

## Marcus Garvey, Part 1: Black Star Rising

### Teacher's Guide: K-8

The Woodson Center's lesson on the early life and activism of Marcus Garvey and his group, the Universal Negro Improvement Association (U.N.I.A.), affords the educator a great deal of flexibility in its implementation. The resources featured may be used to implement a lesson that is appropriate for a full or partial class session. Students will:

- Explore Garvey's life, ideas, and work through written and video resources.
- Name essential facts of Garvey's life and mission.
- Summarize topics such as Garveyism, Pan-Africanism, Black empowerment between 1910-1920, and the wider context of early 20<sup>th</sup> Century America.
- Apply knowledge through multiple choice questions, class discussions, and supplementary materials.

### Learning Objectives

At the end of this lesson, K-8 students will be able to:

- Locate: Liberia, New York City, Jamaica;
- Define key terms: U.N.I.A., Pan-Africanism, Garveyism, nationalism, entrepreneur
- Understand Marcus Garvey's early life in Jamaica;
- Communicate social, political, and economic forces that impacted Black Americans;
- Share origins of Garvey's philosophy and his Back-to-Africa movement;
- Understand scale and character of racial conflict in post-World War I America, including its "Red Summer";
- Explain foundations, purpose, and structure of the U.N.I.A.
- Explain opposition to Garvey from other Black leaders and law enforcement;
- Share why Harlem, New York City was a center for Black American arts and culture;
- Understand the influence of Garvey's Pan-Africanist ideas in the wider African diaspora, and in Africa itself.

**Students will define the following vocabulary words, drawn from the Slide Deck, Case Studies, and other supplementary documents:**

Vocabulary: Afrocentrism, charisma, charlatan, demagogue, diaspora, flamboyant, foreshadowed, formative, imperialist, labor movement, modest, Pan-Africanism, provisional, regalia

The materials in this lesson can be cut down and rearranged to suit classroom conditions, timeframe, student comfort level, or to connect with other material from an established syllabus or textbook. As either an introduction to, or an extension of, this lesson, teachers and/or older students can check out the 2001 documentary *Marcus*

*Garvey: Look for Me in the Whirlwind* and the wealth of additional resources [provided by PBS and its American Experience series](#).

Note: Before diving into the lesson, teachers should plan to allocate 10-30 minutes of class time to give students background information about the time in which Garvey lived. Suggestions are listed below in #2 - #4.

**Full Class Session Instruction (1 class day, approximately 30 – 45 minutes) or partial class on subsequent days (15-30 segments depending on grade level).**

1. A “bell ringer” or lesson hook is always a great way to grab a student’s attention and interest in the specific topic for the day’s lesson. Suggested bell ringers to ask students:
  - “What do phrases like ‘Black power’ or ‘Black pride’ mean to you?”
  - “What do you want to do to help your community?”
  - “When you imagine the continent of Africa, what kind of pictures come to mind?”
  - “What is good about owning a business? What types of businesses help the community?”

Other potential bell ringers can be found in the [Critical Thinking Questions](#).

2. The teacher should have the bell ringer displayed on the board, and say it a few times as the students think about the question. Next, ask students to raise their hands and share their answers. K-5 Teachers can pass out a [map](#) of Africa and the Eastern US to give students a visual frame of reference for this lesson.

Other maps that may be useful in this lesson: [Where to find Liberia](#), [Jamaica to NYC](#)

3. Before moving into the Garvey lesson, give students some background about the wider context for early 20th century America: heightened racism and racial conflict, the labor movement, World War I and its political aftermath, and growing nationalist sentiment throughout the colonial world. [The Library of Congress exhibit on the “Progressive Era”](#) provides brief overviews of important social transformations from 1900 - 1929. Other helpful video resources can be found below.
4. The teacher may want to take a few minutes to discuss:
  - the history of Back-to-Africa movements;
  - abolitionist Paul Cuffe;
  - the founding of the Republic of Liberia by Black American settlers;
  - the influence of Booker T. Washington and his Tuskegee Institute on efforts toward Black empowerment and independence;

- the postwar realities of the “Red Summer” of 1919;
- the 1921 Tulsa Massacre.

*Woodson Center curriculum lessons on these topics are suggested below.*

5. Once these initial steps are completed, the teacher may open the Marcus Garvey, Part 1 [Slide Deck](#) and introduce students to the story of his life, work, and legacy from his birth to the height of his powers in 1920.
6. After reading the background story on Garvey’s life and his founding of the U.N.I.A., the teacher may pause and ask students the following questions:
  - “What did Marcus Garvey want to do for Black Americans?”
  - “What did some people like about Garvey’s ideas?”
  - “What leader inspired Marcus Garvey?”
  - “Why did some Black American leaders criticize Marcus Garvey?”
7. The next part of the lesson allows the teacher to read the [Marcus Garvey Case Studies](#) to younger students and distribute Case Studies handouts to older students (grades 5-8), followed by a discussion using the accompanying questions. Grades 5-8 students may read more than one Case Study.
8. At this point, the teacher may want to connect Garvey’s life and ideas to current events. Discussion questions may be posed to help students understand the relevance of Garvey and U.N.I.A. to politics throughout the Black and postcolonial world today. Questions could include:
  - “What can the successes and failures of Marcus Garvey still teach us today?”
  - “Why are organized “back to Africa” movements less popular today? What are some reasons that Black Americans choose to leave the US for Europe, the Caribbean or Africa? Give reasons why Africans continue to move to the United States.”
  - “What Black leaders encourage business ownership by Black Americans? How can Black-owned businesses help Black America? How can these businesses represent Garvey’s ideas?”
  - “Every organization relies on money and volunteer action from its members. What movements or organizations enlist help from Black people today? Are the Black members from similar or different backgrounds?”
  - “If Garvey and the U.N.I.A. existed today, how would they promote themselves? What would their presence be like on social media? What kind of response would they get?”

9. Lessons may conclude with one of the supplementary materials, e.g., a coloring sheet or the multiple-choice worksheet. For older grades, a small group discussion could include a brief reflection on Garvey's early life or the in-class [Projects and Activities](#).

## Additional Resources for Teachers and Students

### Articles & Media

[Harlem Renaissance](#) - for K-2 students; 6-minute video

*Video on the cultural development of Harlem, NY, emphasizing artistic expression, vocational hopes, and the onset of the Depression.*

[Marcus Garvey: Garveyites and The Garveyism Movement](#) - for grades 3-8; 11-minute, animated video

*Video tracks Garvey from his native Jamaica, to England where he was impacted by Booker T. Washington's ideas of self-improvement, back to Jamaica and finally to Harlem, New York. Highlights Garvey's quest to improve the lives of Blacks throughout the world.*

[Throughline: 'Black Moses' Lives On](#) - Teachers; advanced middle school students

*Hour-long NPR program on the life and legacy of Marcus Garvey. Discusses his life and times, with special attention to his continuing influence on Black American culture, identity, and activism.*

### Books - Teachers

*Negro with a Hat* by Colin Grant (2008) is one of the key sources for this lesson; *Black Moses* by E. David Cronon (1960) and *Marcus Garvey: Life and Lessons* (1987), edited by Robert Hill and Barbara Blair, are also useful biographies for more advanced students and in-depth projects.

### Websites - Teachers

[Marcus Garvey: Look for Me in the Whirlwind](#)

*Companion website to the PBS American Experience documentary. Contains several articles and videos about Garvey, his ideas and projects, and the motivations of rank-and-file U.N.I.A. members.*

## **Woodson Center Lessons**

Paul Cuffe: Likely the wealthiest Black man in the early American republic, this mariner, merchant, and abolitionist built the first Back-to-Africa movement with his own wealth.

Robert Smalls: Famous for his heroic seizure of the Confederate gunship *Planter* during the Civil War, Smalls escaped slavery and fought for freedom as a political leader during Reconstruction.

Booker T. Washington and the Rosenwald Schools: Another story of cooperation to solve a problem, this time between the great education reformer Washington, who sought to bring education to Black children in the rural South, and the Chicago philanthropist Julius Rosenwald.

Tulsa: Terror and Triumph: In March of 1921, the Greenwood neighborhood of Tulsa, Oklahoma was one of wealthiest Black communities in America, famous for its “Black Wall Street” of Black-owned businesses and cultural attractions. But one night of racist violence destroyed it all. Despite the devastation, the resilience of the Black residents remained unscathed. Corporate vision and action set the community back on its feet.

## Class Supplementary Exercises

[Projects and Activities](#)

[Critical Thinking Questions](#)

[Multiple Choice Quiz](#)

[Word Search](#)

[Crossword](#)

[Crossword \(with answer key\)](#)

## Standards & Learning Objectives

### The College, Career, and Civic Life (C3) Framework for Social Studies State Standards

#### Civics

##### K-2

**D2.Civ.1.K-2.** Describe roles and responsibilities of people in authority.

**D2.Civ.2.K-2.** Explain how all people, not just official leaders, play important roles in a community.

**D2.Civ.6.K-2.** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**D2.Civ.8.K-2.** Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

**D2.Civ.14.K-2.** Describe how people have tried to improve their communities over time.

##### Grades 3-5

**D2.Civ.1.3-5.** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

**D2.Civ.2.3-5.** Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

**D2.Civ.6.3-5.** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

**D2.Civ.8.3-5.** Identify core civic virtues and democratic principles that guide government, society, and communities.

**D2.Civ.12.3-5.** Explain how rules and laws change society and how people change rules and laws.

**D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society.

##### Grades 6-8

**D2.Civ.1.6-8.** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

**D2.Civ.2.6-8.** Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

**D2.Civ.6.6-8.** Describe the roles of political, civil, and economic organizations in shaping people's lives.

**D2.Civ.10.6-8.** Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

**D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.

## Economics

K-2

**D2.Eco.2.K-2.** Identify the benefits and costs of making various personal decisions.

Grades 3-5

**D2.Eco.1.3-5.** Compare the benefits and costs of individual choices.

**D2.Eco.2.3-5.** Identify positive and negative incentives that influence the decisions people make.

Grades 6-8

**D2.Eco.1.6-8.** Explain how economic decisions affect the well-being of individuals, businesses, and society.

## Geography

**D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

**D2.Geo.7.K-2.** Explain why and how people, goods, and ideas move from place to place.

Grades 3-5

**D2.Geo.1.3-5.** Construct maps and other graphic representations of both familiar and unfamiliar places.

**D2.Geo.7.3-5.** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Grades 6-8

**D2.Geo.1.6-8.** Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

**D2.Geo.7.6-8.** Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

## History

K-2

**D2.His.1.K-2.** Create a chronological sequence of multiple events.

**D2.His.2.K-2.** Compare life in the past to life today.

**D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change.

**D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present.

**D2.His.14.K-2.** Generate possible reasons for an event or development in the past.

Grades 3-5

**D2.His.1.3-5.** Create and use a chronological sequence of related events to compare developments that happened at the same time.

**D2.His.2.3-5.** Compare life in specific historical time periods to life today.

**D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.

**D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives.

**D2.His.14.3-5.** Explain probable causes and effects of events and developments.

Grades 6-8

**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.

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**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**D2.His.4.6-8.** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.

## ELA

### K-2

**D4.1.K-2.** Construct an argument with reasons.

**D4.2.K-2.** Construct explanations using correct sequence and relevant information.

**D4.4.K-2.** Ask and answer questions about arguments.

**D4.5.K-2.** Ask and answer questions about explanations.

**D4.6.K-2.** Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

**D4.7.K-2.** Identify ways to take action to help address local, regional, and global problems.

### Grades 3-5

**D4.2.3-5.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

**D4.4.3-5.** Critique arguments.

**D4.5.3-5.** Critique explanations.

**D4.6.3-5.** Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

**D4.7.3-5.** Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

### Grades 6-8

**D4.2.6-8.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**D4.4.6-8.** Critique arguments for credibility.

**D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**D4.7.6-8.** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.