majority of students were not able to respond successfully to the



questions pertaining to African history prior to enslavement including those who self-reported that they knew a great deal. Almost all of the students acknowledged that they were not taught African history in school and they expressed a desire, in writing and through oral interviews, to learn about this history. Further, the majority of students reported that they felt this type of program and information would help them to handle life experiences successfully. The post survey and the assessment activities revealed that students learned information during the 6 week program. They were able to successfully answer questions that were not attempted or answered incorrectly during the pre-survey. **Further, students reported feeling great or powerful at the conclusion of the camp with no children reporting feelings of hopelessness as originally reported during the pre-survey.**

In conclusion, African American children in this project/study report that they want to learn about their history; and based on responses and observations of the teacher and researcher, being connected to a history of successful contributions along with learning more about the accomplishment and contributions of more African

Americans from the early 1900s was empowering and inspiring to the youth participating in the program. Based on these findings, the program [The Intersection of African History and STEM] will be replicated and survey data will be administered to measure the success and implications of inclusion of this content and curriculum over a longer period of time.

*"...We can learn the history we were not taught, we can watch the documentaries we never saw in school, and we can read about the lives of change agents, past and present. We can discover another way. We are surrounded by a "cloud of witnesses" who will give us courage if we let them."*

- Dr. Beverly Tatum

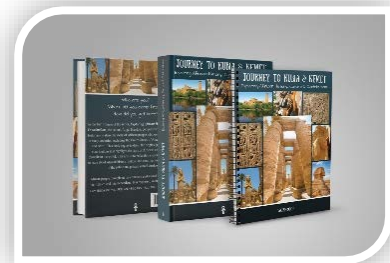
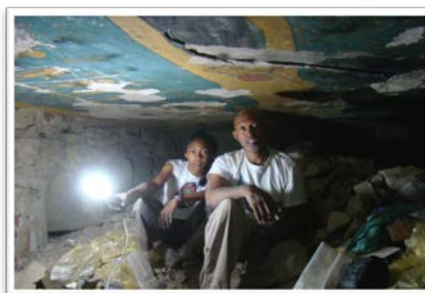
Recommended reading for additional studies and research on this subject:

Dr. Beverly Daniel Tatum: "Why Are All the Black Kids Sitting Together in the Cafeteria?" – A Psychologist Explains the Development of Racial Identity and Other Conversations About Race:

# Master Teachers Visit the Classroom for a Virtual Fieldtrip

PRESENTATION BY ANTHONY BROWDER AND ATLANTIS BROWDER

recruited “Junior Researchers” who committed to holding their place in the pipeline as a part of the next generation who will continue to uncover and preserve African history. We may have junior scientists, cartographers, engineers, archaeologists and robotic engineers in the pipeline!



[Journey to Nubia and Kemet: Exploring African History, Culture and Contributions](#)

## Students See Firsthand Look at New Discoveries in Ancient Egypt

Students were amazed during the presentation of the discovery and subsequent archaeological research of Mr. Browder and his daughter, Atlantis Browder.

Anthony T. Browder is an author, publisher, cultural historian, artist, and an educational consultant. He is a graduate of Howard University’s College of Fine Arts and has lectured extensively throughout the United States, Africa, Caribbean, Mexico, Japan and Europe, on issues related to African and African American History and Culture. Ms. Browder has been instrumental as a key leader of the archaeological recovery project known as the ASA Restoration Project in honor of Dr. Asa G. Hilliard. Dr. Hilliard conducted extensive research on Ancient Egypt, known as Kemet and documented his findings in many articles and publications to bring light to the contributions of Black Africans.

Students were able to have a first-hand account and view of a major historical finding and active research. Anthony Browder shared a video presentation of his research on the 26<sup>th</sup> Dynasty tomb of Priest Karakhamun. Students asked numerous questions about the process and the artifacts that have been uncovered so far after watching the video. They were intrigued with Atlantis’ creativity in maneuvering through tight “crawl” spaces for entry to and through the restoration site in order to gain access to new areas and report back to the restoration team.

In keeping with the theme of STEM and career exploration, we discussed the types of professions and occupations needed to provide accurate historical meaning to the discovery and recovery of artifacts and to continue this important work that validates the contributions of Africans.

Before wrapping up the session – which was hard to do because questions kept rolling in- Tony and Atlantis

### FAST FACTS

76%

The percentage of students who reported that it is important for them to have a thorough knowledge of African and African-American history.

78%

The percentage of students who strongly agreed that African American students should know African history and the history of other people.



### FOR MORE INFORMATION

GJFC Summer Camp Program  
301.910.7396 or [globaljourneyforchildren.org](http://globaljourneyforchildren.org)  
[Send your inquiry through “Contact Us”]



# Reaching Back to Move Forward



## Lessons from my family tree

Often, reaching back into our family history encourages conversations with relatives near and far. It creates dialogue that may be quietly buried but spark great

conversations that elders are frequently eager to share when asked. GJFC Summer Campers awakened their histories by completing a family tree and sharing their findings through oral and video presentations. While a few students had participated in a similar activity, this was the first time the majority of the students had completed a family tree. They found out interesting things about family members, ages of elder family members as well as some significant contributions that their family members have made in the community and in some cases to the world. This was a valuable project that we plan to expand so students have an opportunity to learn and share more of their family history.

Global Journey and Patriots Tech staff also shared stories about their ancestral history from MD to VA.



# Moving Forward!

This quarter, GJFC, Inc. participated in a number of community events to engage with families and educators. We did activities and book-signings for *Journey to Nubia: Exploring African History, Culture and Contributions*. Check out our website for details on the following programs:

- Teaching Africa Day                      Civic Center, Silver Spring, MD
- Kunta Kinte Heritage Festival        Annapolis, MD
- Patriot Tech Youth Symposium      Bowie State University, Bowie, MD

# Global Journey for Children Receives Proclamation from Prince George's County

On November 7<sup>th</sup>, Angel Harriott, Founder of Global Journey for Children, Inc., was honored to receive a proclamation from the County Council of Prince George's County, Maryland. The proclamation was presented by the Honorable Derek Leon Davis, Council Chairman and Todd Turner, Councilman, 4<sup>th</sup> District, PGC. It recognized Ms. Harriott's selection as an exclusive featured author in the 2017 Congressional Black Caucus Author's Pavilion for the book, *Journey to Nubia and Kemet: Exploring African History, Culture and Contributions*. Darryl Barnes, First VP of the PGC Congressional Caucus was present at the proclamation.



***KUUMBA Kids - Teaching Africa Day***



## Recommended Reading Resources

### ELEMENTARY SCHOOL

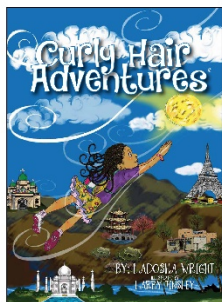
[My First Trip to Africa](#)

Atlantis Browder



[Curly Hair Adventures](#)

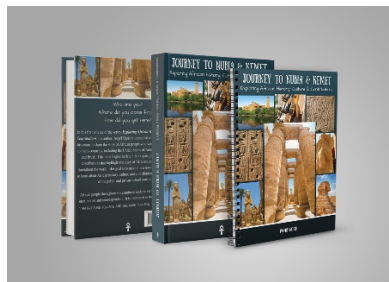
Ladosha Wright



### ELEMENTARY / MIDDLE SCHOOL

[Journey to Nubia and Kemet: Exploring African History, Culture and Contributions](#)

Angel Harriott [Standard and Scholastic Editions available for home and schools]



### REFERENCES

[Why Are All the Black Kids Sitting Together In the Cafeteria?](#) 20<sup>th</sup> Year Edition

Beverly Daniel Tatum, Ph.D

