

CARRY ON TRADITION

A HISTORY OF RIGHTEOUS REBELLION

LEARNING EXPERIENCE GUIDE

FSMEI

Freedom Soul Media Education Initiatives



liberatory visionaries curricula

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SCHOLASTIC ALIGNMENT

This learning experience has been designed strategically to be effective with learners of different grade levels and learning needs.

It incorporates best practices in special education, such as chunking, pictorial annotation, and capitalizing on opportunities for visual reflection. The activities promote the growth of Social and Emotional Learning (SEL) capacities, as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), while aligning with the guiding principles and values outlined in the California Ethnic Studies Model Curriculum (CESMC). History and Social Science/Social Studies standards (HSS) are met in accordance with the Common Core State Standards and the California State Standards for History/Social Science. Literature and Language Arts (ELA) standards for literacy align with the Common Core Standards. Visual and Performing Arts standards are also met through California State Standards, but may overlap with outside arts standards. Questions and prompts throughout the learning experience occur at varying Depths of Knowledge (DOK).



SCHOLASTIC ALIGNMENT

FOR GRADES 5-8, THIS LEARNING EXPERIENCE SHOULD BE DONE WITH AN ADULT FACILITATOR. THIS CAN BE DONE IN WHOLE GROUPS, SMALL GROUPS, AND POTENTIALLY ONE-TO-ONE.

FOR GRADES 9 THROUGH 12, THIS LEARNING EXPERIENCE WORKS BEST WITH LARGE OR SMALL GROUPS, WHERE DISCUSSIONS CAN BE FOSTERED. IT MAY ALSO FUNCTION AS AN INDEPENDENT LEARNING ACTIVITY.

THE ACADEMIC AND STANDARDS ALIGNMENT FOR RECURRING PROMPTS AND QUESTIONS CAN BE FOUND HERE. THE ALIGNMENT FOR ALL OTHER QUESTIONS AND PROMPTS CAN BE FOUND AT THE END OF THE CHAPTERS.

All Chapters		
Question/Prompts	Depth of Knowledge Level	Ethnic Studies Guiding Value and Principle
Vocabulary	D.O.K. 1	Cultivate
Annotations	D.O.K. 1	Center
The “Reading Questions,” “Create” section, and “Research” sections vary from chapter to chapter. Their D.O.K. levels and Ethnic Studies alignment are detailed in the corresponding charts.		
Ending Vocabulary (Definitions)	D.O.K. 1	Cultivate
Ending Vocabulary (Text)	D.O.K. 2	Conceptualize
Ending Vocabulary (Worldview)	D.O.K. 3	Connect
Ending Vocabulary (Personal)	D.O.K. 3	Center

All Chapters		
Question/Prompts	English/Language Arts (ELA)	History/Social Studies
Vocabulary	L.5.4, L.5.6, RI.5.4, L.6.4, L.6.6, RI.6.4 L.7.4, L.7.6, RI.7.4 L.8.4, L.8.6, RI.8.4 L.9-10.4, L.9-10.6, RI.9-10.4	RH.6-10
Annotations	RI.5.2, RI.5.4, RI.5.3, L.5.4, RI.6.2, RI.6.4, RI.6.3, L.6.4 RI.7.2, RI.7.4, RI.7.3, L.7.4 RI.8.2, RI.8.4, RI.8.3, L.8.4 RI.9-10.2, RI.9-10.4, RI.9-10.3, L.9-10.4	RH.6-10.2-4
The “Reading Questions,” “Create” section, and “Research” sections vary from chapter to chapter. Their D.O.K. Levels and Ethnic Studies alignment are detailed in the succeeding charts.		
Ending Vocabulary (Definitions)	RI.5.4, L.5.4, L.5.6, RI.6.4, L.6.4, L.6.6 RI.7.4, L.7.4, L.7.6 RI.8.4, L.8.4, L.8.6 RI.9-10.4, L.9-10.4, L.9-10.6	RH.6-10.2-4
Ending Vocabulary (Text)	L.5.4, W.5.2, W.5.9, SL.5.1 RI.6.4, L.6.4, L.6.6, W.6.2 RI.7.4, L.7.4, L.7.6, W.7.2 RI.8.4, L.8.4, L.8.6, W.8.2 RI.9-10.4, L.9-10.4, L.9-10.6, W.9-10.2	RH.6-8.4 RH.6-8.7 RH.9-10.4
Ending Vocabulary (Worldview)	RI.5.4, L.5.4, L.5.5, W.5.2 RI.6.4, L.6.4, L.6.5, W.6.2 RI.7.4, L.7.4, L.7.5, W.7.2 RI.8.4, L.8.4, L.8.5, W.8.2 RI.9-10.4, L.9-10.4, L.9-10.5, W.9-10.2	RH.6-8.4 RH.6-8.7 RH.9-10.4
Ending Vocabulary (Personal)	L.5.4, W.5.2, W.5.9, SL.5.1 L.6.4, W.6.2, W.6.9, SL.6.1 L.7.4, W.7.2, W.7.9, SL.7.1 L.8.4, W.8.2, W.8.9, SL.8.1 L.9-10.4, W.9-10.2, W.9-10.9, SL.9-10.1	RH.6-10.2-4

STANDARD ALIGNMENT

California Visual and Performing Arts Standards (For “Create” sections)	
Carry on Tradition	VA-Cr1.1, VA-Cr2.1, VA-Pr4.1
Santo Domingo	VA-Cr1.1, VA-Cr2.3, VA-Pr6.1, VA-Re9.1
El Negro Yanga	VA-Cr1.1, VA-Re7.1, VA-Cn10.1
Queen Nzinga	VA-Cr2.3, VA-Re9.1, VA-Cn10.1, VA-Cr1.2
Queen Nanny	VA-Cr2.1, VA-Pr6.1, VA-Re7.2
Haitian Revolution	VA-Re7.1, VA-Cn10.1, VA-Cr1.1, VA-Pr4.1
German Coast Revolt	VA-Cr1.2, VA-Cr3.1, VA-Re9.1
Nat Turner	VA-Re7.1, VA-Cr2.3, VA-Cn10.1
Carlota La Negra	VA-Cr2.1, VA-Pr4.1, VA-Re7.2, VA-Cn10.1
Harriet Tubman	VA-Cr1.2, VA-Cr2.1, VA-Cr2.3, VA-Cr3.1, VA-Pr4.1, VA-Pr5.1, VA-Pr6.1
Yaa Asantewaa	VA-Cr2.3, VA-Cn10.1, VA-Re9.1
Marcus Garvey	VA-Cr1.1, VA-Cr2.3, VA-Re7.2, VA-Cn10.1
Nation of Islam	VA-Cr2.1, VA-Pr4.1, VA-Re7.1, VA-Cn10.1
Black Panther Party	VA-Cr2.3, VA-Cr1.2, VA-Re9.1, VA-Pr6.1
Amilcar Cabral	VA-Re7.1, VA-Cr1.1, VA-Cn10.1, VA-Pr4.1

SCHOLASTIC ALIGNMENT

SEL Competencies	
Self-Awareness	Understanding and recognition of personal values; self-confidence; understanding one's inherent strengths
Social Awareness	Applying empathy to other groups; celebrating diversity; critically analyzing historical events; critically analyzing current events; understanding one's own culture and ethics.
Relationship Skills	Resolving conflicts
Responsible Decision-Making	Applying ethics of equity to global politics

TRADITION OF CARLOTA LA NEGRA

CARLOTA LA NEGRA



THE POWERFUL STORY OF CARLOTA LUCUMI, OR CARLOTA LA NEGRA, IS ONE OF THE LESSER-KNOWN BUT EQUALLY IMPORTANT STORIES IN THE TRADITION OF RIGHTEOUS REBELLION. NONETHELESS, CARLOTA'S EXISTENCE AND LEGACY ARE A TESTAMENT TO ALL THE BRAVE WOMEN WHO TOOK UP ARMS IN THE ONGOING STRUGGLE FOR LIBERATION. BOLSTERED BY THE PRECEDING VICTORIES OF QUEEN NANNY, QUEEN NZINGA, AND MANY MORE.

BEFORE READING

A NAME: CARLOTA LUCUMI OR CARLATA LA NEGRA

The word and name Lucumi has many meanings. It can refer to an African sub-group. It is also an African-derived religion and language, sharing its closest characteristics with Ifa and Santeria. Outside of religious language, Lucumi, or Lukumi, became a greeting among enslaved African people who had been trafficked to the island of Cuba. In this instance of Carlota la Negra, the surname “Lucumi” placed her with the West African sub-group of the Lucumi people.

Imagine a naming system where your surname serves as an indicator of where you are from. What would your surname be? Which land name fits best: the land you are from, the lands your familial lineage is from, or some other lands for other reasons? List and explain your new name below.

Now, imagine a nicknaming system where someone is referred to by their skin color. Complexion-based nicknames exist all over the world, with names like “red,” “blancito,” and “chocolate.” Carlota la Negra is called “la Negra,” or “the Black,” because she was a darker-skinned African. What are your personal feelings on being called a complexion-based nickname? Do you think it would help define you?

CARLOTA LA NEGRA

THE GEOGRAPHY OF THE CUBA

The star in Africa marks the Yoruba-land region, where modern-day Nigeria, Benin, and Togo are located. This area is where many of Carlota’s Lucumi ancestors would have been from. The star on the island in the western hemisphere is Cuba, where Carlota was held captive and fought for her freedom and the collective freedom of her people. Her fight was part of a long legacy of Cuban and African liberation. Indigenous Cubans and trafficked Africans rebelled together since they were forcibly brought together and enslaved together. This continued into the 20th century as a liberated Cuba lent support to African anti-imperial movements in the northern, western, central, southern, and eastern regions of the African continent.

Think about the unique experience of these 20th-century Cubans who had just liberated themselves from a colonial ruler. These Cubans share a DNA that is a mix of indigenous, African, and at times European blood. Many of them were returning to Africa for the first time in generations to help fight alongside other Africans in their struggles for independence. What would their spiritual and emotional journey be like to go back to Africa on a cultural reconnection mission?



*RESPOND TO THE MAP PROMPT WITH WORDS, PICTURES, SYMBOLS, OR A COMBINATION OF THE THREE

CARLOTTA LA NEGRA

VOCABULARY

Fill out the table below with definitions for the words provided in English and the diasporic language of Spanish and other West African languages.

Provided Text Terms	
Overseers	
Machete	
Divination	
Provided Diasporic Terms	
Orisha	
La Escalera	

DURING/AFTER READING

ANNOTATIONS

Follow the three annotation directions in the box below.

Underline the main idea of each paragraph throughout the chapter.

Circle two words that are unfamiliar to you throughout the chapter.

Put a star next to the other female leader in the Triunvirato Rebellion.

CARLOTA LA NEGRA

READING QUESTIONS

CARLOTA LA NEGRA



PARAGRAPHS 1-3

1.) How does this description of Yoruba society hold up to the popular Western/Eurocentric understandings of pre-colonial African society?

PARAGRAPHS 4-7

2.) How do Orishan practices differ from other religions? Think about how other religions (especially some of the most popular religions) deal with issues of nature, emotion, and multiple gods.

#2 CONTINUED

SPANISH COLONIZATION

PARAGRAPHS 1-4

3.) Use the chart below to help you compare and contrast the cultures, lifestyles, and realities of the indigenous Taino and Ciboney people of Cuba.

TAINO PEOPLE	
TAINO & CIBONEY PEOPLE	
CIBONEY PEOPLE	

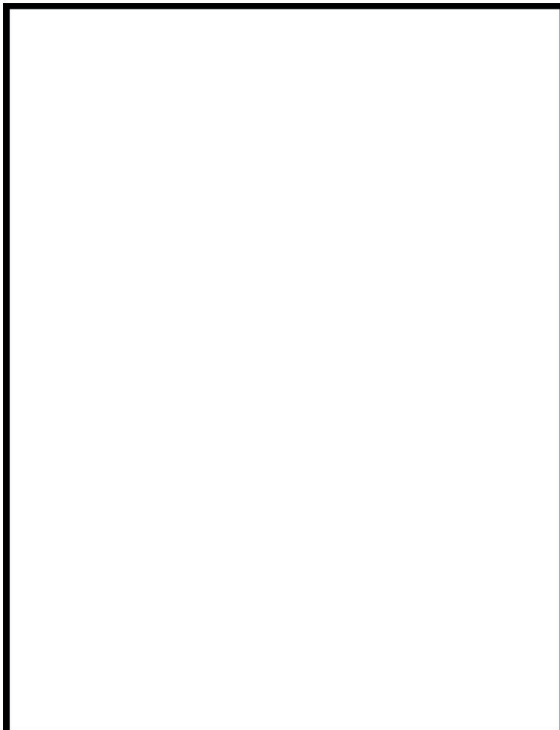
CARLOTA LA NEGRA

SPANISH COLONIZATION



PARAGRAPHS 1-6

4.) How does the exploitation of land and bodies directly contrast with the cultural, societal, and spiritual beliefs of the Yoruba, Taino, and Ciboney peoples?

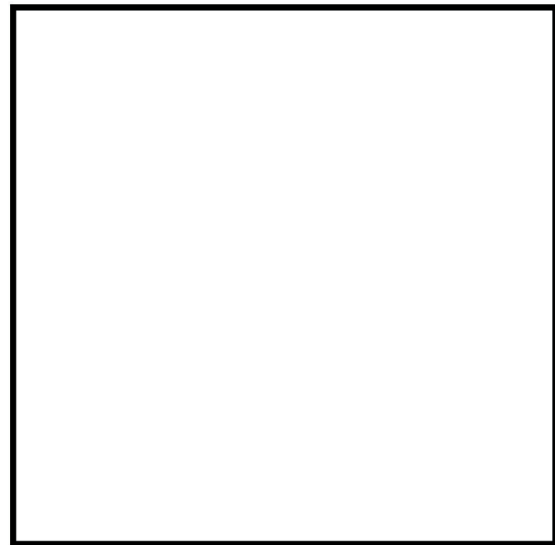


TRIUNVIRATO REBELLION

PARAGRAPH 1

5.) What is La Escalera?

Why does this name work as a potent and meaningful name for that series of Cuban rebellions?



CARLOTA LA NEGRA

TRIUNVIRATO REBELLION

PARAGRAPHS 2-4

6.) In thinking about Carlota's attacks against the overseer's daughter, let's consider what we personally believe makes an action justified. If someone idly witnessed you and your people being terrorized, would you trust them not to stand in the way of your freedom? Explain your rationale for actions you would've taken in a situation facing similar oppression.

According to your own personal ethics, when is violence justified? Do you think it is justified when it includes protecting your life or freedom? Is it justified to protect the life and freedom of others?

LEGACY OF CARLOTA

PARAGRAPH 1-6

7.) What does the Cuban military honoring Carlota's legacy indicate about their views of colonization?

How does Cuba's anti-colonial, anti-imperial stance make it a sworn enemy of the policies and practices of pro-colonial and imperial nations?



CARLOTA LA NEGRA



AFTER READING

VOCABULARY

Use the table below to define the two unfamiliar words that you circled in your annotations

Your Selected Terms	

Look back at your vocabulary terms from the “During/After Reading” section to answer the questions below.

Of the terms provided for you, select one to expand on. How does understanding this term help you to better understand the text?

Of the terms provided from a non-English diasporic language, explain how your understanding of these terms aids in your understanding of the people and region.

CARLOTA LA NEGRA

VOCABULARY

Of the terms you selected, which one has the most relevance or personal meaning to your life, or the social and political events happening around you?

CREATE

Carlota La Negra had one very creative tool at her disposal- the talking drum. The talking drum is a name given to certain West African drums that were traditionally used to send messages across distances. Predating Morse code, the talking drum allowed people to speak through rhythms. Carlota used such a drum to help coordinate her attacks across plantations.

How do we use music to send urgent messages today? Choose a song that sends a message of freedom or liberation and break down the lyrics. Explain how your song functions as a modern-day talking drum by calling people to action.

RESEARCH

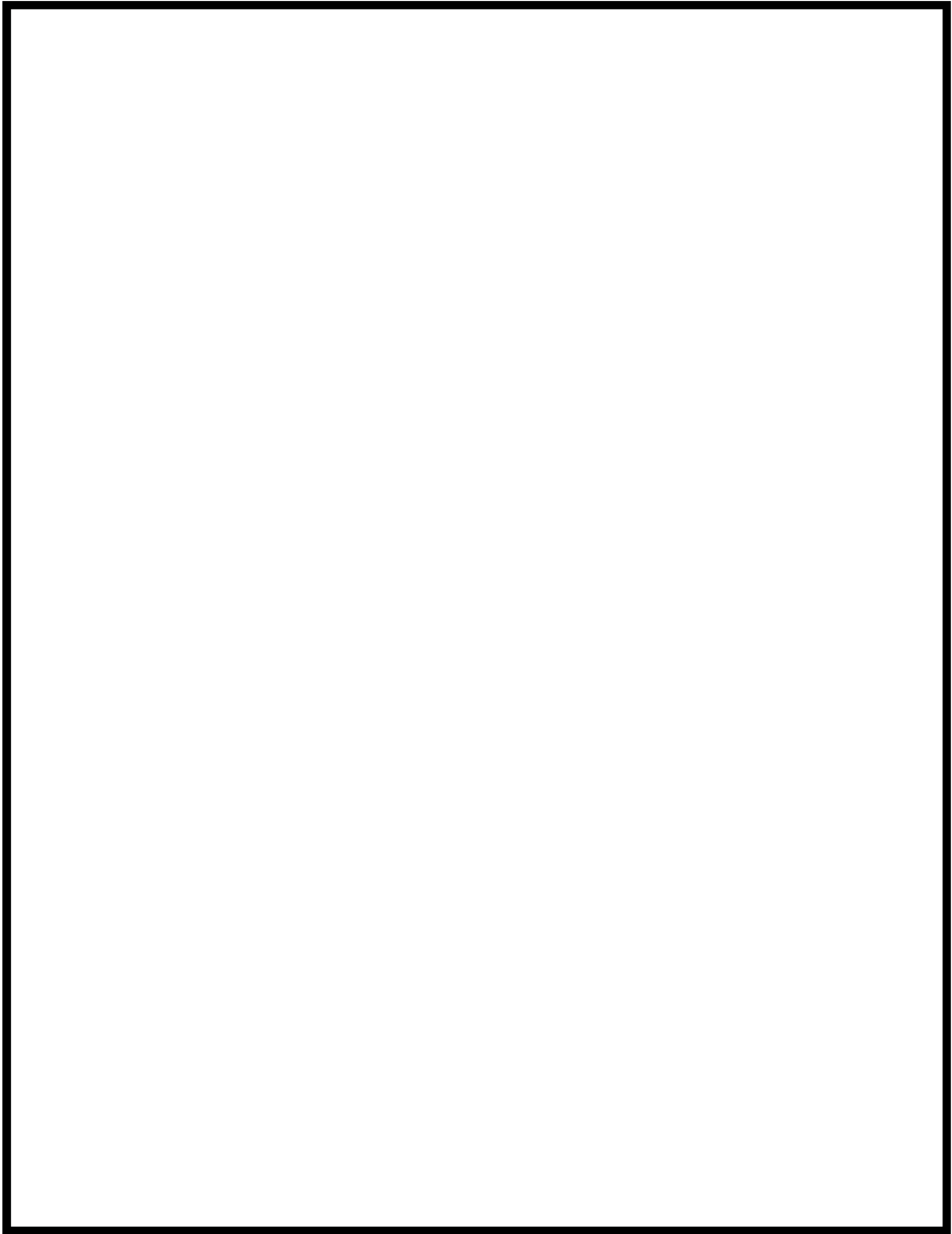
As mentioned earlier, Cuba has a long legacy of supporting continental African fights for liberation against imperial forces. From training doctors to sending troops and aid, Cuba (in the spirit of Carlota La Negra) has been key in carrying on the tradition of seeking freedom across the diaspora.

From the list below, choose an African nation supported by Cuba to do further research on. Be sure to note the imperial countries from which the African nations sought liberation, and the ways in which Cuba provided aid.

- South Africa
- Algeria
- Guinea-Bissau
- Angola
- Mozambique
- Democratic Republic of the Congo

CARLOTA LA NEGRA

GENERAL NOTES ON CARLOTA LA NEGRA



SCHOLASTIC ALIGNMENT

CARLOTA LA NEGRA		
Question	Depth of Knowledge Level	Ethnic Studies Guiding Value and Principle
Nomenclature 1	D.O.K. 3	Center
Nomenclature 2	D.O.K. 3	Critique
Geography	D.O.K. 4	Conceptualize
1.	D.O.K. 3	Critique
2.	D.O.K. 4	Center
3	D.O.K. 3	Cultivate
4	D.O.K. 4	Critique
5	D.O.K. 3	Celebrate
6	D.O.K. 4	Challenge
Legacy	D.O.K. 4	Critique
Creative	D.O.K. 4	Cultivate
Research	D.O.K. 4	Center

STANDARD ALIGNMENT

CARLOTA LA NEGRA									
5th		6th		7th		8th		9th- 10th	
ELA	History/ Social Studies	ELA	History/ Social Studies	ELA	History/ Social Studies	ELA	History/ Social Studies	ELA	History/ Social Studies
RL.5.1, RL.5.2; RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.9; W.5.1, W.5.2, W.5.3, W.5.7, W.5.8, W.5.9; SL.5.1, SL.5.4, SL.5.5; L.5.1, L.5.2, L.5.3, L.5.6	HSS 5.1, 5.2, 5.3, 5.4	RL.6.1, RL.6.2; RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.7, RI.6.9; W.6.1, W.6.2, W.6.3, W.6.4, W.6.7, W.6.8, W.6.9; SL.6.1, SL.6.2, SL.6.4, SL.6.5; L.6.1, L.6.2, L.6.3, L.6.6	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7	RL.7.1, RL.7.2; RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.7, RI.7.8, RI.7.9; W.7.1, W.7.2, W.7.3, W.7.4, W.7.7, W.7.8, W.7.9; SL.7.1, SL.7.4, SL.7.5; L.7.1, L.7.2, L.7.3, L.7.6	HSS 7.4, 7.7, 7.11 RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7	RL.8.1, RL.8.2; RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.7, RI.8.8, RI.8.9; W.8.1, W.8.2, W.8.3, W.8.4, W.8.7, W.8.8, W.8.9; SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5; L.8.1, L.8.2, L.8.3, L.8.4	HSS 8.6, 8.7, 8.9 RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.7	RL.9-10.1, RL.9-10.2, RL.9-10.3; RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.7, RI.9-10.8, RI.9-10.9; W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9; SL.9-10.1, SL.9-10.4, SL.9-10.5, SL.9-10.6; L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.6	HSS 10.3, 10.4, 10.7, 10.10, 10.11 RH.9- 10.1, RH.9- 10.2, RH.9- 10.3, RH.9- 10.4, RH.9- 10.7, RH.9- 10.9

