



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Two

Studying Africa through Social Studies

Module Eight: Culture and Society in Africa

This module is an examination of what is meant by the concepts of culture and society. We do not want to define these categories as if they are set in stone, but rather challenge students to think about the usefulness of as well as the problems created by such concepts. “Culture” and “society” are commonly thought of as the way of life of a group of people. While studying a people’s “culture” can be meaningful, it can also lead to overgeneralizations and stereotypes about groups of people.

In this module, we want to emphasize the diversity within cultures and societies as well as among them. At the same time, we will challenge students to think about similarities that they may see between themselves and people in Africa, realizing that they may not be so very different in some respects. We have chosen to focus on only a few aspects of culture and society since these categories are very broad and potentially inclusive of many things. Students should be challenged to think about other aspects of culture not included in this module, both in various regions of Africa and in their own cultures and societies. It should also be clear to students in this module that Africa is a culturally diverse place with a history of global connections with cultures inside and outside of Africa.

Module Eight

Cultural Diversity in Africa

Languages of Africa

Families and Communities in Africa

Homework

Cultural Diversity in Africa

Time Needed	Approximately 45 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: written response, class discussion
Standards	D3.2.6-8 <i>Evaluate the credibility of a source by determining its relevance and intended use</i>
Materials Needed	Projector/smart board/ document camera to show photos at front of room, Cultural Diversity in Africa Photos ¹ , paper, pencil

Objectives

Students will be able to...

- Recognize that life in Africa varies from region to region and that there is a great deal of diversity, just as there is in the United States
- Understand the photographs offer a limited and mediated image of reality
- Evaluate the credibility of a photograph based on the photographer's perspective, intent for use, etc.

Time	Learning Task	Methods or Procedures
Homework Assignment: Given before the day of this lesson		
5 mins (at home)	Students find or print out a photograph of themselves that someone else has taken of them. It does not have to be a recent photo, but it should show them in the middle of doing some activity (dancing, playing a sport, reading, etc.)	Teacher gives directions and instructs students to bring in their photograph on the day that this lesson on Cultural Diversity is being taught.
Day of Lesson		
10 Mins.	One image at a time, the teacher displays the photos from the Cultural Diversity in Africa Photos worksheet at the front of the room (on projector, doc cam, etc.). For each photo students write one sentence explaining what they think is happening and why (perhaps the people are working, celebrating cooking, or something else. Students should make their best guess).	Teacher displays photos on the board. Students work individually to write about the photos.
15 Mins.	Once students have had a chance to look at and write about each photo, the	Class discussion; largely teacher led.

¹ Handouts and Worksheets, Pg. 13-22

	teacher will go through the photos once more. This time, at least one student should share with the class what they thought about the photo, before the teacher explains what is actually happening in each photo (as explained in the answer key to the photos worksheet ₂).	
5 mins.	Students should now take out the photographs they brought of themselves. Underneath their descriptions of the African photos they should write a response to the first writing prompt given on the Writing Prompts worksheet.	Teacher displays the first writing prompt on the projector, reads it aloud, and asks students to write for a full 5 minutes.
5 mins.	Students are given a second writing prompt:	Teacher displays the second writing prompt on the projector, reads it aloud, and asks students to write for a full 5 minutes.
10 mins.	Class discussion: teacher gives the following question: <i>Why is it dangerous to make assumptions about a person's life, or an entire culture, country, or continent, based on just a single photograph?</i>	Teacher led discussion; teacher gives prompts and waits for students to come to a basic agreement that photographs can leave out a lot of details about what is actually happening in a person's life at the time it was taken. Teacher should then explain that photographs can still be a very useful tool in learning about a person, as long as the viewer remembers that the photograph is not actually the whole picture. Encourage students to think about photographs as a small representation of reality, and to always speculate what is happening outside the frame of the photo. What did the photographer leave out or ignore? For what purpose did the photographer take the photo? In what context is the photo being used?

Languages of Africa

Time Needed	Approximately 40 minutes
Prior Knowledge	Basic map-reading knowledge
Lesson Assessment	Formative: worksheet, class discussion
Standards	D2.Geo.6-8. <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</i>
Materials Needed	African Languages Handout ³ , Colonial Languages Handout ⁴ , pencil

Objectives

Students will be able to...

- Use maps to answer questions about a region
- Understand the significance of the many different languages spoken in African countries

Time	Learning Task	Methods or Procedures
5 mins	Students receive handouts.	Teacher passes out handouts and gives instructions.
15 mins	Students work on handouts.	Individual or small group student work. Teacher monitors and facilitates.
20 mins	Class discussion: <i>How many of you can speak more than one language? How many languages do you think are spoken in the United States? What can classifying languages tell you about the culture and history of a place? How would it impact your life if someone from a different country came to your community, and forced you to learn and use their language?</i>	Teacher asks students questions and lets them lead the discussion and give multiple answers.

³ Handouts and Worksheets, pg. 24-25

⁴ Handouts and Worksheets, pg. 26-27

Families and Communities in Africa

Time Needed	Approximately 30 minutes
Prior Knowledge	Reading comprehension strategies
Lesson Assessment	Formative: worksheet, written responses
Standards	<p>CCSS.ELA-Literacy.RL.6.2 <i>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i></p> <p>CCSS.ELA-Literacy.RL.6.4 <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</i></p>
Materials Needed	Family Stories Handouts, Families and Communities in Africa worksheets ⁵ , writing utensil

Objectives

Students will be able to...

- Use strategies before, during, and after reading to construct meaning of the text
- Compare and contrast their own family structure with examples given in the stories
- Recognize that there are many possible family and community situations in Africa, just as there are in the United States.

Time	Learning Task	Methods or Procedures
5 Mins	Teacher passes out both handouts and gives instructions.	Teacher instructs students to read both stories, annotating as they wish by highlighting or writing any thoughts in the margins. After they have finished reading both stories, they may answer the questions on the worksheet.
10 Mins	Students read the stories and fill out the worksheet.	Independent student work; teacher monitors and facilitates.
10 Mins	Students answer the writing prompt given by the teacher	Individual writing activity; teacher gives the following prompt: <i>Tell a story about your own family life. Include details about both your nuclear and extended family! After you have finished writing your story, compare your own family structure and life to the lives of Zainebu, Hannutu, and David. How are your lives similar? How are they different?</i>

⁵ Handouts and Worksheets, pg. 28-29

⁶ Handouts and Worksheets, pg. 30

5 Mins	Class discussion: teacher asks the following discussion questions: <i>do you think all families in Africa look like those exemplified in the stories we read today? Are the lives of all of your neighbors and everyone in your community the same as yours?</i>	Teacher led discussion; teacher asks questions and prompts students for answers.
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Homework

Time Needed	Approximately one hour (at home)
Prior Knowledge	Previous lessons of this module
Lesson Assessment	Formative: collected homework assignment
Standards	D2.Geo.6.6-8 <i>Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence.</i>
Materials Needed	Homework handout ⁷ , paper, pencil

Objectives

Students will be able to...

- Apply knowledge from previous lessons to their writing
- Form an opinion and back it up with personal experience and learned knowledge
- Define the term culture, and recognize its importance in the world

Time	Learning Task	Methods or Procedures
5 mins.	Teacher passes out handout, and briefly describes the homework assignment.	Teacher gives instructions and due date.
Homework		
1 hour	Students complete all of the assignments on the handout(s) and bring it back to class on the assigned due date.	Individual student work, at home.

Handouts and Worksheets

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Cultural Diversity in Africa Photos



Image 1



Image 2



Image 3



Image 4



Image 5



Image 6



Image 7



Image 8



Image 9



Image 10



Image 11



Image 12

Writing Prompts

First Writing Prompt:

Pretend you are someone from a different country, looking at this photo (of yourself) of someone you have never met before and know nothing about. Using only details you can see in the photograph, what do you think is happening? What can you assume about this person's life or culture from the details in the photo? Do you think every person in this classroom, or every person in the United States, has a lifestyle like the one shown in your photo?

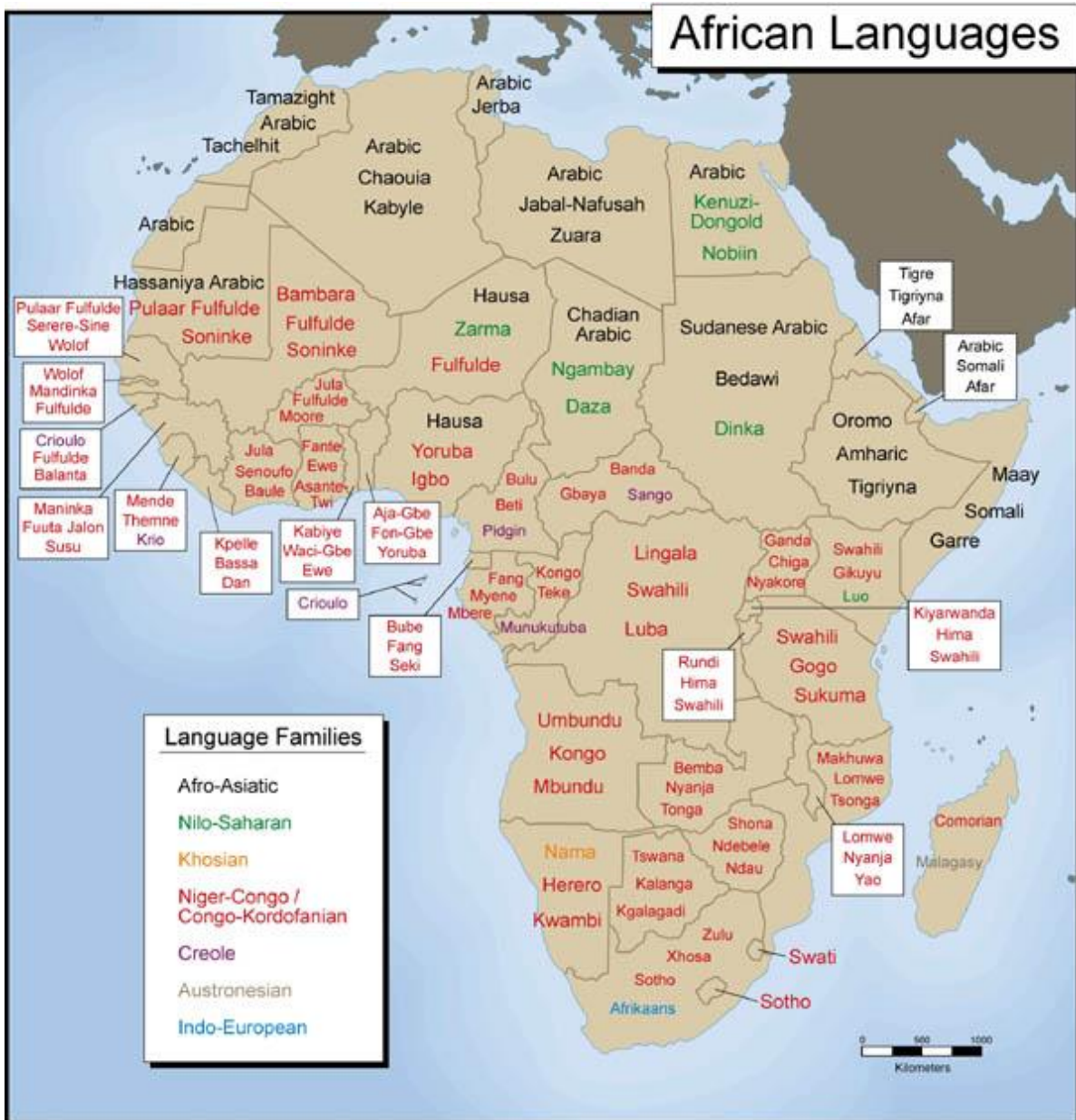
Second Writing Prompt:

Now consider the fact that every photo has a story behind it that may not be fully captured by the photo itself. Write a short story about what was happening when the photo of you was taken; include a beginning, middle and end.

Skip a line and then consider this: there is a lot more to your life, culture, and personality than what is represented in that photo. Write something important about yourself that someone might not know just by looking at the photo.

African Languages

The map below displays some of the most widely spoken languages in the African country (however, there are more than 1,000 languages spoken in Africa total). The languages on this map are also classified by language family. Language families are large groups of many languages that have something(s) in common with one another. Languages in a language family are usually thought to have come from a common origin. However, as people speaking that language moved away from each other, the language changed in different ways with each group. Eventually each group developed its own distinct new language.



Use this map and what you already know to answer the questions on the next page.

1. Which language family in Africa has the largest number of languages in it, according to those listed on the map?

2. By looking at the names of the language families, do you suspect that any of them extend into regions outside of Africa? Which ones? Why?

3. Find the corresponding language family for each African language listed below:
 - a. Lingala

 - b. Shona

 - c. Amharic

 - d. Nama

 - e. Malagasy

 - f. Dinka

 - g. Mandinka

 - h. Crioulo

 - i. Zulu

 - j. Zarma

Colonial Languages

The map on the following page shows languages that were introduced to Africa when Africa was colonized by European countries. During this time, several European countries took control of territories in Africa that they claimed for themselves. Some regions had more than one European country that claimed them at various points in history. As a result, European languages, or colonial languages, became the official language(s) in most Africa countries. While this remains the case even today, most Africans speak indigenous African languages as a first language and colonial languages are generally spoken as a second or third language. However, many schools are instructed in European languages, and official government business is conducted using European languages. The interaction of colonial languages and African speakers created new African uses of these European, or colonial, languages. Ghanaian English, for example, includes words and phrases unique to Ghana, as Ghanaians have taken English and made it their own. In some cases, hybrid languages, such as pidgin or Creole, grew out of the meeting of African and European languages.

Use the map on the following page to answering these questions:

1. How many countries have more than one colonial language listed for them? Can you name any of these countries?
2. What are the six European languages that are colonial languages of Africa?
3. Do you know what language family these European languages belong to? If not, how would you find out?

Colonial Languages



Family Stories

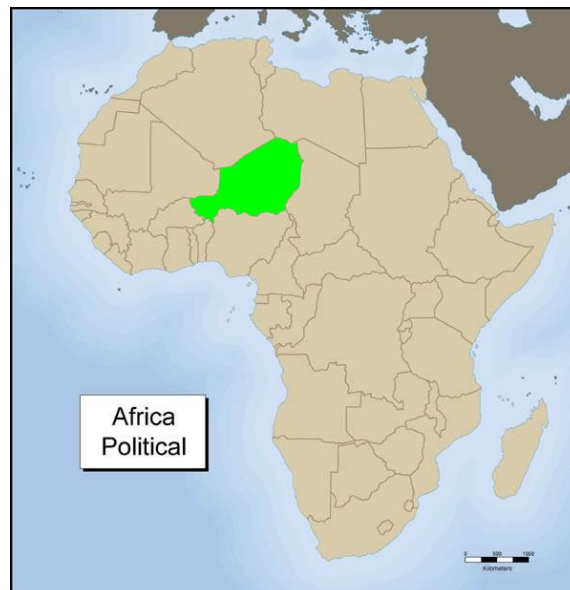
Story # 1

Zainebu is the oldest child in her family. She has three younger brothers and one younger sister. Zainebu is 12 years old and in her sixth year of primary school. She lives in a town in Niger where most people speak a language called Hausa.

Every morning Zainebu wakes up at sunrise and takes two large containers down to the water pump at the end of the street. There she fills them up with water for her family so they can take their morning baths. Zainebu has to get a lot of water! Not only do her brothers and sisters have to take bathes with this water each morning, but also her mother, father, and grandfather. She usually goes to the water pump with her half-sister Hannatu, who gets water for her own mother and two sisters. Zainebu and Hannatu both have the same father, but different mothers. They live in a culture where a man can have more than one wife, so their father has married two women. This kind of marriage is called polygamy.

The girls live together in their father's family home along with their mothers, brothers, sisters, and grandfather. When families typically live in the father's family home, this is referred to as a patrilocal culture. There are four small houses in their family home, which is sometimes called a compound. Both Zainebu and Hannatu's mothers each have their own small house in the compound where they sleep along with their children. The father has his own house, and the grandfather has a house too. What is the fourth house for then? It is the kitchen, where most of the cooking is done.

As Zainebu and Hannatu were walking to the water pump one day, they remembered that it was a special day. Their cousin Mariama from another town was coming to spend her school vacation with them. Mariama's father and Zainebu and Hannatu's father are brothers. That means the girls are patrilineal cousins. Zainebu and Hannatu love having family come and stay with them. They are very close to their extended family. Extended families include relatives beyond just mother, father, brothers, and sisters. Both girls discuss what questions they want to ask Mariama about some of their extended family who live with her. They want to know how their aunt and uncle are doing as well as some of their other cousins.



Story # 2

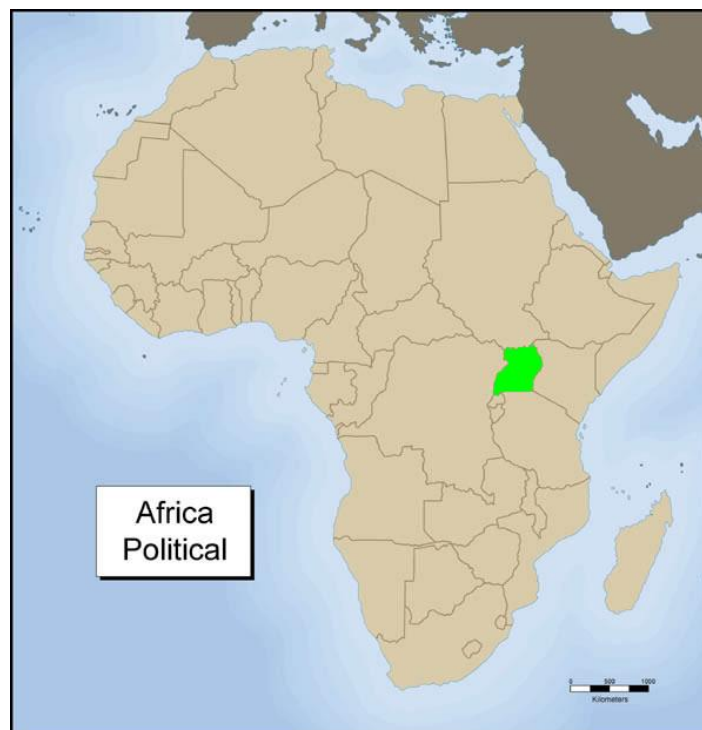
David is a student who is in secondary school in Kampala, the capital city of Uganda. Secondary school usually consists of grades 8 through 13 in Uganda. David has gotten used to living and going to school in a big city. Kampala has over one million people living in it. David lives in an apartment with his older brother Eric, grandmother Florence, and cousin Ronald. Except for David's older brother, his nuclear family lives in another city about 50 miles away from Kampala. A nuclear family usually refers to a mother, a father, and their children.

David likes living in Kampala. He has made some good friends at school who get together twice a week to play soccer. They meet after school and use the school athletic field.

David's brother Eric came to Kampala to find work. He wanted to save money to send home to his mother and father to help them with expenses for his brothers and sisters. Eric also is starting to save money for his own wedding, which he is hoping will take place in about a year. Eric did well in school and was able to get a degree in accounting. Now he has a job at a bank in Kampala.

David's cousin Ronald is a good friend of his. Ronald's mother and David's mother are sisters. This makes them matrilineal cousins. Both of them have made friends in the neighborhood with a group that likes to play sports together on the weekends. Often in the evenings, this group of friends congregates outside David's apartment building to sit and chat as they watch the stars.

David's favorite nights are when Grandma Florence decides to come out and join him with his friends. She tells them about her life in a small village when she was a girl and how she met her husband years ago. When they were newly married, she and her husband moved to Kampala because her husband got work there as a school teacher. They have lived in Kampala ever since. Five years ago Grandma Florence's husband passed away, and her three grandsons David, Eric, and Ronald came to live with her. Grandma Florence is their matrilineal grandmother. That means that she is the mother of their mothers.



Families and Communities in Africa Worksheet

Story #1:

1. Use the story to define the following terms:
 - a. Polygamy
 - b. Patrilocal
 - c. Compound
 - d. Patrilineal cousins
 - e. Extended family
2. How many people lived in Zainebu and Hannatu's home before their cousin Mariama's arrival? Who are they?

Story #2:

1. Use the story to define the following terms:
 - a. Secondary school (in Uganda)
 - b. Nuclear family
 - c. Matrilineal cousins
 - d. Matrilineal grandmother
2. How is this story different from Story #1 about Zainebu's family? How is it similar?

Homework

List the names of your nuclear and extended family, and their relation to you, in the appropriate column. For example, you may write "Sarah Jones, my sister." Underneath, write about your family. How many people live in your house? Does your family have any special or unique traditions?

Nuclear Family	Extended Family

Homework (Cont.)



Here are photos of two different families in Africa. The first family lives in a medium size city in the country of Zambia. The second family is from Mauritania, and they are nomadic herders.

Homework (Cont.)

Using the photos from the previous homework page, respond to all of the following prompts on separate pieces of notebook paper (each prompt should have at least a one page response).

1. Choose one family and use your own creativity to write a short narrative about what you think their lives are like. You should base this information on what you have learned so far about Africa, but also use your imagination to make the story interesting. Conclude your narrative with a brief statement about what things we can and cannot really know about these people's lives by merely looking at a picture. How could you find out more about their lives?
2. Pick someone close to your age in one of the two families above to write an imaginary letter to about what your own country's culture is like. You may want to explain to them what language(s) people speak, what kinds of families and communities exist, what religions are most common, or what people do from day to day. You can invent a name for the person or just start the letter "Dear friend."
3. How is your own culture you wrote about in your letter similar to the short narrative you wrote about the family in Africa? How is it different? Why is it important to recognize the diversity of different cultures across the world along with the similarities? Present an argument using examples from previous lessons, personal experiences, and other ideas you have on the topic.

Answer Keys and Examples

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Cultural Diversity in Africa Photos

Image 1

These students are displaying their school lunch, a porridge made from sorghum. They live in Botswana.

Image 2

These are students in a Koranic school, using charcoal to write in Arabic on wooden slates. They live in Somalia.

Image 3

These women are pounding grain with a mortar and pestle as part of a meal preparation. They live in Burkina Faso.

Image 4

This is a young tailor who is sewing a pair of shorts in the market. She lives in the Democratic Republic of Congo.

Image 5

These men are playing long horns (kakaki) as part of a celebration marking the end of a month of fasting for Muslims, called Ramadan. These men live in Nigeria.

Image 6

This photo shows an elder leaving a religious shrine in Burkina Faso.

Image 7

These women are religious sisters in an African Independent Church in Zimbabwe.

Image 8

The people in this photo are dancing at an Independence Day celebration in Gabon.

Image 9

These people are walking down a narrow street in Morocco. The buildings on either side of them have shops and apartments.

Image 10

These people are at a market in Gambia. They may be bartering over the price of a particular item.

Image 11

These are university students at the University of Witwatersrand in Johannesburg, South Africa. They are participating in an anti-Republic Day rally.

Image 12

This is a view of part of Dakar, Senegal. Students may notice the traffic, types of buildings, antenna, etc.

African Languages

Which language family in Africa has the largest number of languages in it, according to those listed on the map?

Answer: The largest language family in Africa is the Niger-Congo. Altogether, there are 1,436 languages in this family.

By looking at the names of the language families, do you suspect that any of them extend into regions outside of Africa? Which ones? Why?

Answer: Students will probably suggest the Afro-Asiatic family and Austronesian family extend to Asia and Australia respectively. It is true that there are a large number of Afro-Asiatic languages in Asia. However, Austronesian is a large language family that extends to many regions of Asia and islands in the Pacific, but not Australia. Some students may have suggested Creole as well. Creole is a language family that consists of certain languages worldwide on every continent that were formed as a combination of two or more different languages being fused together. For example, during the African diaspora, Africans were sent around the world where they mixed their African languages with local languages, thus creating new Creole languages.

Find the corresponding language family for each African language listed below:

Answer:

- a. Lingala –Niger-Congo
- b. Shona –Niger-Congo
- c. Amharic –Afro-Asiatic
- d. Nama –Khosian
- e. Malagasy –Austronesian
- f. Dinka –Nilo-Saharan
- g. Mandinka –Niger-Congo
- h. Crioulo –Creole
- i. Zulu –Niger-Congo
- j. Zarma –Nilo-Saharan

Colonial Languages

How many countries have more than one colonial language listed for them? Can you name any of these countries?

Answer: 8

- Egypt (French and English)
- Somalia (English and Italian)
- Cameroon (French, English, and German)
- Togo (French and German)
- Tanzania (German and English)
- Namibia (English and German)
- Mauritius (English and French)
- Seychelles (English and French)

What are the six European languages that are colonial languages of Africa?

Answer: French, English, German, Portuguese, Spanish, Italian

Do you know what language family these European languages belong to? If not, how would you find out?

Answer: These languages belong to the Indo-European language family. Languages in this family are mainly spoken in Europe and parts of Asia, although Indo-European languages have spread all over the world. In all 425 Indo-European languages are spoken throughout the world.

Families and Communities in Africa

Story #1:

Use the story to define the following terms:

Answer:

- a) Polygamy –A type of marriage where a man can have more than one wife
- b) Patrilocal –a term used to describe a family that lives in the father’s family home
- c) Compound –A family home that consists of several small houses together on the same property
- d) Patrilineal cousin –A cousin whom one is related to through one’s father
- e) Extended family –relatives beyond just one’s mother, father, brothers, and sisters

How many people lived in Zainebu and Hannatu’s home before their cousin Mariama’s arrival?

Answer: There are twelve people in the home: Zainebu, her four siblings, her mother, her father, Hannatu, Hannatu’s two siblings and her mother, and the grandfather.

What are two things about Zainebu and Hannatu’s life that are similar to your own life? What are two things that are different?

Answers will vary

Story #2:

Use the story to define the following terms:

Answer:

- a) Secondary school (in Uganda) –generally grades 8 through 14
- b) Nuclear family –usually refers to a mother, a father, and their children
- c) Matrilineal cousin –a cousin whom one is related to through one’s mother
- d) Matrilineal grandmother –the mother of one’s mother

How is this story different from Story #1 about Zainebu’s family? How is it similar?

Student answers will vary. Some similarities may be that extended families are important in both stories, and the children live with one of their grandparents in both stories, or that both stories are about students. Differences may include living in an urban versus a more rural environment, polygyny versus monogamy, or children living with primarily nuclear versus primarily extended family.

How is David’s life similar to your own life? How is it different?

Answers will vary.