



Virtual/In-Person Learning Lesson Planning Template

History Pilot Grade 6-8

Unit 1 Intro to African Arts & Culture

Common Core Standard(s) of Focus

- Determine the meaning of words and phrases as they are used in context of your classrooms learning goals or current events; including vocabulary specific to domains related to history/social studies. Example: <https://www.udeesa.org/independence-square> (ID words that fit the theme of *Liberty* within this virtual tour).

[Choose 3 topics related to your semester outcomes].

- _____
- _____
- _____
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Academic Standards If Applicable

- Describe the characteristics of African places and regions. (www.udeesa.org/lesson-plans : Maps)
- Literacy; Key Words & Phrases Defined (www.udeesa.org/learning) = Glossary

Learning Target(s)/Objectives

Written in Student Friendly Language. What academic behaviors will students be engaging?

- Students will engage in reading and writing activities to gain knowledge of African history, philosophy, arts and culture.
- Students will read and act out a traditional folktale.
- Students will write an original script, cast actors and actresses, build a set, create costumes, and act out a presentation of their own story based on a moral of the chosen folktale. (Recommended Topic: *Cooperation*)
- Students will study the use of traditional fabrics & textiles in order to create original patterns and designs.
- Students will create original art based on what they have learned about African culture.
- Students will learn how to play the strategic board game 'Oware'

Enduring Understandings

Written in Student Friendly Language. What should all students be able to articulate by the end of the lesson?

- Students will gain an overview of arts and culture that demonstrates the **connection** between diverse regions of Africa. They will read picture books, listen to folktales, and research the use and manufacture of textile cloths from throughout the continent.
- Students will have opportunities to create original art, learn about traditional crafts, listen to selections of music, and explore numerous videos & websites that contain images of many different kinds of African art forms.
- Students will experience traditional storytelling and games from the African Continent.
- Students will see emerging technologies applied to developing cultural literacy.

Student Levels of Mastery

What must students be able to do at the end of the lesson?

- Understand and Describe significant aspects of African Arts & Culture. (storytelling, textiles, philosophy)



- Analyze African Adinkra Symbols and their meanings.
- Identify traditional African Art forms.

Application of Resources

What resources can be utilized to execute the lesson? How will students use the resource?

- www.udeesa.org/lesson-plan Online Pilot Breakdown (Udeesa Portal)
- www.udeesa.org/adinkra-library Symbols, Philosophy & African Aphorisms
- www.udeesa.org/landscape Catalog of Virtual Tours
- www.udeesa.org/educational-resources Coloring Book (independent study materials)
- www.udeesa.org/xr-heritage-library

Resource(s)	Our Case Studies
<p>1. What is the Real Africa?</p> <ul style="list-style-type: none"> a. Udeesa XR Heritage Library - Virtual Tours Showcasing Real African Cultural Sites b. Teacher Fact Sheet - Corresponding to Each Tour <p>2. African Folklore and Storytelling</p> <ul style="list-style-type: none"> a. Anansi XR Storybook Volume 1 - PDF b. Standard Elements of African Myth and Folklore PDF Handout c. African Folktales (PDF's and Web Pages) - Links Available in Udeesa Lesson Plan Page <p>3. Music & Game Session</p> <ul style="list-style-type: none"> a. Make a class playlist of Afrobeats b. Play the West African board game Oware <p>4. African Art & Kente Cloth</p> <ul style="list-style-type: none"> a. African Art - Teacher Fact Sheet b. Metropolitan Museum of Art's Sub-Saharan African Art Collection - Link Available in Udeesa Lesson Plan Page c. Udeesa XR Heritage Library - Virtual Tour Showcasing Real African Art & Market d. Teacher Fact Sheet - Corresponding to the Tour e. Kente Cloth Fact Sheet 	<p><u>IN - PERSON LEARNING (KEY TAKEAWAYS)</u></p> <p>Liberty High School - 2019 <i>Content provided for the 9th grade course AP work History</i></p> <ul style="list-style-type: none"> - First exposure travel experience for most students with African Landmarks - African Marketplaces among the most popular virtual tour destination <p>Shiloh Church, PA - 2019 <i>Oware artifact provided for 6-8th grade after school program</i></p> <ul style="list-style-type: none"> - Oware Board Game artifact popular in demonstration followed by practice by doing. - Relatable to Chess and Math in problem solving applications <p><u>VIRTUAL LEARNING (KEY TAKEAWAYS)</u></p> <p>African Diaspora Alliance - 2020 www.theafricandiasporaalliance.org</p> <p>Horizons at Westminster School - 2020 www.horizonsatwestminster.org</p>



Section Breakdown (In-Person)	Remote Learning Alternatives	(Optional) Additional Activities:
<p>Section 1: What is the Real Africa</p> <p>In the introduction activity for this section, students will briefly share and discuss some introductory ideas and thoughts about what they think of or know about Africa. This discussion can take place as an entire class or in smaller groups.</p> <ul style="list-style-type: none"> We recommend beginning discussions with encouraging students to talk about what they think about or have learned about foreign cities or countries. Europe? Asia? Then transition the discussion to Africa. Here are some questions to pose to students: <ul style="list-style-type: none"> What do you think cities in Africa are like? Would any of you ever be interested in visiting Africa? Why or Why not? Have you ever seen Africa in movies or on tv? What kind of movie or show was it? <p>Following the discussion, the class will collectively navigate through multiple designated virtual tours of significant locations throughout the continent on the Udeesa Lesson Plan Page.</p> <p>Over the course of the tour encourage students to talk about their initial reactions to the visuals and if anything is particularly interesting.</p> <ul style="list-style-type: none"> A fact sheet corresponding to each tour will be made available for teachers to share with students and encourage interactivity. <p>After the tours have concluded, encourage students to share their reactions to the tours - change of opinion, interesting, learn something new, etc...?</p>	<ul style="list-style-type: none"> Classes which take place virtually can make use of Zoom/Google Meet to conduct class discussions and utilize breakout rooms for smaller group work. For navigating through the tours, teachers have several options including sharing their screen while progressing through the tour as a whole class or each students can navigate through the tour independently 	
<p>Section 2: African Folklore and Storytelling</p> <p>In this section students will be introduced to the significance of verbal storytelling in African culture and history.</p> <p>The first folktale will be read together as an entire class - Anansi XR Storybook PDF (located on the lesson plan page). After the class goes through the storybook students will discuss and share ideas on Anansi and folktales in general.</p> <p>Here are some questions for discussion:</p> <ul style="list-style-type: none"> Do you think this story is trying to teach us something? If so, what do you think that is? Define Folklore to Students as “the traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.” Can you think of any folktales that you may know? Or any that are popular in the US? 	<ul style="list-style-type: none"> Students will have access to folktales as PDFs or as web links. These folktales can be read as a class in which the teacher shares their screen or each student can independently view and read the folktale. 	<p>Create Your Own Folktale</p> <p>Students are organized into groups where each group is tasked with creating their own folktales using the Anansi characters or characters the students create.</p> <p>Each Folktale must contain the standard elements of folklore and must be a unique and creative story.</p> <p>Each group must then present their folktale to the class and highlight the important elements as well as explain their inspiration for the story.</p>



- Pose these examples of folklores to students and ask if they are familiar with them:
 - Robin Hood
 - Little Red Riding Hood
 - Goldilocks & The 3 Bears
 - Santa?
- Why might folklores be important in Africa and around the World?
- African myths were designed to teach and entertain. Ask students what fills that role in our society.
- Ask students to think about family stories. What stories are told in your house about your relatives?

Next, introduce students to the standard elements of African Myth and Folklore (Below). Write the 4 elements on the front board and use the Anansi Storybook that was just read as an example to highlight each of the elements in the story.

1. Importance placed on nature/wildlife
2. May explain a significant or historical event
3. May contain moral instruction
4. Has entertainment value

Students will then work individually, in pairs, or groups (depending on what the teacher thinks is best) to select and analyze an African folktale (List of folktales provided on the Lesson Plan Page). After reading through their folktale students will have the following tasks:

- Write a summary of the folktale
- Explain how the 4 Elements (listed on the board) were present in your folktale?
- Did your folklore teach you something about African culture?
- How could you apply elements of your folklore in your life?

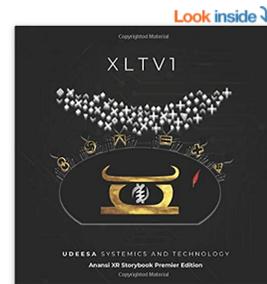
If time permits, students can share their findings with the rest of the class and discuss as a collective.

- The 4 Elements of African Myth and Folklore can be written out on a virtual whiteboard. Additionally, a PDF listing the elements will be made available in the Lesson Plan Page and can be shared with students.
- In breakout groups, students can read and analyze their folktale. Upon answering the questions and writing/typing them out, students will exit their breakout groups and share their findings with the rest of the class.

Optional: Students can additionally decide to act out and perform their folktales. Students are encouraged to make costumes, create a set, and choose music to perform their folktale.

Anansi XR Storybook

Teachers are provided PDF copies of Udeesa's Anansi XR Storybook Volume 1 for the lesson plan. However, teachers and schools also have the ability to purchase physical copies of the book via Amazon for their students. By purchasing the physical copies of the book teachers are able to use the technological features of the book including virtual tours of historical African locations mentioned in folktales. Links to the Amazon listing will be in the Lesson Plan Page.



Section 3: Music & Games

In this section students will be exposed to varied elements of African music, and explore the roles of music, dance, and games in African Art and Culture.

Teachers should begin this section with a classroom discussion about Music and the role that music traditionally plays in society.

Engagement Questions:

- What Kind of Music do Students Listen to? Ask students what properties make music good?
- How do students think music originated/came from?
- Do students listen to Music from other parts of the world?

Music in Our Lives:

Ask students to make a list of how they encounter music on a typical day, beginning in the early morning and going through the entire day.



Essential Questions:

- Traditional African Music is linked to Life Experiences. What do students think this means? Can students identify songs they know that are linked to life experiences?
- What role does music play in our culture and society? Is music a part of all aspects of life and special occasions? Are there any occasions or special events or holidays in which music has no role?

Students will then work individually, in pairs, or groups (depending on what the teacher thinks is best) to analyze Africa Song Lyrics (List of songs provided on the Lesson Plan Page). After reading through each song, students will have the following tasks.

- Think about what is being said, and what is being heard. What do you think these songs are used for?
- What do you think some of the experiences of the singers could be?

After analyzing and understanding the song lyrics, Students will have a follow up activity. In the same groups students must use the traditional "Hambone" style of body percussion to create remixes of the song they just analyzed. Students are expected to work together within their groups to come up with unique beats and rhythm for their song. Students also have the option of changing some of the lyrics or expanding on the song by adding new lyrics. (Teachers should use the attached fact sheet to introduce the activity and cover the basics of Hambone body percussion)

After coming up with their remixes students can perform their songs in front of the class.

Students will end this section by discussing how the Trans-Atlantic Slave Trade impacted modern music around the world. Teachers should use the Fact Sheet included in the Lesson Plan Page to help introduce topics, lead the discussion, and encourage students to engage.

Essential Questions:

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If students are not able to work in groups due to virtual learning, an alternative to perform their remixes is recording themselves performing their songs. (Additional instruments found around their homes can be used if applicable)



Section 4: African Art & Kenth Cloth

In this section, students will be introduced to and create African Art. Students will start by brainstorming and discussing answers to the following question:

- What are the different purposes of art?
- What are some different types of art that you are familiar with?

Following the introductory discussion, the class as a whole will be introduced to the importance and significance of art in African Culture. Using the fact sheet provided, encourage students to discuss and ask questions about the role of art.

After students have an understanding of why art is important and some of the symbols commonly used, have students navigate to The Metropolitan Museum of Art's Sub-Saharan African Art Collection (Link available in Lesson Plan Page). Allow students time to explore the collection either as a class, in groups, or individually.

- While students are exploring the collection, ask them to select one work of art which interests them. Have each student answer the following questions as it pertains to the work of art they selected.
- Questions:
 - Describe the work of art.
 - Tell what function the piece was used for.
 - What do you like about the piece?
 - Does this work of art remind you of any other types of art which are more popular in the US?
- Students can then either submit their findings or present the work of art and their answers to the class or in small groups.

Following the discussion, the class will collectively navigate through a virtual tour of a prominent African Market via the Udeesa Lesson Plan Page.

Over the course of the tour encourage students to talk about their initial reactions to the visuals and if anything is particularly interesting.

- A fact sheet including discussion questions corresponding to the tour will be made available for teachers to share with students and encourage interactivity.

Following the tour, have students research different aspects of the Kente Cloth including:

- Research Questions:
 - What is the historical and legendary

African Symbols - Adinkra

The class will collectively learn about Adinkra Symbols via the Udeesa Adinkra Library (link available on Lesson Plan Page). This activity can be done as an entire class, in groups, or individually - have students browse the library and select their favorite symbol. Students can then share their symbol in their groups or to the rest of the class.

- Students can access this web link on their own to view the African Art Collection. Students can either answer these questions on their own before returning to the entire class call or work in breakout groups to answer the questions.
- For navigating through the tours, teachers have several options including sharing their screen while progressing through the tour as a whole class or each students can navigate through the tour independently
- Students can use their at-home resources to look for this information or in breakout groups each student can pick different questions to answer for their group. This can also be converted entirely to a discussion where the teachers



- background of Kente?
- o How is kente made?
- o What does kente represent? What is it used for?
- o Where might you see Kente Cloth in the US?

- If Students are unable to research in groups or independently, use the fact sheet on Kente Cloth provided on the Lesson Plan Page.
 - o The fact sheet will contain the answers to the questions above but will be structured as a discussion

Students will then discuss and learn what the different colors and symbols mean within a Kente and will then use that information to create their own. Each student can present their Kente Cloth to be analyzed by the class or can write a description explaining their choices in colors and symbols.

lead using the fact sheet. This would allow students to stay in the call and only need to be engaged instead of conducting research.

- Students can use the resources they have at home to design their kente cloth. This can be completed via using colors, objects, pictures, symbols, etc. Students will then share what they have created in the call with the rest of the class.