

# Colonization, Segregation, Brown v Board of Education to Cultural Relevance With a Full Serving of Appropriation

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F S M E I

Freedom Soul Media Education Initiatives

## History of Carter G Woodson

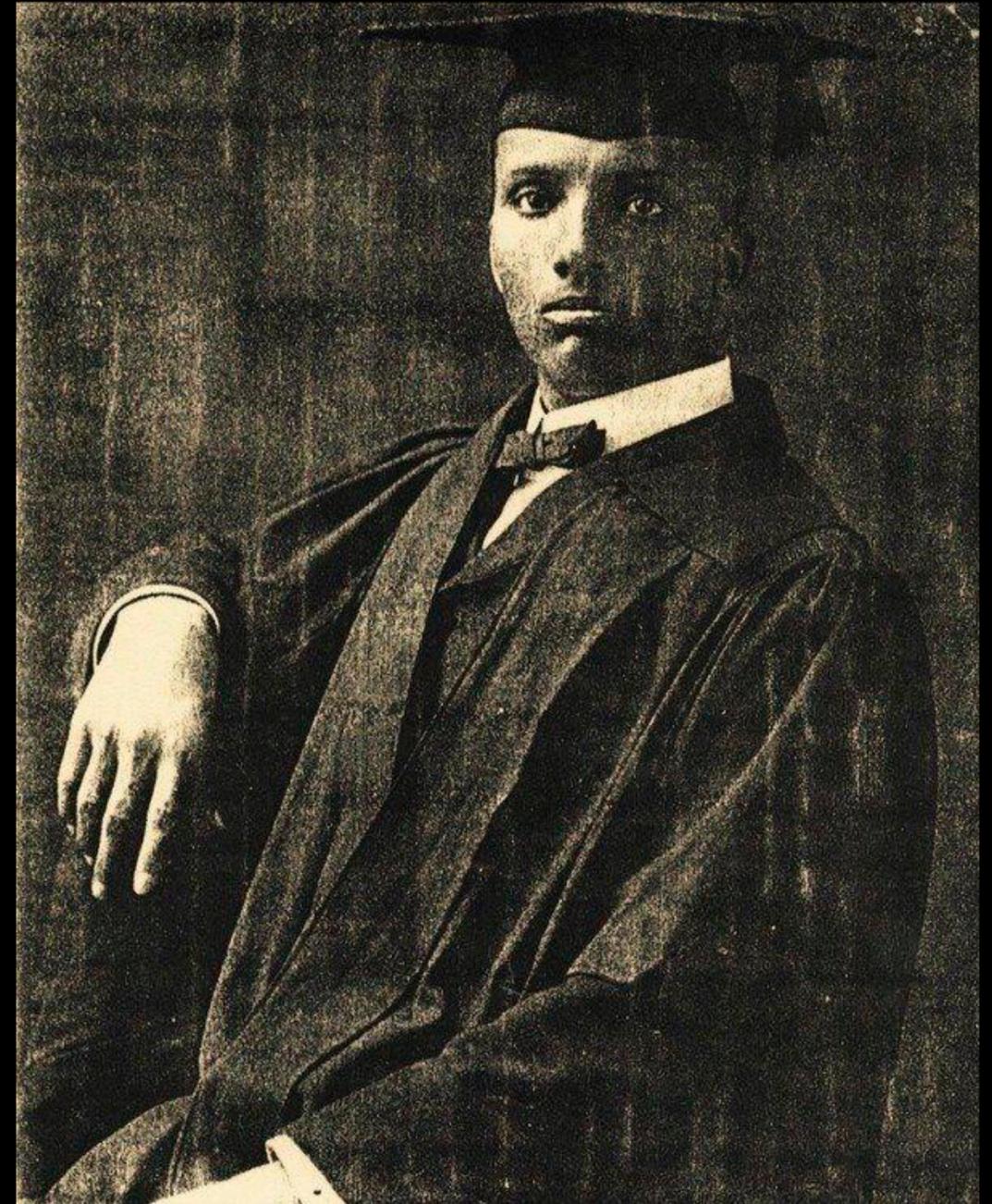
**1875 - Carter G Woodson was born on Dec. 19th in Virginia.**

**As a kid Carter worked on the family farm and would attend school 4 months out of the year.**

**1890 - Carter begins hiring himself out as a farm laborer in Buckingham County, VA.**

**1892 - 1895 Carter follows his older brothers and moves to West Virginia to work on the railroads and in the coal mines.**

**While working in the coal mines Carter was asked by a man named Oliver Jones to read newspapers aloud to the Black coal miners. Carter was able to read multiple books about Black history and discussed “the history of the race” with Black miners at the home of Oliver Jones.**



**The Association for the Study of Negro Life and History, Inc.**

**Carter G. Woodson establishes the ASNLH on September 9, 1915. In response to the film The Birth of A Nation.**

**Woodson said the purpose of the ASNLH was “to treat the records scientifically and to publish the findings of the world in order to avoid the awful fate of becoming a negligible factor in the thought of the world”.**

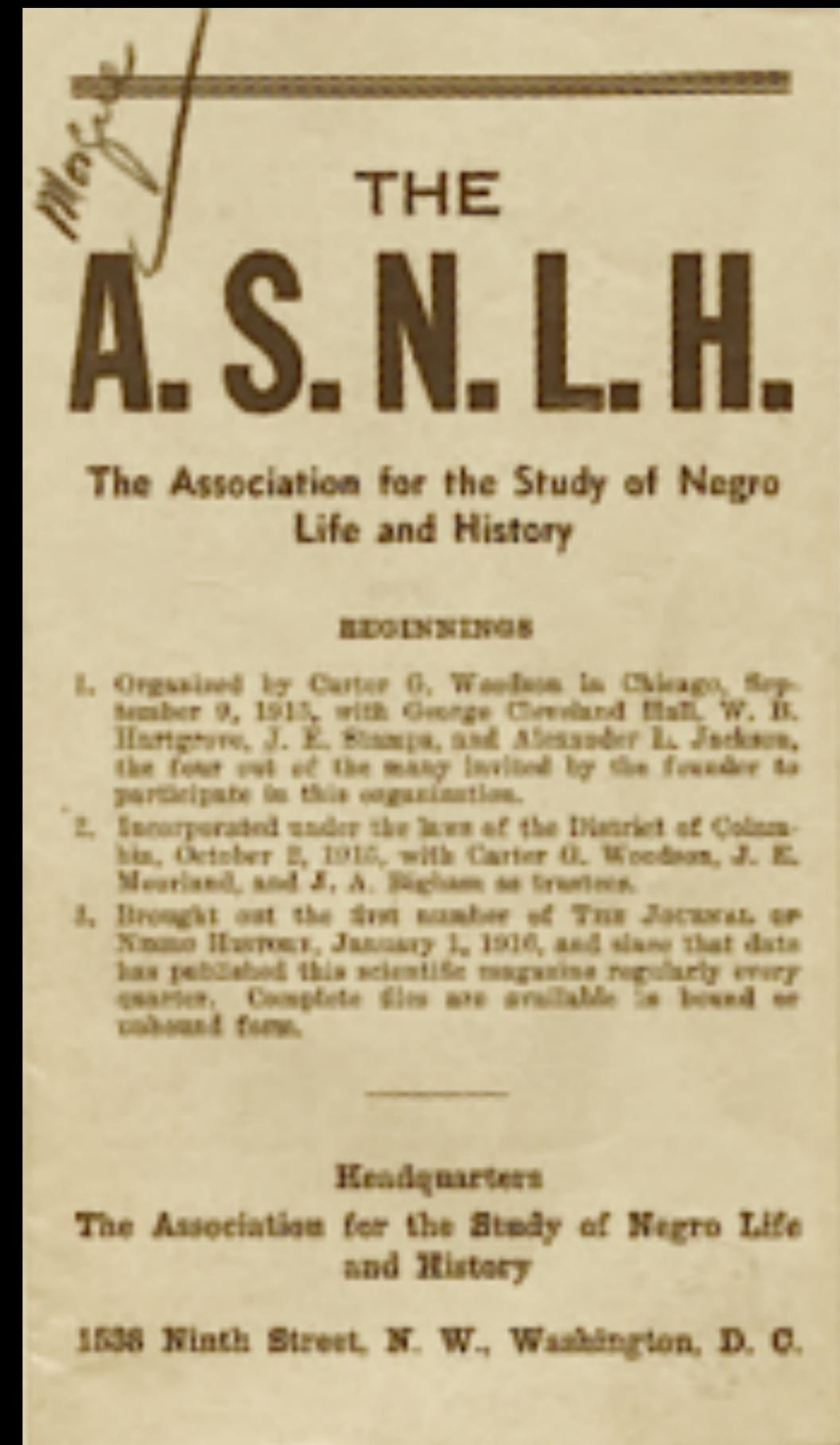
**Mission of the ASNLH:**

**Is to promote, research, preserve, interpret and disseminate information about Black life, history and culture to the global community.**

**“The Association for the study of the Negro is standing like the watchman on the wall, ever mindful of what calamities we have suffered from misinterpretation in the past and looking out with a scrutinizing eye for everything indicative of a similar attack”. (1936)**

**F S M E I**

Freedom and Media Education Initiative



## History of Carter G Woodson

**1915 - ASNLH is founded by Carter G Woodson in Chicago, IL.**

**1915 - Woodson published his first book, The Education of the Negro Prior to 1861.**

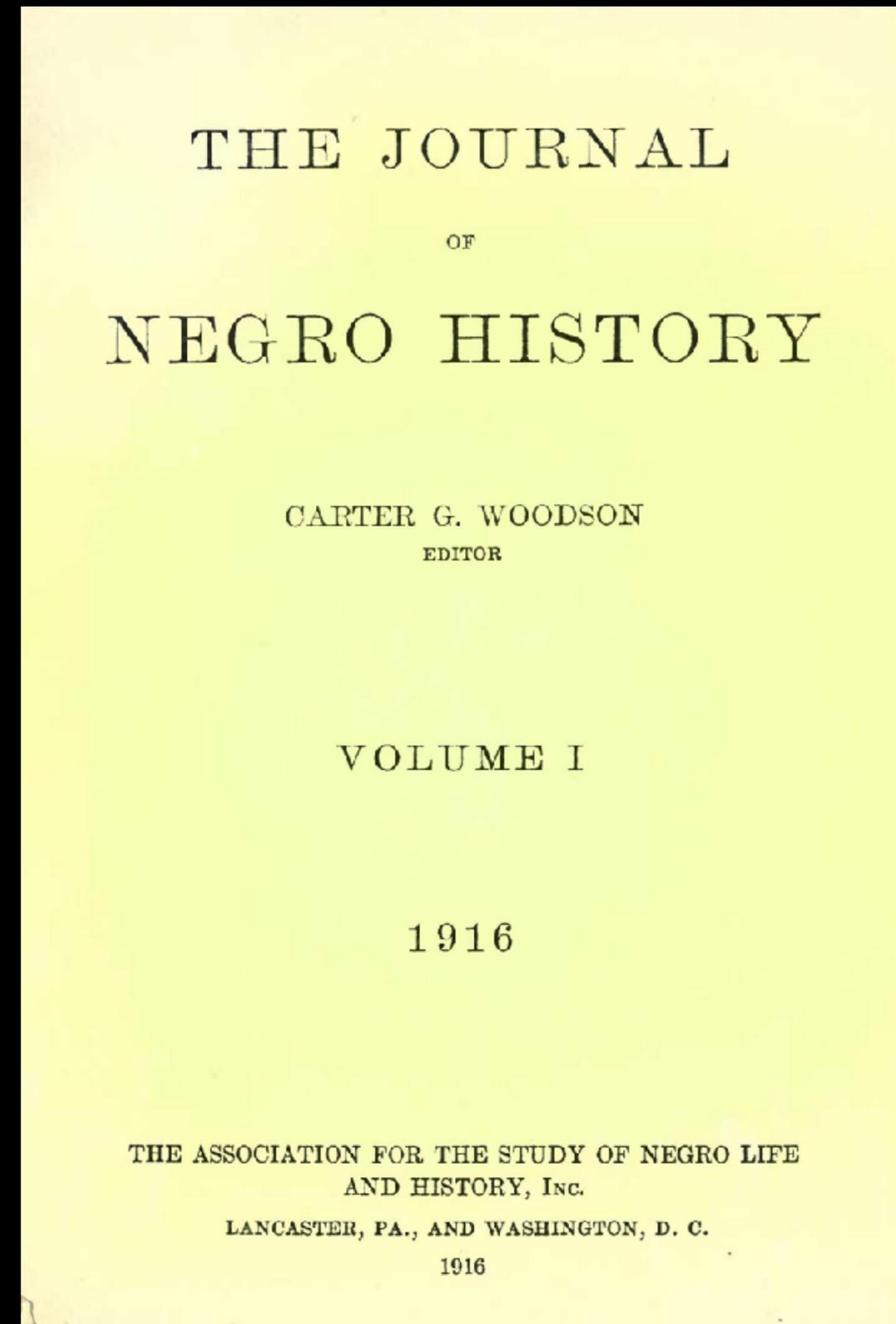
**1916 - Woodson publishes Volume 1 of the Journal of Negro History through the ASNLH. The Journal of Negro History is the first and oldest journal focused on the study of Black life.**

**1918 - Woodson becomes principal at Armstrong Vocational High School.**

**1919 - Woodson becomes dean of Howard University's School of Liberal Arts, and professor of history.**

**1920 - Woodson leaves Howard to become a dean at West Virginia State College.**

**1921 - Woodson became the full-time director of the ASNLH.**



# History of Carter G Woodson

**1916 - Woodson publishes A Century of Negro Migration.**

**1919 - Woodson publishes The Education of the Negro Prior to 1861.**

**1921 - Woodson publishes The History of the Negro Church.**

**1922 - The Negro in our History.**

## The Association for the Study of Negro Life and History, Inc.

WORKS PRODUCED BY THE ASSOCIATION SINCE ITS ORGANIZATION, SEPTEMBER 9, 1915.

PAUL CUFFEE. A Reprint . By Henry Noble Sherwood, Ph. D. Dean of Franklin College, Franklin, Indiana. Pp. 77. \$1.00.

THE SLAVE IN CANADA. A Reprint. By the Honorable William Renwick Riddell, Justice of the Supreme Court of Ontario. Pp. 120. \$1.00.

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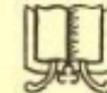
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# THE NEGRO IN OUR HISTORY.

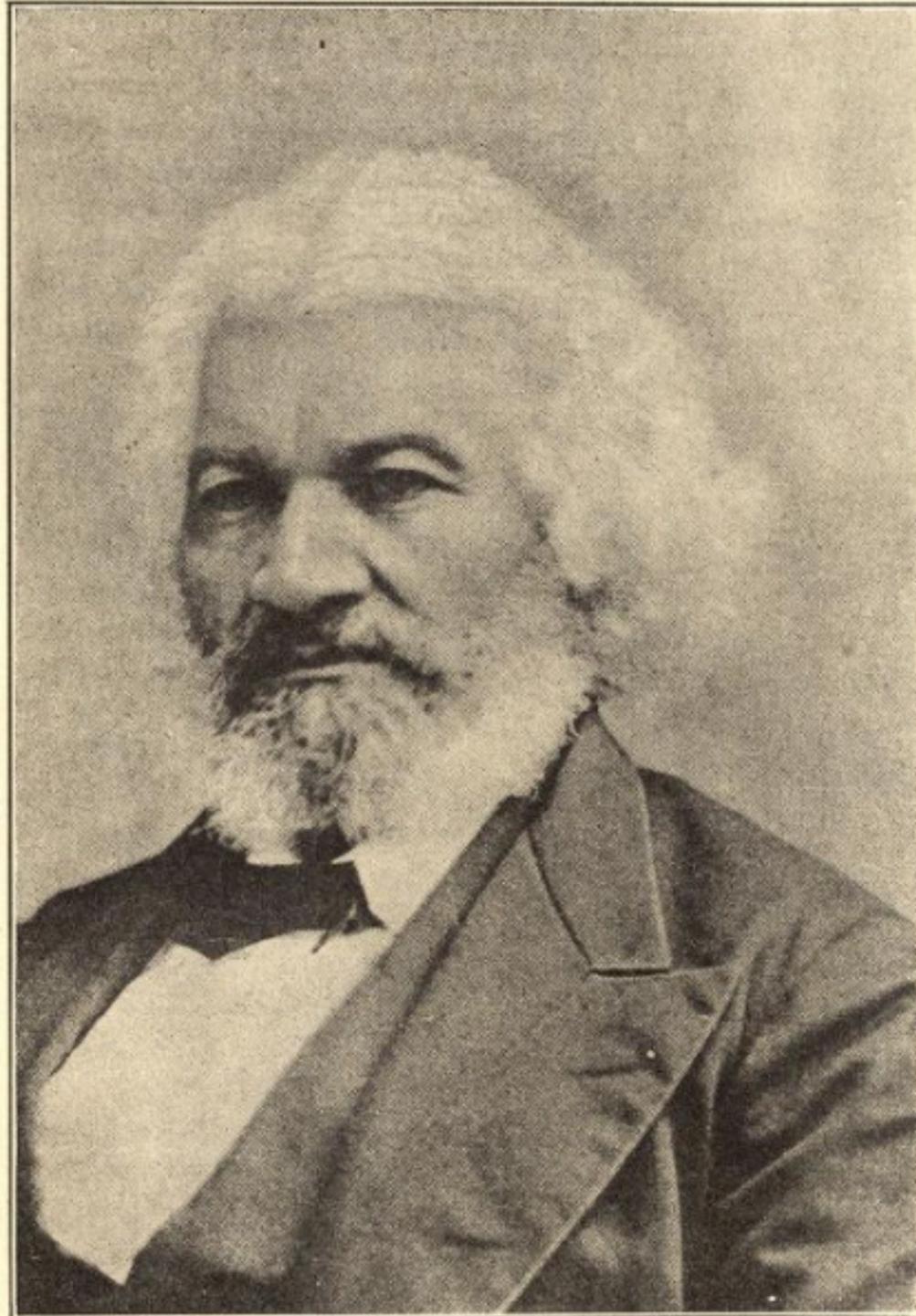
BY

CARTER G. WOODSON, Ph.D.

*Editor of The Journal of Negro History, author of The Education  
of the Negro Prior to 1861, A Century of Negro Migration,  
and of The History of the Negro Church*



THE ASSOCIATED PUBLISHERS, INC.  
WASHINGTON, D. C.



FREDERICK DOUGLASS

1922 - ASNLH publishes, *The Negro In Our History*. One of the first textbooks on Black History.

F S M E I

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- 1922 - The Negro in our History.
- 1924 - Free Negro Owners of Slaves in the United States in 1830.
- 1925 - Negro Orators and their Orations.
- 1925 - Free Negro Heads of Families in the United States.
- 1928 - Negro Makers of History.
- 1933 - The Mis-Education of the Negro.
- 1939 - African Heroes and Heroines.

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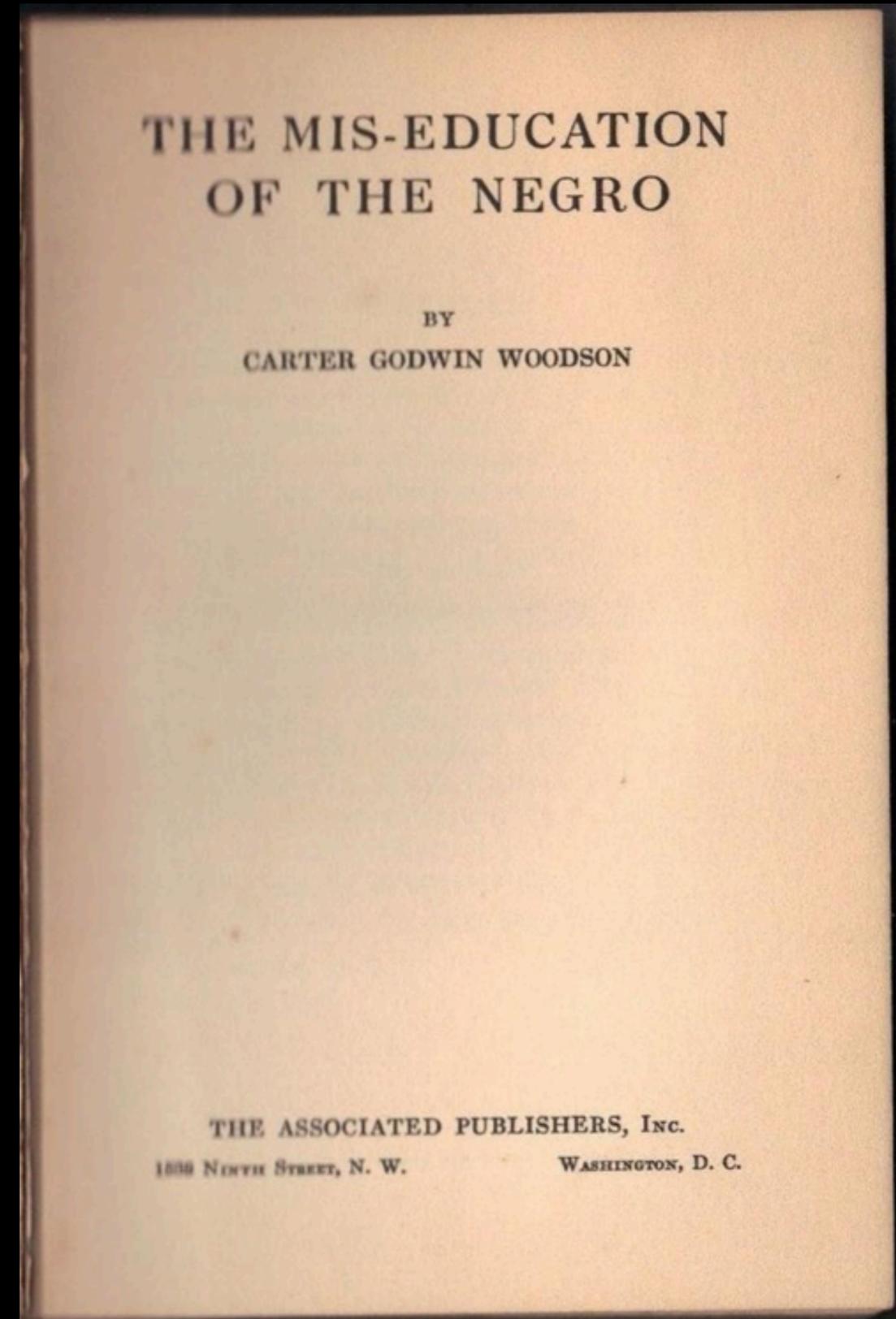
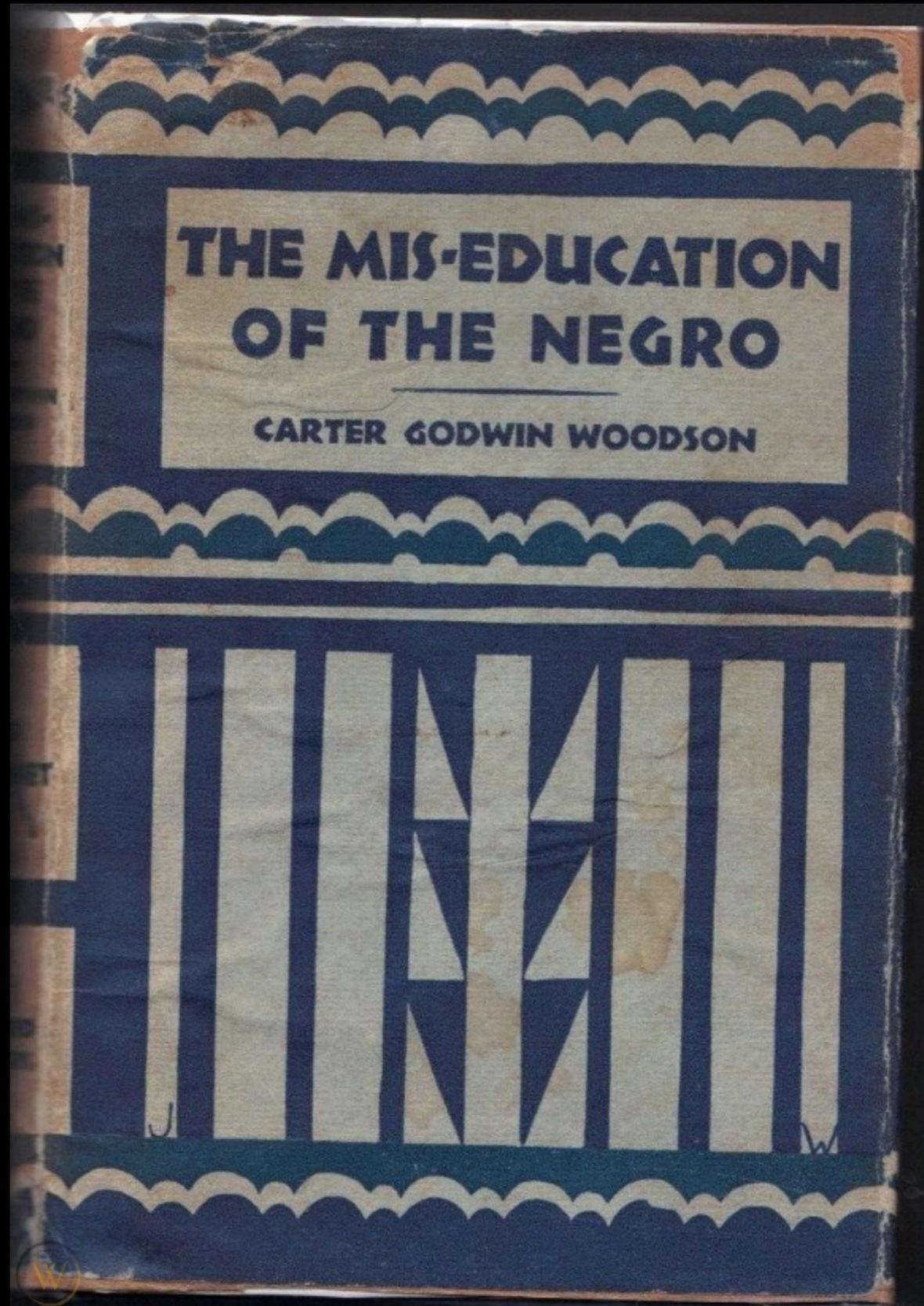
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# The Mis-Education of the Negro (1933)



## History of Carter G Woodson

**1926 - ASNLH launches Negro History Week as an effort to increase awareness of and interest in Black History.**



**“This is the meaning of Negro History Week. It is not so much a Negro History Week as it is a History Week. We should emphasize not Negro History, but the negro in history. What we need is not a history of selected races or nations, but the history of the world void of national bias , race hate, and religious prejudice. There should be no indulgence in undue eulogy of the Negro. The case of the Negro is well taken care of when it is shown how he influenced the development of Civilization.” - Carter G. Woodson (The Celebration of Negro History Week, 1927)**



**“We do not mean to suggest here, however, that any people should ignore the record of the progress of other races. We would not advocate any such unwise course. We say, hold on to the real facts of history as they are, but complete such knowledge by studying also the history of races and nations which have been purposely ignored. We should not underrate the achievements of Mesopotamia, Greece, and Rome; but we should give equally as much attention to the internal African kingdoms, the Songhay empire, and Ethiopia, which through Egypt decidedly influenced the civilization of the Mediterranean world.” -Carter G. Woodson**



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**“On the other hand, just as thorough education in the belief in the inequality of races has brought the world to the cat-and-dog stage of religious and racial strife, so may thorough instruction in the equality of races bring about a reign of brotherhood through an appreciation of the virtues of all races, creeds and colors. In such a millennium the achievements of the Negro properly set forth will crown him as a factor in early human progress and a maker of modern civilization.” -Carter G. Woodson**



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# Lewis Terman & IQ Testing



“[They] represent the level of intelligence that is very, very common among Spanish-Indian and Mexican families of the Southwest and also among negroes. Their dullness seems to be racial or at least inherent in the family stocks from which they came. The fact that one meets this type with such extraordinary frequency among Indians, Mexicans, and negroes suggests quite forcibly that the whole question of racial differences in mental traits will have to be taken up anew and by experimental methods.” - Lewis Terman (creator of Stanford-Binet test)

**Genetic Studies of Genius**

**Human Betterment Foundation**

**Stanford Magazine article on Terman**

# Carl Brigham & the SAT



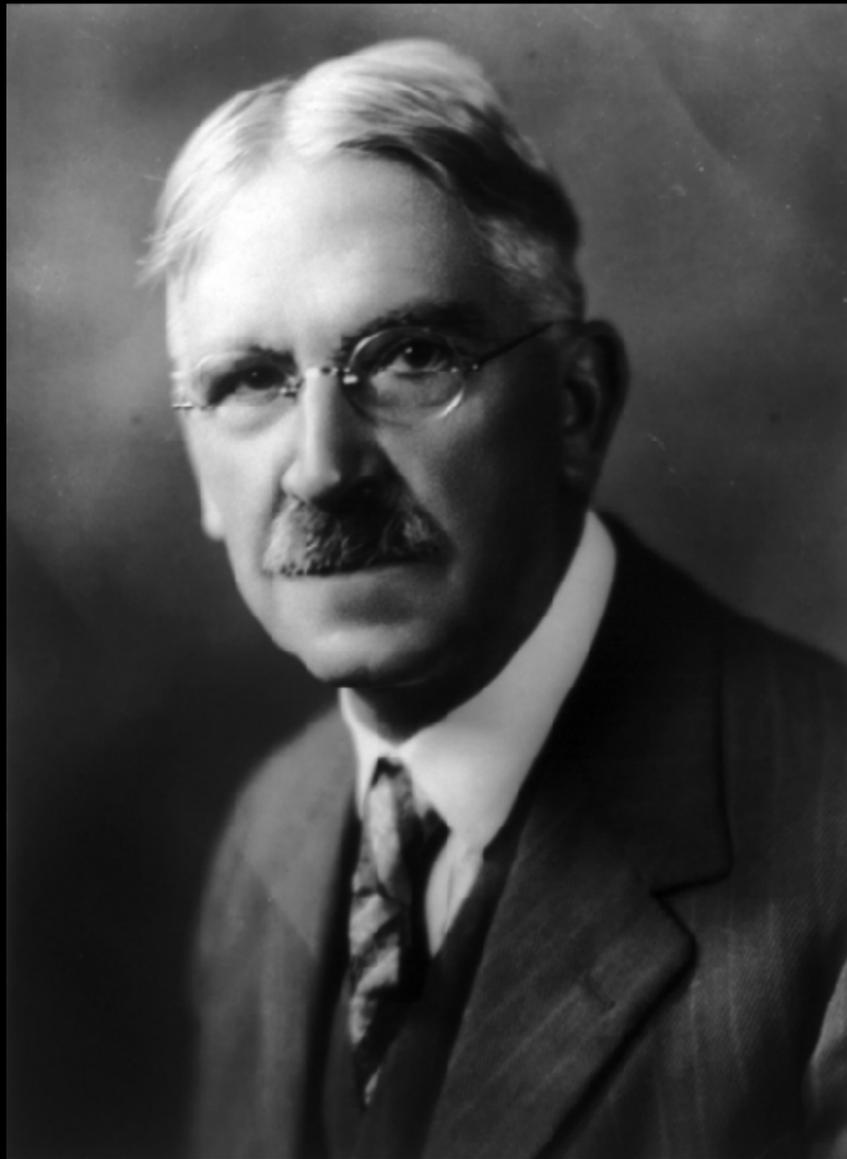
**Creator of the SAT Exam**

**American Eugenics Society**

“According to all evidence available, then, American Intelligence is declining, and will proceed with an accelerated rate as the racial admixture becomes more and more extensive. The decline of American intelligence will be more rapid than the decline of the intelligence of European national groups, owing to the presence here of the negro. These are the plain, if somewhat ugly, facts that our study shows. The deterioration of American intelligence is not inevitable, however, if public action can be aroused to prevent it. There is no reason why legal steps should not be taken which would insure a continuously progressive upward evolution...” - Carl Brigham (American Intelligence)

**NEA article on Brigham**

# John Dewey



John Dewey is one of the most celebrated minds of US public education. His philosophical approach to education helped to redesign school and curriculum in the 20th century. Dewey advocated for vocational/remedial education for Black students and a more experiential and inquiry based learning style for White students.

Critique of Dewey's view of education and race.

**Racist policies shaped 20th & 21st century education**

**Racist curriculum shaped 20th & 21st century education. There's never been an attempt to implement culturally relevant curriculum.**

**Standards based on Eurocentrism and White Supremacy**

**Exclusion of academic leaders from Black, Indigenous and communities of color in the development of education supports and resources**

**Refusal to create an education systems that center empowerment and liberation of Black, Indigenous and other communities of color.**

**Refusal to listen to education leaders from Black, Indigenous and other communities of color. And the refusal to change!**

# Culturally Relevant Education

- 1. You cannot be culturally relevant when the pedagogy, curriculum and content clearly devalues the history, culture and tradition of Native/Indigenous People, Black People and other communities of color.**
- 2. You cannot be culturally relevant if you're not learning directly from the people who create the communities and the cultures that we need to learn from.**

# **Culturally Relevant Education**

- 1. Authentic cultural experts who specialize in history, culture, & tradition.**
- 2. Cultural experts that specialize in relevancy and methods of cultural pedagogy.**
- 3. Cultural experts who can help design relevant learning experiences.**
- 4. Community driven accountability framework.**

[www.fsmei.org/acsa](http://www.fsmei.org/acsa)



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