

Marcus Garvey, Part 2: Black Star Rising

Teacher's Guide: K-8 Students

Overview:

What happened in the final years of Marcus Garvey's life? Was his movement successful?

The Woodson Center's lesson on the life and work of Marcus Garvey **after 1920** affords the educator a great deal of flexibility in its implementation. The resources featured may be used to implement a comprehensive class lesson (20-40 min over two days), and supplement pre-existing curriculum with both individual and group activities.

In Part 2, students will:

- Explore Garvey's work and final years through written and video resources.
- Summarize topics such as Garveyism, Pan-Africanism, and the wider context of early 20th Century America.
- Apply knowledge through multiple choice questions, class discussions, and supplemental activities.

The lesson covers a lot of ground, so feel free to either divide this lesson in to two sessions, or, depending on the age group of the students, delete slides you won't discuss.

Learning Objectives

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

- Locate: London, England; New Orleans, Louisiana; New York, New York; and Kingston, Jamaica;
- Define key terms: African diaspora, civil rights, Garveyism;
- Understand how individual choices and outside factors can impact a person's future;
- Explain opposition from other civil rights activists and the US government;
- Review Garvey's dream of an African empire and reasons for his downfall;
- Review purpose and structure of the United Negro Improvement Association;
- Discuss relationships between leadership and character, intent and public opinion, and loyalty/admiration and fanaticism.

Prompt:

What did Marcus Garvey want to do for Black Americans? Why did he face so much opposition? See the step-by-step lesson plan below or show the prepared PowerPoint presentation with students and implement your own plan according to your time allowance and student appropriateness. Some of the supplemental materials can be used to spark group discussion and allow independent classwork. Included in the Activity Pack are:

[Activities and Projects](#) (Grades K-8)

[Multiple Choice Questions](#) (Grades 2-8)

[Critical Thinking Questions](#) (Grades K-5 with guidance; 6-8 unassisted)

[Timeline Quiz](#) (Grades K-3)

[Coloring Activity](#) (Grades K-2)

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

Vocabulary:

agitator	allies	assassination	barrage	colorist
conservative	expatriate	hostilities	integrationist	pompous
separatist	socialist	surreal	undermining	viable

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. This lesson follows [Marcus Garvey, Part 1: Black Star Rising](#). Teachers and/or older students can also 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](#).

Step by step Lesson Plan:

Note: Before diving into the lesson, teachers should plan to allocate 5-10 minutes of class time to give students background information about the time in which Garvey lived.

#1 - #3 help with reviewing Part 1 and background information.

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:
 - “Who was Marcus Garvey? What do you already know about him?”
 - “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?”

2. The teacher should write the bell ringer displayed on the board and say it a few times as the students think about the question. Ask students to raise their hands and share their answers.
3. The teacher may want to take a few minutes to discuss:
 - the history of Back-to-Africa movements;
 - the influence of Booker T. Washington and his Tuskegee Institute on efforts toward Black empowerment and independence;
 - the rise of the NAACP.

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

4. For Part 2, K-5 Teachers can pass out maps (see below) of the Caribbean, Great Britain and the Eastern US to give students a visual frame of reference for this lesson.

Available maps for this lesson: [Blank Map of North America](#), [Map of Caribbean](#), [Map of Jamaica](#), [Map of United Kingdom](#), [Map of United States](#)

5. The teacher may open the Marcus Garvey, [Part 2 Slide Deck](#) and continue the story of his life and work until his death.
6. After reading about Garvey’s continued work, controversies, and his death, the teacher may pause and ask students the following questions:

Grades K-4

“What made so many Black Americans like Marcus Garvey?”

“Why did political leaders and some Black Americans dislike Garvey?”

Grades 5-8

“What choices and social and political forces affected Garvey in his later years?”

“Explain reasons for Garvey’s prosecution, imprisonment and deportation?”

“What was Garvey’s greatest flaw?”

“In what way does Marcus Garvey reflect the traditional view of a tragic hero?”

For further discussion go to the [Critical Thinking Questions](#).

7. The next part of the lesson allows several options for K-8 Teachers:
 - a. The teacher can read the [Case Studies](#) about Garvey’s two wives, both named Amy, to younger students and guide them through the accompanying questions. Teachers can distribute this Case Study handout to older students (grades 5-8) who can answer the questions independently, in pairs, or in a large group discussion.
 - b. Teachers can use the [Activities and Projects](#), to combine the lesson with other subjects. See SLOs.

- c. Teachers can use [Critical Thinking Questions](#) to generate further discussion and stimulate individual reflection.
 - d. Teachers may use suggested videos to expand student's comprehension of the lesson.
8. Lesson may conclude with any of the supplementary materials in the Activity Pack, e.g., a coloring sheet or the multiple-choice worksheet.

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.

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

Marcus Garvey, Part 1: Black Star Rising: Strongly recommended (though not necessarily required) first installment of this lesson covers Garvey's life through 1920.

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.

54th Massachusetts: Many early scholars and political leaders to emphasize the Black connection with Africa served in the Civil War. This lesson introduces the true story of the all-Black regiment restored to public memory by the film *Glory* (1989).

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.

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.