



Lesson Plans Digital Booklet

Table of Contents

Introduction.....	3
Unit Four: Regional Perspectives.....	4
Module Eighteen	5
What is Central Africa?.....	6
History of Central Africa.....	7
Cultural Expressions in Central Africa.....	9
Current Issues in Central Africa	11
Handouts and Worksheets.....	13
Answer Keys.....	24

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 Four

Regional Perspectives

Module Eighteen: Central Africa

This module will introduce students to the cultural, social, economic, and political richness and diversity of the Central African region. Through the learning activities students will learn about the primary physical and social characteristics of this dynamic region, and come to understand the social, economic, political, and cultural processes and relationships that lead to continuity and change within the region.

Specifically, the learning activities will address uniformity, diversity, and change within southern Africa through examining the following:

Geographic characteristics: topography, major land-forms, climate vegetation and how these factors impact the way people live, make a living, and view the world.

Socio-cultural characteristics: where people live—rural/urban; social identifiers/constructs (race, ethnicity, gender, class); language, religion, expressive culture (art, music, performance, literature/drama)

Economic characteristics: modes (methods) of production, distribution, and consumption; role of agriculture (and land ownership), industry, mining; trade within region (and external); labor; disparities in wealth and poverty.

Political Characteristics: number of countries within region; types of government; relationships between nations in region; regional organizations; political conflicts, democratization and human rights.

Module Eighteen

What is Central Africa?

History of Central Africa

Cultural Expressions in Central Africa

Current Issues in Central Africa

What is Central Africa?

Time Needed	Approximately 45 minutes
Prior Knowledge	Basic geography knowledge
Lesson Assessment	Formative: worksheet, journal, group participation
Standards	<p>CCSS.ELA-Literacy.RI.8.2 <i>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text</i></p> <p>CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reason and relevant evidence</i></p> <p>D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i></p>
Materials Needed	Pencil, access to Exploring Africa, What is Central Africa Reading Guide ¹ , journal

Objectives

Students will be able to...

- Understand the role of Central Africa as a region and the environment of Central Africa
- Explain the importance of water as a resource (in more ways than just drinking)
- Solve problems using fact-based evidence and creative solutions
- Work in a group
- Use maps to determine information about a place

Time	Learning Task	Methods or Procedures
2 min	Students receive What is Central Africa Reading Guide, listen to instructions, and get on Exploring Africa	Teacher hands out reading guide and instructs students to get on module eighteen, activity one of Exploring Africa.
28 min	Students read through the text of the activity, filling out their reading guides as they go.	Individual student activity; teacher monitors and assists as needed.
10 min	Journal writing: students answer the following prompt in their journal: <i>The text remarks, "Many central Africans countries believe that having closer links with each other will be beneficial for their</i>	Individual student work; teacher prompts students to continue writing for the full time

¹ Handouts and Worksheets, pg. 14

	<p><i>countries and populations. However, records show that only limited initiatives toward political unity or economic integration have been taken.” What are some ways that you can think of to strengthen political and economic ties in Central Africa? You can build upon efforts that have already been made and were described in the text, or suggest completely new ideas. How will you integrate your idea in Central Africa?</i></p>	
5 min	Students share their ideas in small peer groups	Group work; students share their journal answers, teacher monitors and assists

History of Central Africa

Time Needed	Approximately 40 minutes
Prior Knowledge	Basic knowledge of trade
Lesson Assessment	Formative: journal
Standards	<p>CCSS.ELA-Literacy.RI.8.2 <i>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas</i></p> <p>CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reason and relevant evidence</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Journal, History of Central Africa Reading Guide ² , pencil, access to Exploring Africa

Objectives

Students will be able to...

- Summarize the history of Central Africa
- Respond to text with relevant examples and writing
- Complete independent research
- Form opinions and write arguments

Time	Learning Task	Methods or Procedures
2 min	Students receive reading guide, listen to instructions, and get on Exploring Africa.	Teacher hands out reading guide and instructs students to get on Module eighteen, activity two of Exploring Africa.
20 min	Students read through the text of activity and answer the questions on their reading guide in their journals as they read.	Individual student work; teacher monitors and assists as needed.
2 min	Quick physical activity break: students may stand up, stretch, and walk around the room before refocusing on the assignment.	Halfway through the reading, teacher instructs students to stand up and move around for two minutes.
16 min	Students finish reading the text and answering the questions from the reading guide in their journals.	Individual student work; teacher monitors and assists as needed.

Cultural Expressions in Central Africa

Time Needed	Approximately 42 minutes
Prior Knowledge	Completion of module 13: African Music
Lesson Assessment	Formative: journal, worksheet, participation
Standards	<p>CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</i></p> <p>CCSS.ELA-Literacy.SL.8.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on other's ideas and expressing their own clearly.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Mario Handout ³ , Mario (English) Handout ⁴ , song clip Oh Mario (http://www.congoplanet.com/Franco_Luambo_Makiadi.jsp?i=42&st=f), access to Exploring Africa, journal, pencil, Cultural Expressions worksheets, way to play song for whole class

Objectives

Students will be able to...

- Recognize the cultural significance that music has
- Recognize how music shapes culture and culture shapes music in turn
- Recognize the global differences and similarities in music that are due to culture and history
- Comprehend the main themes present in the role of music in Central Africa
- Analyze song lyrics for meaning, recognizing media as more than just a form of enjoyment
- Participate in a discussion with peers based on opinion
- Reform an opinion based on new evidence

Time	Learning Task	Methods or Procedures
5 min	Students receive Oh Mario lyrics handout, and quickly skim over the lyrics	Individual student work; teacher passes out handout and sets up music video on Oh Mario.

³ Handouts and Worksheets, pg. 19

⁴ Handouts and Worksheets, pg. 20

⁵ Handouts and Worksheets, pg. 21

	while the teacher loads the music video	
5 min	Students watch Oh Mario music video. While they are watching, they jot down some notes in their journal on what they think the lyrics mean, and what they think the song might be about. Why do they think this? How does the, instruments, tempo and rhythm of the song influence your thinking? Does it create a certain mood?	Individual student journaling: teacher plays song, whole students write down their thoughts.
5 min	Class discussion: the class discusses what they think about the song, and what it means. Students take turns sharing answers, and giving their reasons for their answer.	Whole group discussion; teacher facilitates.
5 min	Students receive Oh Mario (English handout), and now read the lyrics to Oh Mario in English. In their journal, they write whether or not they still think the song has the same meaning as before. What changed?	Individual student work; teacher passes out handout, students read and write a response
2 min	Students receive Cultural Expressions reading guide and listen to instructions.	Teacher passes out reading guide and instructs students to get onto module eighteen, activity three.
20 min	Students read through the text of activity three, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed

Current Issues in Central Africa

Time Needed	Approximately 42 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: class discussion, journal, worksheet
Standards	<p>CCSS.ELA-Literacy.W.6.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i></p> <p>CCSS.ELA-Literacy.SL.6.4 <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	<p>Lake Nyos video: https://www.youtube.com/watch?v=zEs6j0MGTgk, Lake Nyos Demonstration video: https://www.youtube.com/watch?v=1xuAS9Z1e_4</p> <p>Current Issues Reading Guide⁶, pencil, journal, access to exploring Africa, way to show video in class</p>

Objectives

Students will be able to...

- Explain different current issues affecting Central Africa
- Notice discrepancies between different news sources or sources of information
- Understand the reason that different sources report differently on the same event

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa	Teacher hands out reading guide and instructs students to get onto Module 18, activity 4 of Exploring Africa.
15 min	Students read the text, filling out their reading guides as they go.	Individual student work; teacher monitors and assists as needed
6 min	Students watch the video on Lake Nyos	Teacher shows video to whole class
6 min	Students watch the video on the Lake Nyos demonstration OR (optional)	Teacher shows the video to the whole class OR (optional) Teacher may perform the demonstration in

	The teacher may perform the demonstration in front of the class.	front of the class (note: this takes more time, materials, and preparation. Teacher may watch video beforehand to learn how to perform the demonstration)
10 min	<p>Written response:</p> <p>Students answer the following question.</p> <p><i>Were there any discrepancies between what you read in the text, what you saw in the video about the Nyos disaster, and the demonstration of the science behind the disaster? What were they? Why do you think these different accounts and explanations of the same event exist?</i></p>	Individual work; teacher monitors and encourages students to write for the whole time allotted.

Handouts and Worksheets

What is Central Africa Reading Guide.....	14
History of Central Africa Reading Guide.....	17
Mario Lyrics.....	19
Mario Lyrics (English)	20
Cultural Expressions in Central Africa Reading Guide.....	21
Current Issues Reading Guide.....	23

What is Central Africa Reading Guide

1. Central Africa is dominated by _____
2. What are some of the ways that the Congo provides for people in Central Africa?

3. Carefully examine the vegetation maps. List the countries in West and Central Africa that have tropical rain forests. List the other regions of the world that have significant tropical rain forests.

4. Use the passage on Central African ethnic groups and languages and Exploring Africa's country databases to complete the following table.

Languages and Ethnicities of Central Africa			
Country	Ethnic groups (top 3 in population)	Indigenous African Languages (top 3)	European Colonial Language
Cameroon			
Central African Republic			
Democratic Republic of Congo			

Republic of Congo			
Gabon			
Equatorial Guinea			

5. You have read about how long it will take for a population to double. In this exercise you will be doing research on your own. Go to the country overview page and find the annual population growth rate of Central Africa's countries. Calculate for each of them how long it will take for each country to see its population doubled and enter your findings on the following table.

Population Growth Rate			
Country	Current Population	Current Growth Rate	Years to Double
Cameroon			
Central African Republic			
Democratic Republic of Congo			

Republic of Congo			
Gabon			
Equatorial Guinea			

History of Central Africa Reading Guide

Directions: In your journal, answer all of the following questions based on the text in Module Eighteen, activity two.

1. Who were believed to be the first dwellers of Central Africa?
2. What characterized the later Iron Age in Central Africa?
3. Identify two important items in the growth of trade in Pre-colonial Central Africa and briefly explain how they contributed to this growth.
4. The relationship between the Portugal and Kongo started out with great promise, but was compromised by Portugal's greed, particularly their desire for slaves to work in the mines and sugar plantations in Brazil. Write a short essay in which you speculate how the Kongo kingdom may have developed had the Portuguese collaborated with Afonso to fulfill his vision for the Kongo and had not engaged in the slave trade.
5. You have learned that some of the missionaries sent by the Portuguese King were former convicts.
 - a. Why did this matter? Explain.
 - b. What differences would it have made if they were regular people?
6. What demonstrated that Afonso I had the will to develop his kingdom?
7. Slavery became a serious issue for King Afonso I. How did he fight against it? Was he successful?
8. You have read in the text that Shamba Bolongongo was 'smart.' What in his story demonstrates he was a smart man?
9. The story of Shamba is that of a leader. Do you know of any great leaders? What do you think make her/him a great leader? Having read Shamba's story, identify the qualities and virtues that make a great leader. Compare and exchange your responses with another group. What was the most common characteristic(s) cited by either of you? Do you think Shamba was a great leader?
10. What does 'Mwata Yamvo' mean?
11. You have read that the 'Mwata Yamvo' empire had a 'well defined political organization.' Do you agree with this statement? Justify your answer.
12. It was mentioned that colonial powers had to resort to concessionary companies to rule and govern the colonies; can you say why? Imagine you are an African of the concessionary years. What would your response be to the demands made by the concessionary companies?
13. You have learned that one of the key issues under colonization was whether to extend the colonial education to Africans or not. Do you think that it was a good idea to let Africans have access to colonial education? Why?
14. The colonizer has a moral responsibility to invest in health care infrastructure. Do you think that was the only reason why they invested in the health care system? If not, why else was it important for the colonizer to invest in the colonial health care system?
15. Patrice Lumumba was the first prime minister of independent Congo. Within a year of taking office he was tragically murdered. Using web resources find out why he was assassinated and the impact of this event on the history of post-colonial Congo. Write at least one page on your findings.

16. You have read about the post-independence international relations of some Central African countries. Some leaders decided to keep friendly relationship with the former colonizers, while others decided not to greatly reduce their ties with the former colonizers. In your judgment what is the best approach? Should the former colonies maintain friendly and close ties with their former colonizers? Be sure to give reasons for your answer.
17. In the section about Decolonization (see A. The Road to Independence), you have read about the 'flag Independence.' What exactly does this term mean? What is needed to achieve genuine independence?

Mario by Franco

Oh Mario

Luka ata mwasi yo moko obala

Mario mosala kolinga ba maman mobokoli

Basuka yo te?

Oh Mario nai napekisa yo

Kolingaka basi bazali na mbongo

Yoka ndenge azali kokaba yo na mitema ya basi mpe mibali

Sala quand mme effet oluka mosala Mario

Yo mutu ozali na ba diplmes mitano Mario

Mpo na nini ozali kobebisa kosambuisa kombo na yo

Mario ah nalembi.

Cherche une femme que tu peut pouser

Mario a l'habitude d'aimer des gnreuses mres

N'es-tu pas maudit ?....

Oh Mario ! Je t'ai dj interdit

D'aimer des femmes qui ont beaucoup d'argent

Ecoute comment elle te dnigre auprs des femmes et des hommes

Fais quand mme un effort pour trouver du travail

Toi qui a cinq diplmes Mario

Mario, pourquoi tu te rabaisses ?

Tu avilis ton nom

Mario j'en ai marre

Mario by Franco (English)

Oh Mario

Look for a woman you can marry

Mario often falls in love with generous mothers

Are you cursed?

Oh Mario! I have already warned you against

Falling in love with women who have lots of money

See how they denigrate you (to women and men)

Try and get a job

Mario, you have five degrees

Mario, why do you lower yourself?

You vilify your name

Mario, I am fed up with you

Current Issues Reading Guide

1. Why do you think the tsetse fly is considered the 'King of Africa'?
2. How many outbreaks of Ebola do we know of so far? Be specific about the year they happened. Do a Google search to find out if there have been more recent outbreaks of Ebola.
3. Observe the picture from the lesson of the individual suffering from sleeping sickness. What did you notice on his body? What explanation can you suggest about his physical conditions?
4. Seasons, climate, and environment determines how humans dress. If you were to go out in the winter, dressed in shorts, a t-shirt, and sandals, what would your parents say? Would they find your dress appropriate? Would you go out in the summer in snow boots, a warm hat, and mittens? Look closely at the below picture of Central African children. Do you think they are properly dressed against the tsetse fly? Justify your answer.
5. Carefully reread Joseph Nkwain's account of the Lake Nyos disaster. What details suggest how intense the disaster was?
6. From what you have read about the lake and from Joseph Nkwain's account, write a paragraph in which you will argue whether or not it is safe to settle in a town near the lake. Give at least two reasons to support your position.

Answer Keys and Examples

What is Central Africa Reading Guide.....	25
History of Central Africa Reading Guide.....	27

What is Central Africa Reading Guide

Central Africa is dominated by _____

Answer: water: rivers systems and lakes

What are some of the ways that the Congo provides for people in Central Africa?

Answer: water for drinking, livestock, and crops, transportation/trade, fishing, hydroelectricity

On your computer, go to Google Earth and search for the Congo River. First look at the satellite image of the entire Congo River basin. Then zoom in on different sections of the river. What do the satellite images and attached photographs tell about the topography and vegetation of the Congo River Basin? Related, using the same images, what can we learn about the human demography (population density and settlements) in the Congo River Basin? What is the relationship between the topography, climate and human demography?

Answers will vary

On google maps, search for and zoom in on the Inga Water Falls and Inga Hydroelectric Dams in the Congo. Using the satellite imagery locate the dams in relationship to the water falls. Examine the topography (physical terrain), vegetation, and distance to major urban areas and to the large mining complexes in south-western Congo. How might these factors impact the distribution off electric power from the dams?

Answers will vary

Use the passage on Central African ethnic groups and languages and Exploring Africa's country databases to complete the following table.

Languages and Ethnicities of Central Africa			
Country	Ethnic groups (top 3 in population)	Indigenous African Languages (top 3)	European Colonial Language
Cameroon	Cameroon Highlanders, Equatorial Bantu, Kirdi	Budu, Beti, Pidgin	English, French
Central African Republic	Baya, Banda, Mandija	Sangho, Gbaya, Banda	French

Democratic Republic of Congo	Bantu, Mongo, Luba	Lingala, Kingwana, Kikongo	French
Republic of Congo	Kongo, Sangha, M'Bochi	Lingala, Monokutuba, Kikongo	French
Gabon	Fang, Bapounou, Nzebi	Fang, Myene, Nzebi	French
Equatorial Guinea	Fang, Bubi, Mdowe	Fang, Bubi	French, Spanish

History of Central Africa Reading Guide

Who were believed to be the first dwellers of Central Africa?

Answer: forest-dwellers who lived in the Congo or in the savanna

What characterized the later Iron Age in Central Africa?

Answer: specialized agricultural economy, high population growth, better fed people, increase in immigration, and a more careful use of the land.

Identify two important items in the growth of trade in Pre-colonial Central Africa and briefly explain how they contributed to this growth.

Answer: students may talk about salts, textiles or fish

The relationship between the Portugal and Kongo started out with great promise, but was compromised by Portugal's greed, particularly their desire for slaves to work in the mines and sugar plantations in Brazil. Write a short essay in which you speculate how the Kongo kingdom may have developed had the Portuguese collaborated with Afonso to fulfill his vision for the Kongo and had not engaged in the slave trade.

Answers will vary

You have learned that some of the missionaries sent by the Portuguese King were former convicts.

Why did this matter? Explain.

Answer: They weren't interested in helping with development. Instead they captured the Kongo people and contributed to the slave trade.

What differences would it have made if they were regular people?

Answer: Portuguese slavery wouldn't have been practiced in Kongo. Many lives would not have been decimated.

What demonstrated that Afonso I had the will to develop his kingdom?

Answers will vary

Slavery became a serious issue for King Afonso I. How did he fight against it? Was he successful?

Answer: he appointed a committee that was charged with the stopping of kidnapping and selling slaves. They were not successful, and he ended up weakening his authority.

You have read in the text that Shamba Bolongongo was 'smart.' What in his story demonstrates he was a smart man?

Answers will vary

The story of Shamba is that of a leader. Do you know of any great leaders? What do you think make her/him a great leader? Having read Shamba's story, identify the qualities and virtues that make a great

leader. Compare and exchange your responses with another group. What was the most common characteristic(s) cited by either of you? Do you think Shamba was a great leader?

Answers will vary

What does 'Mwata Yamvo' mean?

Answer: lord of the viper, or master of wealth

You have read that the 'Mwata Yamvo' empire had a 'well defined political organization.' Do you agree with this statement? Justify your answer.

Answers will vary

It was mentioned that colonial powers had to resort to concessionary companies to rule and govern the colonies; can you say why? Imagine you are an African of the concessionary years. What would your response be to the demands made by the concessionary companies?

Answers will vary

You have learned that one of the key issues under colonization was whether to extend the colonial education to Africans or not. Do you think that it was a good idea to let Africans have access to colonial education? Why?

Answers will vary

The colonizer has a moral responsibility to invest in health care infrastructure. Do you think that was the only reason why they invested in the health care system? If not, why else was it important for the colonizer to invest in the colonial health care system?

Answers will vary

Patrice Lumumba was the first prime minister of independent Congo. Within a year of taking office he was tragically murdered. Using web resources find out why he was assassinated and the impact of this event on the history of post-colonial Congo. Write at least one page on your findings.

Answers will vary

You have read about the post-independence international relations of some Central African countries. Some leaders decided to keep friendly relationship with the former colonizers, while others decided not to greatly reduce their ties with the former colonizers. In your judgment what is the best approach? Should the former colonies maintain friendly and close ties with their former colonizers? Be sure to give reasons for your answer.

Answers will vary