

Yale 2017 PIER Summer Institute: Africa and the World

Title of Lesson: African! A Diverse Continent Home to Many Countries

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School: Mesita Early Childhood Development Center at Vilas

Subject Area(s): English

Grade Level(s): Kindergarten

Time Allotment: 4 Days

Lesson Description: *It is critical for students to begin their journey of learning diversity amongst cultures that exist throughout the world.*

Scaffolding:

This lesson will be driven over the course of 4 days utilizing each day to focus on an element of learning.

Learning Context: *How does this lesson/unit fit within the context of the larger unit or other units?*

This lesson is an introduction to the diversity and cultural aspects of Africa. Students will get to explore as well as experience elements of culture through activities, authentic pieces of seminal literature.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

The teacher will employ the use of multiple questions such as:

- Africa is a diverse continent home to many cultures. What do you know about the African Culture?
- What are the different ways people tell stories?
- How can music be an expression of culture?

Content Standards:

- K.4 The student understands the concept of location
- K.11 The student understands similarities and differences among people
 - A. Identify similarities and differences among people such as kinship, laws, and religion; and
 - B. Identify similarities and differences among people such as music, clothing, and food.

- K.12 The student understands the importance of family customs and traditions
 - A. Describe and explain the importance of family customs and traditions; and
 - B. Compare family customs and traditions

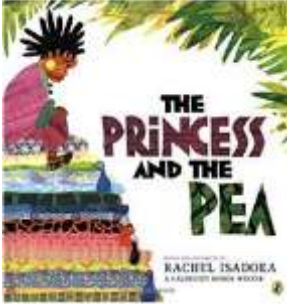

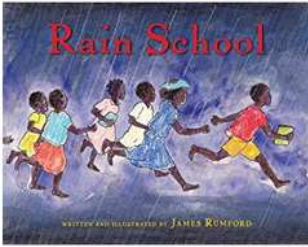


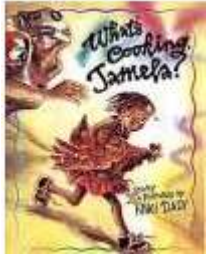
Lesson Objectives/Learning Intentions:

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Africa, culture, continent, poetry, storytelling	Analyze, compare, create, describe, determine, examine, explain

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
(Day 1)	(Day 2)	(Day 3)	(Day 4)
<u>North Africa</u>	<u>West Africa</u>	<u>East Africa</u>	<u>South and Central Africa</u>
The dominant landform of North Africa is the Sahara Desert	The dominant Landform of West Africa is Niger Delta	The dominant landform of East Africa is the Great Rift Valley	The dominant landform of South and Central Africa is the Congo Basin
Theme: Storytelling	Theme: Storytelling	Theme: Music	Theme: Food
Why do people tell stories?	Why do people tell stories?	How can music be an expression of culture?	How does food bring people together?
Does your family share stories with you?	Does your family share stories with you?	Which African instrument is special to you and why?	What is your favorite African dish?
		How does African music make you feel?	
Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment

<p>Reading of literature and discussion and participation during circle time on the carpet.</p>	<p>Draw a picture and label elements of a special story that student's family has shared with them that is similar or different from the African stories read in the classroom.</p>	<p>Create a music instrument using supplies from the classroom.</p>	<p>Taste a series of African dishes. Draw and describe the dish they favored the most.</p>
<p>Materials/Resources</p>	<p>Materials/Resources</p>	<p>Materials/Resources</p>	<p>Materials/Resources</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Carpet or whole group activity • Map • Chart Tablet • Markers <p>Resources:</p> <ul style="list-style-type: none"> • <i>The Princess and the Pea</i> By: Rachel Isadora, Hans Christian Andersen (Text by)  <ul style="list-style-type: none"> • The story book <i>Islandborn</i> By Junot Diaz 	<p>Materials:</p> <ul style="list-style-type: none"> • Pencils • Crayons, colored pencils, markers, • Paper • Map <p>Resources</p> <ul style="list-style-type: none"> • The story book <i>Rain School</i> by James Remford 	<p>Materials:</p> <ul style="list-style-type: none"> • Map <p>Resources:</p> <ul style="list-style-type: none"> • The story book <i>African Musical Instruments: A Children's Educational Book on the Musical Culture and Instruments of Africa and the Diaspora</i> Paperback by Natalie Cooper (Author, Illustrator)  <ul style="list-style-type: none"> • Listen to Tribal African music: Here is a youtube video https://www.youtube.com/watch?v=W05LPtm5hY 	<p>Materials:</p> <ul style="list-style-type: none"> • Variety of African dishes from North, South, East and West Africa. • Construction paper • Butcher paper to mount final products • Map <p>Resources:</p> <ul style="list-style-type: none"> • The story book <i>Mama Panya's Pancakes</i> by Mary Chamberlin, Rich Chamberlain, and Julia Cairns.  <ul style="list-style-type: none"> • <i>What's Cooking, Jameela?</i> by Niki Daly  <p>See recipe list below in the Day 4 section.</p>

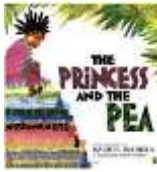
Summative Assessment/Performance Task:

Lesson Activities:

(Day 1)- 75 mins (Assign musical instrument for a home project see day 3)

Introduction to the Unit on Africa

- The students will sit on the carpet area or whole group area of the classroom for the introduction to the unit on Africa.
- Discuss North Africa and the dominant landform of North Africa is the Sahara Desert display on the map for students to see.
- Then read the story *The Princess and the Pea* and the story book *Islandborn* Discuss the characters in the story and about the story.
- Discuss... *Why do people tell stories?* How do stories impact people's lives? Discuss the similarities and differences amongst the two stories.
- Record the student's responses on a chart tablet.



(Day 2)-75 Minutes

- Discuss West Africa the dominant Landform of West Africa is Niger Delta display on the map for students to see.
- Then begin the lesson with the story *Rain School*. Discuss with the students the elements of the story. (Characters, setting, plot)
- Draw a picture and label elements of a special story that student's family has shared with them that is similar or different from the African stories read in the classroom.
- The students will draw a picture and their work should be displayed.



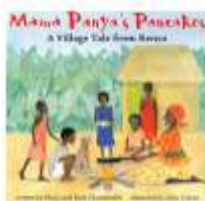
(Day 3)- 90 Minutes

- Discuss East Africa the dominant landform of East Africa is the Great Rift Valley display on the map for students to see.
- Begin the lesson by reading the story the story book *African Musical Instruments: A Children's Educational Book on the Musical Culture and Instruments of Africa and the Diaspora* Paperback by Natalie Cooper (Author, Illustrator) This is an informational video for teachers only about the book. Please view at your leisure: <https://www.youtube.com/watch?v=jVjOhCdkBy8>
- Chart the students favorite African musical instrument from the book.
- Play background music from the following link: <https://www.youtube.com/watch?v=W05LPtVm5hY>
- After the you read the story Each student will present their instrument to the class. The class will then have a moment's that they play together. (Assign an instrument to each student to create at home with their family Monday night). The students will then display their instruments for the class to see.



(Day 4)- 90 Minutes

- Discuss South and Central Africa. The dominant landform of South and Central Africa is the Congo Basin show students the location of the area on a map. Discuss unique facts that you would like the students to learn about.
- The teacher will read the story *Mama Panya's Pancakes* and *What's Cooking Jamela?* to the students. Discuss the stories with students and ask them to volunteer stories about unique food that their family eats at home.



- Then the students will participate in a feast of Africa. Below are 4 dishes from different regions in Africa. This would be a great time to gather the parents of the classroom to help prepare some of these dishes. There may be a variety of African restaurants in your area that may donate or give a discount since this is for a school.
- Once the student taste the food they will draw a picture of their favorite dish and explain why they like it. Then they will compare the dish to something they have had home and which they prefer best.
- The teacher will then most the student drawings on construction paper and hang them for display.

Once the students have had the opportunity to

Couscous		North Africa	A semolina pasta.
Jaffle		South Africa	This is a popular variant of a toasted sandwich. This variant specifically refers to any sandwich with a meat-based filling (usually minced beef), that is toasted in a "jaffle iron" over an open flame or in an electrical toaster.
Jollof rice		West Africa	Also called "benachin", meaning "one pot" in the Wolof language of Senegal. This is a popular dish in many parts of West Africa. ^[7] It is thought to have originated in Gambia but has since spread to the whole of West Africa, especially Côte d'Ivoire, Ghana, Mali, and Nigeria, among members of the Wolof ethnic group. ^[8]
Kachumbari		East Africa	A fresh tomato and onion salad.

