



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 Three

Studying Africa through the Humanities

Module Fifteen: Africa and the World

This module is intended to explore the movement and dispersion of peoples of African descent throughout the world. In the study of the African diaspora, the focus often tends to be on slavery, the trade in peoples that transported millions of Africans to different parts of the world. Here, we have tried to offer a more detailed sketch of the diaspora, describing the movement of Africans before and after slavery. We work from a more nuanced understanding of what the diaspora represents. According to Ruth Simms Hamilton, the African diaspora can be defined as follows:

“The African diaspora represents a type of social grouping characterized by a historical patterning of particular social relationships and experiences. As a social formation, it is conceptualized as a global aggregate of actors and subpopulations, differentiated in social and geographical space, yet exhibiting a commonality based on historical factors, conditioned by and within the world ordering system.” (Simms Hamilton 1990, p.18)

In other words, the African diaspora is composed of all people of African descent who live outside of the continent, whether in Asia, the Caribbean, Europe, North America, or South America. The importance of the diaspora to the future of the Africa was officially recognized by the African Union in 2013, when it decreed that the African diaspora would be recognized as the sixth region of the continent along with Central Africa, East Africa, North Africa, South Africa and West Africa. The diaspora has become an importance advocacy voice for Africa, particularly in the U.S., the U.K. and France. And, the economic potential of the diaspora is reflected in their involvement in the continent: in 2012, seventeen percent of the direct foreign investment in Africa was by individuals and firms controlled by members of the African diaspora. There is great potential for these involvements to grow and expand throughout the continent.

In this module, we study five locations in which peoples of African descent live: Mexico, India, Brazil, Canada and England.

The movement of peoples between Africa and the rest of the world is not unidirectional. Very briefly, this module describes the return of peoples of African descent to the West African countries of Sierra Leone and Liberia.

Module Fifteen

Africans in Mexico

Africans in India

Africans in Brazil

Africans in Canada

Africans in England

The Return to Sierra Leone & Liberia

Summary –Africa in a Global World

Africans in Mexico

Time Needed	Approximately 1 hour
Prior Knowledge	Knowledge of the transatlantic slave trade
Lesson Assessment	Formative: worksheet, class discussion
Standards	<p>CCSS.ELA-Literacy.SL.6.1 <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</i></p> <p>CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i></p> <p>D2.His.7.9-12 <i>Explain how the perspectives of people in the present shape interpretations of the past</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Africans in Mexico Reading Guide ¹ , pencil, access to Exploring Africa website, access to http://www.smithsonianeducation.org/migrations/legacy/almleg.html

Objectives

Students will be able to...

- Explain the history of Africans in Mexico
- Describe the contributions Africans had on Mexican society
- Critically think about the impact of society on the way history is taught and viewed
- Understand that while history is a study of the past, it can be misconstrued through years of memory, biases, preservation, etc.

Time	Learning Task	Methods or Procedures
5 mins	Students receive worksheet, listen to instructions, and get on Exploring Africa	Teacher passes out Africans in Mexico Reading Guide, and instructs students to get on Module Fifteen, Activity One of Exploring Africa
35 mins	Students read through the text of Activity One, answering questions on their reading guide as they do so	Individual student work; teacher monitors and assists as needed.
20 mins	Class discussion: As a class, students discuss their answers to the last question	Class discussion; student led, teacher monitors and facilitates as needed

¹ Handouts and Worksheets, pg. 16

of the reading guide. In addition, students discuss:

Do you think history of the slave trade in Mexico is taught in schools? Is this comparable to the way history is taught or remembered in the United States? Why is history taught and remembered differently around the world?

Africans in India

Time Needed	Approximately 30 minutes
Prior Knowledge	Knowledge of transatlantic slave trade, completion of previous activities in this module
Lesson Assessment	Formative: worksheet
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i>
Materials Needed	Access to Exploring Africa website, Africans in India Reading Guide ² , pencil

Objectives

Students will be able to...

- Explain the history of Africans in India
- Understand the impact of Africans on Indian society, both historically and in modern times

Time	Learning Task	Methods or Procedures
5 min	Students receive worksheet, listen to instructions, and get on Exploring Africa	Teacher hands out Reading Guide and instructs students to get on Module Fifteen, Activity 2 of Exploring Africa
15 min	Students read through the text in module fifteen, activity 2, and fill out their reading guides as they go.	Individual student work; teacher monitors and assists as needed
10 min	Students write a short (fictional) biography based on the instructions given at the end of their reading guide.	Individual student work; teacher monitors and assists as needed

² Handouts and Worksheets, pg. 17

Africans in Brazil

Time Needed	Approximately 30 minutes
Prior Knowledge	Knowledge of transatlantic slave trade, completion of previous activities in this module
Lesson Assessment	Formative: completion of worksheet
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i>
Materials Needed	Access to Exploring Africa website, Africans in Brazil Reading Guide ³ , pencil

Objectives

Students will be able to...

- Explain the history of Africans in Brazil
- Understand the impact of Africans on Brazilian society, both historically and in modern times
- Compare the experiences of Africans in different places around the world

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 on Exploring Africa, Module Fifteen, Activity Three
15 min	Students read through the text on activity three, answering the questions on their reading guide as they go	Individual student work; teacher monitors and assists as needed
10 min	Students create a Venn Diagram comparing the experiences of Africans in Mexico, India, and Brazil	Individual or small group work; teacher monitors and assists as needed

Africans in Canada

Time Needed	Approximately 40 minutes
Prior Knowledge	Knowledge of transatlantic slave trade, completion of previous activities in this module
Lesson Assessment	Formative: reading guide
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i>
Materials Needed	Access to Exploring Africa, Africans in Canada Reading Guide ⁴ , pencil

Objectives

Students will be able to...

- Explain the history of Africans in Canada
- Understand the impact of Africans on Canadian society, both historically and in modern times

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 on Exploring Africa, Module Fifteen, Activity Four
15 min	Students read through the text in the activity, and fill out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
5 min	Students click on the link at the bottom of the activity of websites related to Africans in Canada. Students should skim through the summaries and each pick one website that particularly interests them.	Teacher gives instructions and helps students find the links
15 min	Students spend the remainder of the time clicking through the website, and reading anything that interests them. Students should write down anything that they find especially interesting or have questions or want to know more about.	Individual student work; teacher monitors and assists as needed.

⁴ Handouts and Worksheets, pg. 19

Africans in England

Time Needed	Approximately 30 minutes
Prior Knowledge	Knowledge of transatlantic slave trade, completion of previous activities in this module
Lesson Assessment	Formative: reading guide, individual research
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i>
Materials Needed	Access to Exploring Africa, Africans in England Reading Guides ⁵ , pencil

Objectives

Students will be able to...

- Explain the history of Africans in England
- Understand the impact of Africans on English society, both historically and in modern times

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa website.	Teacher passes out reading guide and instructs students to get on Module fifteen, Activity Five of Exploring Africa.
15 min	Students read through the text in the module, and fill out their reading guides as they go	Individual student work; teacher monitors and assists as needed
10 min	Students research the impact of Africans on British society and economy (as explained in the last question of the reading guide)	Individual student work; teacher monitors and assists as needed

The Return to Sierra Leone & Liberia

Time Needed	Approximately 35 minutes
Prior Knowledge	Knowledge of transatlantic slave trade, completion of previous activities in this module
Lesson Assessment	Formative: reading guide
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i>
Materials Needed	Access to Exploring Africa, Return to Africa Reading Guide ⁶ , pencil

Objectives

Students will be able to...

- Explain the movement of Africans back to Africa –specifically Sierra Leone and Liberia
- Analyze motivations for Africans when deciding whether to return to Africa or stay in the new country
- Describe new issues that come from resettling, including interaction with the indigenous peoples that had remained in Africa

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa website.	Teacher passes out reading guide and instructs students to get on Module fifteen, Activity Six of Exploring Africa.
15 min	Students read through the text in the module, and fill out their reading guides as they go	Individual student work; teacher monitors and assists as needed
15 min	Students write a story about the return to Liberia, based on the instructions given at the end of the reading guide	Individual student work; teacher monitors and assists as needed

Summary –Africa in a Global World

Time Needed	Approximately 2 days
Prior Knowledge	Knowledge of transatlantic slave trade, completion of previous activities in this module
Lesson Assessment	Formative: reading guide Summative: research project
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text (e.g. how idea influence individuals or events or how individuals influence events or ideas).</i> CCSS.ELA-Literacy.W.8.7 <i>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i>
Materials Needed	Access to Exploring Africa, Africa’s Global Connections Reading Guide ⁷ , Africa’s Global Connections research projects ⁸ , pencil

Objectives

Students will be able to...

- Explain the relationship between the United States and Africa, and identify organizational goals that have been established in strengthening these relations
- Examine the impact of Africa’s connection throughout the globe
- Conduct research individually to answer a self-defined question

Time	Learning Task	Methods or Procedures
Day One		
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 15, Activity 7 of Exploring Africa.
10 min	Students read through the text in Activity 7 and complete their reading guide as they go.	Individual student activity; teacher monitors and assists as needed.

⁷ Handouts and Worksheets, pg. 22

⁸ Handouts and Worksheets, pg. 23

3 min	Once students have completed their reading guide, they may come up and get the Africa's Other Global Connections Research Project handout. They should silently and carefully read over the directions given on the handout	Individual student activity; teacher monitors and assists as needed.
25 min	Students begin to brainstorm ideas and conduct research for their project.	Individual student activity; teacher monitors and assists as needed.
Day Two		
3 min	Students get out and organize their materials for their research project	Individual student activity; teacher monitors and assists as needed.
40 min	Students continue working on their research project	Individual student activity; teacher monitors and assists as needed.
2 min	Students should take any unfinished work home, and complete it by the due date. Students hand in their completed projects at the beginning of class on the due date.	Teacher instructs students to finish their projects outside of class. Teacher collects projects on the due date.

Handouts and Worksheets

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Africans in Mexico Reading Guide

1. Based on what you have learned about Africans in Mexico, what do you think the word “Afromestizo” means?
2. Why did Maroon communities settle in rural and isolated areas of Mexico?
3. Why did Africans come to Mexico? How did they get there?
4. Who were the Buffalo Soldiers? Why do you think they agreed to fight against other Native American nations in Mexico and in the US? What did they receive in return for agreeing to enlist as soldiers?
5. What traces of African history exist in Mexico today?
6. Go to <http://www.smithsonianeducation.org/migrations/legacy/almleg.html> and read A Legacy of Slavery. The first few paragraphs detail a lack of knowledge of Mexico’s history of slavery. Based on what you know and have read in this activity, why do you think Mexicans, including African descendants themselves, are ignorant of their own history of slavery?

Africans in India Reading Guide

1. How did Africans get to India?
2. What jobs did Africans do in India?
3. As the trade in slaves increased, what happened to the Sidis?
4. What contributions have Africans and Indians of African descent made to the history of India?
5. On a separate piece of paper, write a short biography of a Sidi living in India. Be sure to set it in a specific year and place. Decide if your character will be a man or woman, and what job he/she will do. Describe what life is like for the character –what worries and happiness does he/she have?

Africans in Brazil Reading Guide

1. How did Africans get to Brazil? What route did they take?
2. In Brazil, what type of work did Africans do?
3. What was Palmares? Who was Zumbi?
4. How did the Brazilian government discriminate against blacks? How did Afro-Brazilians respond?
5. You have now read about Africans and people of African descent living in Mexico, India, and Brazil. How are the experiences of Africans different in each place? How are they similar? Create a Venn Diagram on a separate sheet of paper comparing the three different experiences.

Africans in Canada Reading Guide

1. How did Africans come to Canada? When and why did they come?
2. When Ghanaians came to Canada in large numbers in the 1980s, where and with whom did they live? Why do you think they chose to live this way?
3. In the short story Foggy Seasons, did Shanisa want to leave her home in Africa and come to Canada?
4. Why do you think the children in Shanisa's school make fun of Shanisa and her brother?

Africans in England Reading Guide

1. When did Africans first come to live in Britain? How did Africans get to Britain?
2. Why did descendants of ex-African slaves living in the West Indies migrate to Britain in the twentieth century?
3. What types of work have Africans living in Britain been engaged in? How have Africans in the Diaspora contributed to British society and economy?
4. How has British society discriminated against Africans living in Britain? How have Africans responded to this discrimination?
5. Africans in the diaspora have made significant contributions to the culture and economy of the United Kingdom. Do a web search to see if you can find the sites that highlight these contributions. Write about at least two of them.

The Return to Africa Reading Guide

1. Why do you think that West Africa was selected for Africans in the diaspora who wanted to return to Africa? Why not Central, Southern, or East Africa?
2. Why did freed slaves in the United States, Canada, and Britain decide to return to Africa rather than stay in the new countries?
3. Why do you think that British called the capital of Sierra Leone Freetown? Why did the founders of Liberia select this name for their new country?
4. What was the nature of the relationship between Africans who returned to help found Liberia and Sierra Leone and the indigenous peoples of these areas? What reasons can you give for the nature of these relationships?
5. On a separate sheet of paper, write a short story where you imagine that you are a 14 year old whose family is among the Africans who moved to Liberia in the middle of the 19th century. In your story, you can report on the reasons why your family decided to leave the United States, the trip across the Atlantic Ocean, and settling in Liberia. You may comment on how this new life is different from the one you left behind in America.

Africa's Global Connections Reading Guide

Directions: visit the websites of each of the organizations listed at the end of Activity Seven of Module Five and then answer the following questions.

1. What are the main goals of each organization?
2. How do these goals relate to Africa?
3. What type of information on Africa do these sites provide?
4. Do these organizations have programs that attempt to get Americans involved in Africa? If so, what are the goals of these programs?
5. How do these organizations seek to influence United States government policy in Africa?
6. Based on what you find in these sites, are there issues related to Africa that you think Americans should be concerned about? What are these issues? Why?

Africa's Other Global Connections Research Project

Name: _____

Due Date: _____

Directions: You have just finished learning about five different case studies of Africa's connections of the world. Now it's your turn to make your own case study.

Choose a part of the world that was not covered in the models. You can choose a small region or just focus on one country. Research Africa's connection to that country.

Your research should include:

- When and how did Africans arrive at this country?
- What were their living conditions like in the country?
- How did they interact with other peoples living in the new country?
- How did they contribute to the culture, economy, society, etc. of the country?
- How do they continue to affect the country in present time?

Use the previous activities from this module as a guiding point for the kind of information that you should include in your project.

Create a posterboard that includes the above information, as well as maps, pictures, or any thing else that is relevant or you find interesting to your region's connection to Africa.

Answer Keys and Examples

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Africans in Mexico Reading Guide

Based on what you have learned about Africans in Mexico, what do you think the word "Afromestizo" means?

Answer: African-Mexicans

Why did Maroon communities settle in rural and isolated areas of Mexico?

Answer: They were escaped slaves, so remote areas gave them opportunity to resist the attacks of armies and slave owners.

Why did Africans come to Mexico? How did they get there?

Answer: They were brought as slaves for Spanish colonists.

Who were the Buffalo Soldiers? Why do you think they agreed to fight against other Native American nations in Mexico and in the US? What did they receive in return for agreeing to enlist as soldiers?

Answer: Fighters of the Seminole Black Indian nation. They agreed to fight because they were guaranteed wages and shelter.

What traces of African history exist in Mexico today?

Answer: Town names that resemble African ethnic group and countries, about 1% of the total population is of African descent

Go to <http://www.smithsonianeducation.org/migrations/legacy/almleg.html> and read A Legacy of Slavery. The first few paragraphs detail a lack of knowledge of Mexico's history of slavery. Based on what you know and have read in this activity, why do you think Mexicans, including African descendants themselves, are ignorant of their own history of slavery?

Student answers will vary.

Africans in India Reading Guide

How did Africans get to India?

Answer: The East African Slave Trade

What jobs did Africans do in India?

Answer: soldiers, sailors, traders, bureaucrats, clerics, bodyguards, concubines.

As the trade in slaves increased, what happened to the Sidis?

Answer: their wealth and status declined

What contributions have Africans and Indians of African descent made to the history of India?

Answer: Occasionally African style dances are performed during celebrations and ceremonies. Some freed slaves formed communities that are still in existence today.

Africans in Brazil Reading Guide

How did Africans get to Brazil? What route did they take?

Answer: Transatlantic Slave Trade

In Brazil, what type of work did Africans do?

Answer: work on sugar plantations, coffee plantations

What was Palmares? Who was Zumbi?

Answer: A maroon, or escaped slave community, that existed for 67 years and fought off several attempts of colonizers to destroy it. It had an organized government, and economy. Zumbi was born in Palmares. He was captured during an attack, but later returned to Palmares. He was a great fighter who protected the community. He is celebrated as a hero who fought for the freedom of his people.

How did the Brazilian government discriminate against blacks? How did Afro-Brazilians respond?

Answer: immigrants were often given jobs before black Brazilians. There was a whitening program that was made to make the people of Brazil more white and less black. This included trying to whiten the history and culture of Brazil, through schools, holidays, and recognized heroes, and media. Race was even excluded as a category in the Brazilian census three times. Afro-Brazilians created political and artistic organizations that celebrated their African heritage and identity, including the Black Experimental Theatre.

Africans in Canada Reading Guide

How did Africans come to Canada? When and why did they come?

Answer: the slave trade; however few were transported directly from Africa. They came from British and French colonies in North America and the West Indies. A wave of slaves migrated to Canada after the American Revolution.

When Ghanaians came to Canada in large numbers in the 1980s, where and with whom did they live? Why do you think they chose to live this way?

Answer: They settled in communities with other Africans and with other Ghanaians, isolated from other immigrant groups and Canadians. They lived like this because they were not given opportunities by the Canadian government to go to school, live in different communities, or have higher-paying jobs, or because they did not have the money.

In the short story Foggy Seasons, did Shanisa want to leave her home in Africa and come to Canada?

Answer: no, she had to leave her friends, house, and belongings behind.

Why do you think the children in Shanisa's school make fun of Shanisa and her brother?

Answers will vary. Students may remark on the fact that she looks different, speaks differently, and that negative stereotypes about Africa were believed in the schools.

Africans in England Reading Guide

When did Africans first come to live in Britain? How did Africans get to Britain?

Answer: in 1544, five Africans sailed as interpreters to help develop trade.

Why did descendants of ex-African slaves living in the West Indies migrate to Britain in the twentieth century?

Answer: In search of work

What types of work have Africans living in Britain been engaged in? How have Africans in the Diaspora contributed to British society and economy?

Answer: sailors, factory workers

How has British society discriminated against Africans living in Britain? How have Africans responded to this discrimination?

Answer: Whites blamed blacks for their troubles with the economy. There were race riots. Blacks weren't allowed to be soldiers, and although they were allowed to labor for the war effort, after the war they lost their jobs. Blacks formed political and educational organizations to improve the welfare and position of blacks in England.