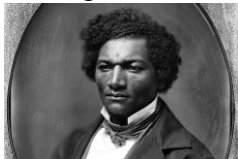

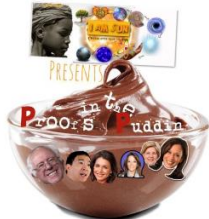






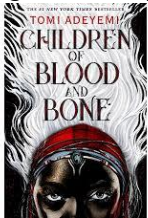





Sankofa Homeschool Collective Fall 2019

www.sankofahomeschool.org

Time/Location	Computer Lab	Senior Room	*TBA	Multi-Purpose Room
9:00-10:00am Period 1	Frederick Douglas Writing Club for Boys Ages 9-12 	Black Girl Magic – Literary Analysis & Composition Ages 13-16 	STUDY HALL	“Proof’s in the Puddin’: A Political Research Project Analyzing the 2020 Presidential Candidates” Ages 10 and up 
10:00-11:00am Period 2	STUDY HALL	Black Girl Magic – Literary Analysis & Composition Ages 10-12 	World Geography thru Arts-n-Crafts Ages 4-8 	Pan-African History Ages 13 and up 
11:00am-12:00pm Period 3	The Hustle: Youth Entrepreneurship Ages 11-14 and up 	The Griot ~ The Story of Us Ages 5-9 	Mandarin Chinese ~ through the Arts All Ages 中国 (Beginning/Intermediate)	Pan-African History Ages 9-12 
Community Announcement Lunch: 12:15-1:15				
Period 4 1:30-2:30 pm	Blood & Bone A literary Analysis Ages 12 and up 	Taking the News 2 the Streets: Grassroots Journalism for Youth Ages 13 and up 	*Art Color and Light through Pro-ject ASE Lens Ages 13 and up 	*Swahili Language Club Ages 7 and up  (Beginning/Intermediate)
2:30-3:00 pm	Community Clean-Up All Hands On Deck, Parents, Students and Teachers assist with break down and clean up. Medase! (Thank you in Twi)			



Sankofa Homeschool Collective Fall 2019 ~ Class Descriptions

More information, email: motherjegna@msn.com or call 202-615-6310

Location: Chaplin Hope Community Center, 4212 East Capitol Street NE

Website: www.sankofahomeschool.org

METRO ACCESSIBLE

Blue Line Benning Road

Class Dates

Week 1 - Oct 4

Week 2 - Oct 11

Week 3 - Oct 18

Week 4 - Oct 25

Week 5 - Nov 1

Week 6 - Nov 8

Week 7 - Nov 15

Week 8 - Nov 22

Week 9 - Dec 6

Week 10 – Dec 13

*TBA ~ Class will either be held in the HOM office, CHTA office or the smaller center on 42nd Street (also on the complex).

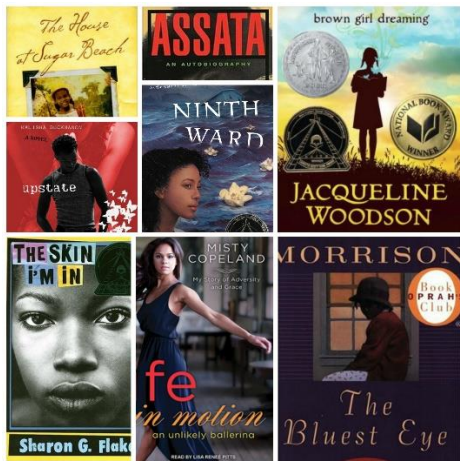
**The Griot and Pan African History may have to flip depending on registration numbers because Aliya needs floor space.

***Another option is to flip Mandarin Chines with The Griot and move the Griot to the 42nd Street location which has floor space

****Our Swahili teacher will be arriving at 1:40 pm

Register here: <https://sankofacollective.wufoo.com/forms/zupe7ek01cq23o/>

Class Descriptions



Black Girl Magic: Literary Analysis and Composition

Theme: The Pieces I Am: Family and Home

Duration: 10 weeks

Instructor: Khali Northington, MA

Contact info: livewritenow1@gmail.com, (202) 415-9146

Website: www.writingonthewallsworkshop.com

This class is designed for girls 10-16 years old and is divided into two groups:

1. Ages 10-12
2. Ages 13-16

Course Description

In this literature and composition course, girls will analyze classic and contemporary works that celebrate Black women and girls and explore the concepts of family and home. They will engage in activities that further their understanding of identity, friendship, tradition, and culture. Students will also examine themselves and discuss strategies for developing and maintaining positive self-images.

This course is subtitled “The Pieces I Am,” in honor of our ancestor, beloved mother, teacher and author, Toni Morrison. The first session, comprised of 10-12-year-olds, will feature the writings of Toni Morrison, Renee Watson, and Ibi Zoboi. The second session, for girls 13-16-years old, will feature the same authors, in addition to Alicia D. Williams and one of Toni Morrison’s protégés, Toni Cade Bambara.

Purpose

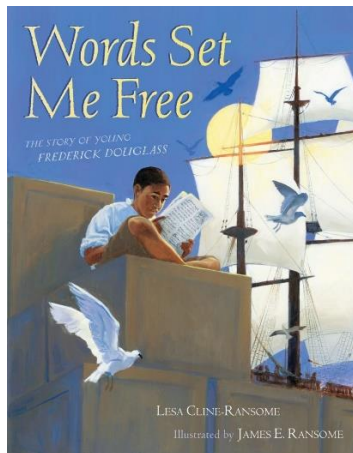
Black Girl Magic is designed to introduce our daughters to writers of African descent, particularly women, and the brilliant stories they write. Through the literature’s female characters, the hope is that students will hear their voices amplified and see themselves more clearly. The purpose of this class is also to sharpen critical thinking and written and oral communication skills.

Resources

Pride by Ibi Zoboi

My Life as an Ice Cream Sandwich by Ibi Zoboi

Some Places More Than Others by Renee Watson
Piecing Me Together by Renee Watson
Genesis Begins Again by Alicia D. Williams
Sula by Toni Morrison
The Salt Eaters by Toni Cade Bambara

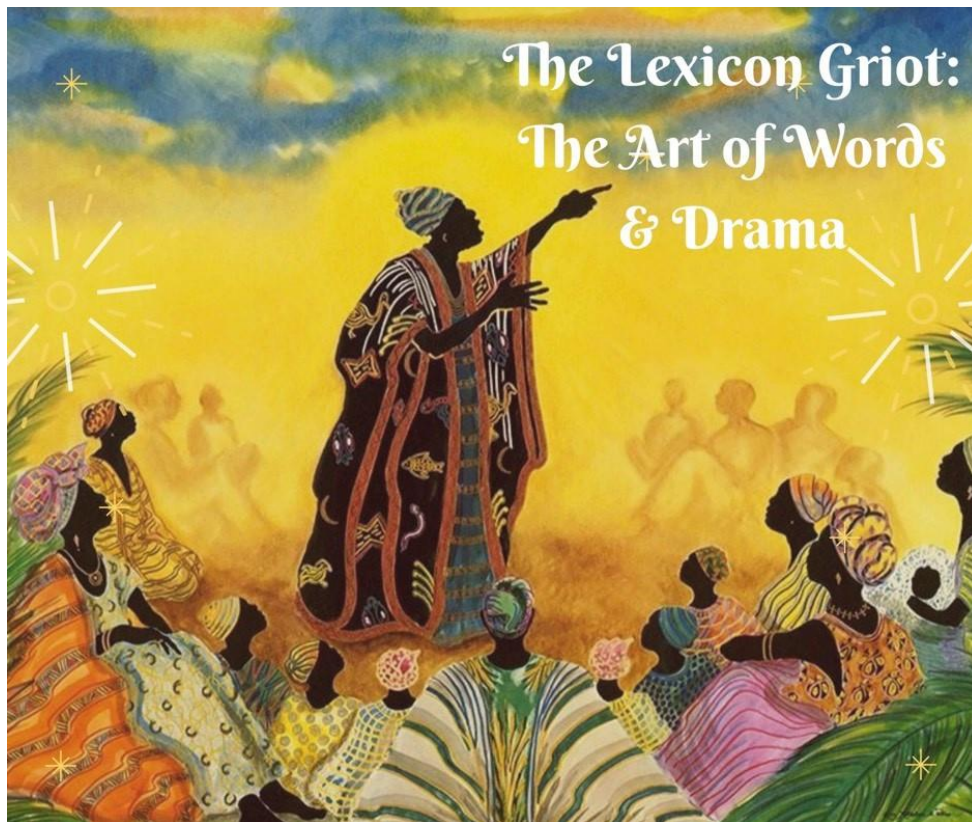


The Frederick Douglas Writing Club

Ages: 9-16

Class Description: The FDWC co-ek Kids is a club for homeschooled boys ages 9-12. In this class we will focus on writing and communication, with an emphasis on the life and writing of Frederick Douglass. We will be concentrating on reading and comprehension skills, as well as creative writing based on Hip Hop song writing. Activities will include dancing, arts and crafts as the students create products like the ones they read about in class. <http://babagotbars.com/>

Bio: Bomani is a poet, songwriter, producer, performer, and educator. Bomani uses his life experiences, mixed with his musical and poetic skills, to paint lyrical pictures of life as he sees it and the future as he envisions it. Bomani has had videos featured BET and MTV2, as well as hosting and performing everywhere from the Washington National Cathedral to the Fillmore in New York City. Bomani Armah is “not a rapper, he’s a poet with a hip-hop style.” Bomani has been performing his brand of thought-provoking, head-nodding music on stages big and small for over 15 years for thousands of people of all ages, from schools, to churches, to nightclubs, to prisons.



The Griot

The Lexicon Griot: Parts of Speech & Figurative Language

Ages: 5-10

Class Description: The Lexicon Griot are body active lessons in Language Arts using creative dramatics and the West African traditional art of storytelling. Students will have grammar lessons in parts of speech such as nouns, verbs, adjectives etc. We will also explore figurative language such as similes, metaphors, and idioms. The class will provide basic knowledge of acting techniques and movement to develop your child's imagination, creativity and confidence. Theater concepts will be explored through acting, improvisation, movement, creative dramatics, storybook theatre, music, brainstorming sessions, and cultural explorations. Activities are focused on guiding the children through the collaborative process of staging a performance.

Dramatic Arts are a wonderful tool to unlock children's imaginations. In addition to Language Arts, instruction is designed to incorporate academic subjects such as Logic and Cultural Studies, as well as life skills such as working with a group, leadership skills, and relaxing and concentrating under pressure.

Lexicon Tots: Word Play

Ages 2-5

Lexicon Tots is a body active and hands-on approach to Language Arts. Word Play is an exploration of words, how words are formed, and how we use them. We will explore phonics and grammar via songs, chants, games, group story building, and creative dramatics. We will also share hands-on activities, including word building with the movable alphabet and art. Phonics lessons emphasize beginning sounds, rhyming, and writing. Grammar lessons encourage students to "play" with nouns, verbs, and adjectives.



Mandarin Chinese through the Arts

All ages

Class Max: 10

Class Description: This class will focus on basic Chinese lessons about daily life so children can understand their everyday life. <https://www.saatchiart.com/meimeichang>

Students will:

1. Learn to speak.
2. Learn greeting and characters.
3. Learn Chinese arts and cultures.
3. Explore their surroundings through learning Chinese.
4. Play games and have fun learning Chinese.

Textbook:

Bio: Mei - Mei, Chang received her Master of Fine Arts in Photography from Ohio University 2002. As a mixed media and installation artist, Ms. Chang explores various media to bridge her internal and external worlds. She is a lifelong student of the human psyche, fascinated by the mind's ability to focus on details great and small without limits. Using her internal symbols, she creates rich visual images that are both highly personal and accessible by all. She has received numerous awards and residencies, including at the Vermont Studio Center, Great River Art Association, the ARCH Residency at Honfleur Gallery, the Montgomery College Artist Residency, and second place in the Contemporary South Exhibition. Her work was selected in the Studio Visit Magazine Volume 10, 2010 and was featured in The Studio Visit in June 2011. Her work was selected in the Studio Visit Magazine Volume 10, 2010 and was featured in The Studio Visit in June 2011. In addition, Ms. Chang has many years of teaching art through education. She has been teaching Mandarin for summer program, tutoring Mandarin both Adults and Children and workshops. She believes children learn through hands on experiences.



World Geography through Arts-n-Crafts

Ages 4-8

Class Max: 16

Class Description: What country has the highest African population outside of the continent of Africa? What language did the Arawak people of Guyana speak? How do you make Mola Art? Do you know how to count to 10 in Swahili? Where can one find over 4 countries in one continent where the Blue Marlin fish lives off the coast? What country is also a continent? These and other questions will be answered in this fun & interactive class! Children will be

taken on a virtual journey each week to a different country, region and/or continent. Lessons will be focused on geography (including maps), flags, culture, art, animals & lifestyles for each area of focus. Children will learn languages (counting & vocabulary) through games, instruction, age-appropriate worksheets, etc. Each lesson will include a take-home arts & craft project to help reinforce the lesson. This class will give you a precursor to what your child would receive as a camper at Kids & Culture Camp. For more information on the camp: www.kidsandculture.com.



Pan African History Level 1 and Level 2

Class Theme: No More History On The Surface

Class Title: The World Is A Ghetto

The main objective for this semester will be the degrees of abject poverty Africans at home and abroad have been subjected to past and present. In the book ***Consciencim: Philosophy and Ideology for Decolonization*** Osagyefo Dr. Kwame Nkrumah stated “ The presuppositions and purposes of Capitalism are contrary of African society. Capitalism would be a betrayal of the personality and conscience of Africa.” Because our students, families and communities, are having more discussions about the accumulation of wealth, it is extremely crucial to gain the clearest understanding pertaining to the dynamics concerning the gap between the wealthy and the poor.

Class 1. Billionaires on the African continent

Class 2. Billionaires in the Diaspora

Class 3. Does Entrepreneurship represent Self Determination

Class 4. Does Investment represent Self Determination

Class 5. Can the rich and wealthy speak for the poor

Class 6. Can Capitalism be reformed???

Class 7. Are we embracing Neo Colonialism deliberately or out of ignorance?

Class 8. Why don't we finance our resistance?

Class 9. Why are we so prone to bribery?

Class 10. Should we focus on the accumulation or redistribution of wealth?

Essays 20%

Quizzes 20%

Final Take Home 30%

Class Participation 20%

Attitude 10%



The HUSTLE

Facilitator: Tameka Young

Age: 11-14 (with exceptions)

Class Description: The Hustle is a ten-week course centered on the child entrepreneur. The goal of this course is to facilitate, expose, and nurture a business savvy homeschooled child to:

1. Create a business
2. Create a product/service
3. Have an internet presence for marketing and ecommerce
4. Create a source of income

The ten-week course introduce specific topics each week as follows:

Week 1. Discuss the why's of a business (producers v consumers)

Week 2. Needs (void in society) v. Wants (desire),

Week 3. Create an idea for a business (2 weeks)

Week 4. Develop a business plan

Week 5. Research a target market

Week 6. Prepare a model of the product/service

Week 7. Marketing + Promotion

Week 8. Present a sales pitch

Week 9. Research sales platforms (etsy, amazon, webuyblack.com, physical store, etc.)

Week 10. Philanthropy - Operate community outreach (funds, trust, etc.)



Swahili Language Club

Ages: 7 and up

Class Max: 15

Experience Swahili with the vibrant Mama Anna. Check out her YouTube video:

https://www.youtube.com/watch?v=3V02Lb0a8_Y

Class Description: The mission of the Swahili cultural immersion is to inspire and broaden greater cultural understanding across diverse cultures encouraging positive acceptance of our differences. Secondly, to educate, share and motivate the children, young and old, about the beauty of the Swahili culture, its essence and its importance in this global village through artistic, cultural, and language education. Our aim is to provide a holistic Swahili cultural experience. The class will incorporate music, storytelling, games and dances as part of learning tools. The teacher will use her CD: Shukrani to teach the children how to count, learn the names of wild animals in Swahili and learn action verbs.



Color and Light through Pro-ject ASE Lens

Instructor: Oluwatoyin Tella, MFA

Age: 13 - 18 (due to content, materials covered, and pace of lessons)

Time: 60m min - 90m max

Additional Cost: Materials fee \$55 payable via PayPal to ilivelife@gmail.com.

Pro-ject ASE Mission

Pro-ject ASE is an interactive curriculum-based initiative that creates focused excellence in the areas of Art, Science, and Energy (ASE). By approaching various subjects through the ASE lens, students gain a wholistic and comprehensive view of it. Melding the knowledge of Ancients with youthful futurism, Pro-ject ASE aims to reinforce a whole-being way of expressing the innate genius of the coming generation.

Session Overview

Color and Light through Pro-ject ASE Lens is a multi-faceted survey of the fascinating world of COLOR. Through the ASE lens (artistic, scientific, and energetic vantage points) participants will approach and learn about color theory and the science of light and darkness using various art modalities and energetic exploration including Yoruba cosmology + concepts, crystal healing, and chakra knowledge.

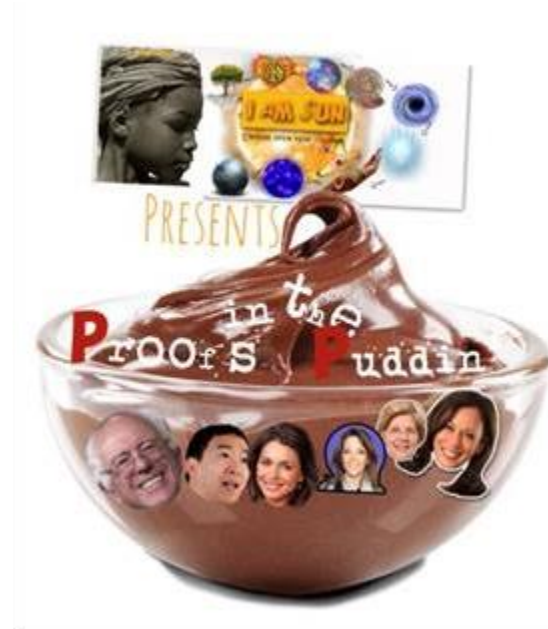
The participants will create with acrylic paints, watercolor, and charcoal. They will explore still life drawing, basic figure painting, and create self-portraits. The class will culminate with a DIY portfolio, juried student exhibition, and final critique with special invited artists.

Each class opens with a thought provoking quote and journaling for 5-10 mins. The journaling exercise releases artistic stagnation and allows focusing of intention. After setting an intention, there's introduction of subject matter and then a demo lesson. The session is then infused with art history and art appreciation as participants study artists as it relates to the topic covered. Swimming with the wholistic ASE way, participants will then be well equipped to take to their canvases and DO art in an enriched environment.

Materials*

Watercolor paint + paper, Charcoal + paper, Acrylic paint, Canvas, Brushes, H2O containers, Drop cloth and Table easels.

***Materials fee must be paid in advance.** Pro-ject ASE instructor will have pre-purchased materials on first day so that all students have uniform + high quality art supplies. Each student is responsible for bringing their art supplies weekly.



I Am Sun Un-Schooling Presents

the **"Proofs in the Puddin"** Research Project, where students engage in a massive communal civic engagement project to intricately educate ourselves on the policies and positions of 2020 presidential candidates, based on their actions and words. Students will then engage in intellectual dialogue surrounding which candidates may best uphold our individual and communal principles, referencing Kwanzaa and indigenous Afrocentric principles, as well as issues that most affect our families and lives.

Course Material requirements:

Laptop, Chromebook, iPad, or IOS device to type (the first suggested are preferable). Students may share if need be.

References:

www.iamsunschool.com

www.proofsinthepuddin.com

www.votesmart.com

Bio: Preshona Ambrita Ghose is a passionate, non-traditional educator, experienced in teaching these subjects and more: General Education, Special Education, Scratch Jr., Art, Odyssey of the Mind, Spanish, Pre-Algebra, Algebra, Geometry, World Geography & History, Meditation, Intro to Chemistry & Physics, GED Prep & SAT Prep. Combining many of her fields of practice, her M.Ed. in Special Education, and B.A. in Media Cross-Cultural Hegemony with Spanish & International Studies Minors from Santa Clara University, she created the bilingual I Am Sun program to prepare young students for college-prep exams from a young age, while embracing perspectives, stories & histories of students of color. Look out for the online curriculum in 2020, available to families all over the world! Along with offering I Am Sun's first Civic Engagement research project at Sankofa Homeschool Collective on Fridays, Preshona consults local schools on classroom management techniques based on virtues-based learning, offers various subjects, Special Education assistance and intake coordination at Georgetown Day School, and tutors individual subjects - all when she is not creating media for her sit-com and blog and other random creations from her imagination or others':)



Instructor: Geoff Edwards - nuhealingarts@gmail.com

Website: www.nuhealingarts.com

Ages- middle school

Ideal class size: 12 students

Class Description: This class will be a survey of the novel "Children of Blood and Bone" written by Tomi Adeyemi. The course will continue the students' introduction to the world of Afrofuturism, black speculative and sci-fi literature from previous Sankofa semesters where the work of Octavia Butler was read. We will explore the world of black gods, goddesses and magic and learn the story of Zélie, a young African girl fighting to bring magic back to this world and her people. We will also highlight the modern-day connections to "real world" issues of power/class/race depicted in this epic journey. Additional focus will be given to students' participation in class exercises and creative written analyses critiquing the work. Students will complete this class with a foundational understanding of Afrofuturism literature, and a deeper awareness of how the sci-fi genre is a powerful lens to future innovations in culture and humanity.

Objective: Students will complete this class with increased visual literacy skills, stronger analytical writing, and a deeper connection to how the culture and history of the African diaspora has been creatively expressed by contemporary authors.

FREEDOM'S JOURNAL.

"RIGHTEDNESS EXALTETH A NATION"

CONVISED A. RUSSELL, JR.
Editor & Proprietor.

NEW-YORK, FRIDAY, MARCH 30, 1827

[Vol. I. No. 3.]

MEMOIR OF CAPT. PAUL CUFFEE.
Being now master of a small covered boat
about 17 tons burden, he lived a person to
behold as a person, and made many adventures
from Europe to different parts of the coast
of Connecticut and then about 25 years old
married a native of the country, a daughter
of the tribe to which his mother belonged.
For some time after his marriage he continued
chiefly in his agricultural concerns, but from
an increase of family he at length deemed it
necessary to pursue his commercial pursuits
more extensively than he had before done.
He arranged his affairs for a new expedition
and sailed a small vessel on West-Port coast
to which he removed his family. A boat of
30 tons was now procured in which he sailed
to the banks of St. George in quest of Gold
and returned home with a valuable cargo.
His important adventures were the foundation
of a comfortable and profitable future establish-
ment here. We regret that, which continued
for a considerable time and then the service
of an honest and comfortable living in that
of the inhabitants of that district.

ral good. His net so much a right of prop-
erty, as it is a large relation, and it ought
to be treated as such.
The second object was, to relieve slave-
holders from a charge, as an apprehension of
fidelity, where in fact, there is no effect.
There can be no inclination for the owner, of
those who are brought into the state of slavery
from poor Africa, as poor America has not
But the body of the present generation are
not liable in this charge. Politically they are not
answerable for the sins of their fathers, an-
swerable for their sins. They found
the blacks among them, in a deplorable state,
deplorable state of ignorance and depravity
liberty. They have, therefore, nothing to
answer for on this score, because they have
no other means, of present, but to keep
them in subjection. There is nothing to de-
precate the "negroes" of Africa, the "negroes"
by our principles, to the acknowledgment of
guilt in that which we at the same time in-
jure to be absolute, unamiable, and in-
which, therefore, it is impossible really to
feel self-reproach. Our position, however,
have high views of liberty.

ance. We may hope to enjoy the favor of
our countrymen, Father, but then to
not do so. I think I may venture to assert,
that most of the slave-holding states,
as the laws, our public opinion, secure
to the slave the privilege of being
... Nothing must be done for them, in kind,
than is done for the domestic slave; and no
thing more to do, except as they are a
more valuable species of property, and are re-
spected, in some cities, as possessing re-
spected. Let the contrary be shown,
that of all that kind of government, which
does to punish and elevate the character, and
to create in the subject affluence and con-
fidence towards the government, every trace
and track is conspicuously excluded. The cul-
ture of the mind, the preservation of their
liberty, their instruction in the only religious
... can make them good servants, happy
... and happy life of eternal life,
every thing of the kind is guarded against,
for the least of them, even more studiously
than the slave of their persons, and the cul-
tivation of their lives. Whether it is al-
lowed for their instruction or not, it is

retained; and that the same prejudice will
continue to have a similar operation, as long
as it shall continue to exist. Not that there
are wanting men of humanity among our
West Indian legislators. Their humanity is
discreetly enough when it is applied
to the subject; but such is the system of ab-
solutism, and the degradation attached to slavery,
that their humanity seems to be lost or gone,
when it is to be applied in the limits. Yet
again that there are wanting men of sense
among the same body. They are allowed
and clever enough in the affairs of life, where
there is no interference with the subject;
but in their intercourse with the blacks their
sense appears to be diminished and not of an
ordinary size. Look at the laws of their own
making, or let us see the blacks are concerned,
and they are a collection of very things but
"wisdom." If these remarks are not appli-
cable to the state laws of our own states, let
the country be shown.

See Ep. vi. 5. 3. Col. 2. 12 is 1.
"Thoughts on the utility of improving the
condition of the negro, &c. with a view to the

Taking the News to the Streets: Grassroots Journalism for Youth
Sam P.K. Collins
Contact info: sam.collins.89@gmail.com, (202) 306-6294
Website: AllEyesOnDC.com

Eligibility: This writing intensive course is designed for students classified as 8th graders and high school students.

Course Description

Members of what's called the iGeneration have much to say about their community. In this twelve-week class, a group of youth will navigate the storytelling process and contribute to an anthology of articles about people, places, and objects relevant to their lives and that of their peers. During this course, students will review writing techniques and conventions of grammar that will help them write powerful journalistic pieces.

Purpose

At the end of this course, students would have learned the ethics and conventions of journalism that will aid them in the conceptualization and creation of short-form and long-form pieces about aspects of their lives, and that of their peers. Along the way, students will grow to understand journalism as a tool of liberation for Black people in the United States and across the world.

Resources

NOTE: These tools provide cultural undergirding for students that affirms the importance of telling your own stories.

What's Grassroots News? (AllEyesOnDC)

<https://alleyesondc.com/about-alleyesondc/>

It's Not Over!: Practicing Kwanzaa in the New Year (AllEyesOnDC)

<https://alleyesondc.com/2016/01/03/kwanzaa-manifesto/>

No Matter Who Wins, I'm Not Voting for A Democrat. Here's Why. (AllEyesOnDC)

<https://alleyesondc.com/2016/02/09/black-nationalist-politics/>

Instructor Biography

Sam P.K. Collins (also known as Ras Plo Kwia Glebluwuo) is a grassroots journalist and educator with multidisciplinary experience as a writer, editor, producer, researcher, and filmmaker. Brother Sam's grassroots news brand AllEyesOnDC serves as part of his effort to shed light on issues that affect people of African descent in the D.C. metropolitan region through community news events, in-depth articles, think pieces, and on-the-ground advocacy.

Previously, Brother Sam has written reports of President Barack Obama's activities as a White House press pool reporter for American Urban Radio Networks. He has also had stints at ThinkProgress, National Public Radio and NBC Universal. At the Washington Informer, where he currently serves as an education and politics reporter, Brother Sam launched WI Bridge, a publication geared toward Black millennials in the D.C. metropolitan area.

In classrooms within the local African-centered and homeschool community, Brother Sam's instruction, including project-based learning opportunities, focuses on major aspects of communication: reading, writing, speaking and listening. Through exposure to historically and culturally significant texts, students under Brother Sam's tutelage have increased their vocabulary, sharpened their writing, and learned to recognize elements of storytelling and rhetoric. Brother Sam's instruction also enables students to practice self-determination and become competitive in today's globalized society.

Brother Sam, a native Washingtonian of Liberian descent, holds a bachelor's degree in journalism and mass communication and a master's degree in public policy, with a concentration in urban policy, from The George Washington University. There, he founded ACE Magazine, a multicultural campus publication.