

Fifth Grade Africa

Major Topic for the Unit of Instruction: Africa by Kimberly Sasser

Length of Unit: 7 days, 3 days of guided lessons with teacher, 4 days of student development to complete

Google Earth Tour, Timeline and choice board project.

STAGE 1: DESIRED RESULTS

SOL: WS.3d

The student will demonstrate an understanding of the major geographical features and at least one aspect of the rich culture of Africa

Major understanding goals:

Students will understand that Africa is a continent rich in history, natural resources and cultures.

Essential Question(s):

Human-Environment interaction –

How do the major rivers in Africa contribute to the area around them?

How is desertification affecting Africa?

What are the major natural resources being used in Africa today?

What is at least one form of cultural expression that is uniquely African that can help us understand their culture better.

What are the major African kingdoms that impacted world history?

Student Objectives

TSWBAT:

- Create a Google Earth tour highlighting major features of African geography
- Demonstrate an understanding of at least one aspect of culture richness in Africa
- Align the major kingdoms of Africa to a timeline

Bloom's Taxonomy Skills (What skills are you developing in this unit? Creating, evaluating, analyzing, applying, understanding, remembering)

- Students will analyze a variety of information about Africa via Google Earth, documents, photographs, and reliable internet resources.
- Students will work in groups of 3-5 to create a presentation highlighting one cultural artifact of Africa, noting that is representative of a specific area, not the continent as a whole.

STAGE 2: ASSESSMENT EVIDENCE

List the Performance Task(s)

- Students will create a Google Earth tour of major African land features
- Students will design and present about an African cultural expression
- Culture – choice of timeline or presentation

STAGE 3: LEARNING PLAN

1. Introduction – use a 'scavenger hunt' to discuss connections to Africa
2. Google Earth – given a set of coordinates, students create a tour using Google Earth. These will feature major land features and resources of Africa.
3. Timeline
Students will research and create timeline showing major kingdoms of Africa
4. Presentation
Students will research cultural aspect of Africa and create a presentation

Lesson Cultural Research Presentation

Materials:

Teacher Laptop
LCD Projector and Elmo
Internet
Students spiral notebooks

Collection of websites
<http://www.livebinders.com/play/play?id=671341>

Time Required:

2 block periods

Instructional Activities:

1. Anticipatory Set: (Approximately 10 minutes)

Read an Anansi story to students. Tell them that every group of people have their set of stories, music, art, etc.. This is how they express what is important to them, pass on values, traditions, etc.

3. Modeling (Lesson Focus): (Approximately 20 minutes) Teacher will

- Assign groups
- Preview project choices and resources

4. Independent Practice: (Approximately 20 minutes) Students will

- Using choice board below, create project using internet and any other available resources.

6. Assessments:

- Successful completion of all assigned tasks, class participation, team work, and teacher observation.

- **7. Closure (overview key points of lesson): (Approximately 10 minutes).** Discuss Essential Questions.

<p>Create a Foldables display of the different geographical features.</p>	<p>Compare and contrast the advantages and disadvantages of Africa's landscape.</p>	<p>Make travel brochures of the different natural wonders of the continent.</p>
<p>Write a folk tale using Africa as the setting</p>	<p>Research the geographical nicknames of Africa.</p>	<p>Research the music of Africa. Play this music for your classmates and explain where it came from and what it means.</p>
<p>Illustrate an African Folktale. Present the story and your illustration.</p>	<p>Research African Masks. Create a presentation or make a mask</p>	<p>Research African Mudcloth. Create an example of the Mudcloth pattern and tell what it means.</p>

Lesson 2: Geography

Materials:

Computer lab or enough computers for student teams

Teacher Laptop

Internet

Notes handout 5a and 5b

List of coordinates

I recommend that the teacher become comfortable using Google Earth ahead of time. Especially with setting up a 'tour'

<http://www.google.com/earth/learn/beginner.html>

<https://support.google.com/earth/answer/176576?hl=en>

Time Required:

2 class periods

Instructional Activities:

1. Anticipatory Set: (Approximately 10 minutes)

- Bring up Google Earth on display. Show students the features and allow them some free play time.
- When they find their homes, be prepared to explain that pictures are not real time.

3. Modeling (Lesson Focus): (Approximately 20 minutes) Teacher will

- Demonstrate using Google earth. Particularly,
 - Going to a specific location
 - How to set a points on a tour
 - How a tour works
 - Saving and reviewing a tour
- Given a set of destinations, have students set points and create a tour. Get with a partner and exchange tours.

4. Guided Practice: (Approximately 20 minutes) Teacher will facilitate as students will

- use given set of locations to create a tour

5. Independent Practice: (Approximately 20 minutes) Students will swap tours iwht a partner and review.

6. Assessments:

- Saved tours

7. Closure (overview key points of lesson): (Approximately 10 minutes). Discuss **Essential Questions**.

Graphic Organizer is supplied to record information. You may assign it to individual teams or complete it as a class.

9. Homework: Read Interactive Notes:

In your opinion, what are the 3 most important geographical features of Africa and why?

Graphic Organizer of African Geographical Features

Geographical Feature	Physical Characteristics	Comments
Nile River beginning point		
Nile River end point		
hydro-electricity		
Congo Basin		
The Great Rift Valley		
Savannas		
Mount Kilimanjaro		
Lake Tanganyika		
Lake Victoria		
Oil and Natural Gas production in Nigeria, Libya and Algeria		
Diamond mines in Botswana, the Congo and South Africa		
Mining operations for gold, copper and uranium in the Democratic Republic of Congo		
Sahara Dessert		
Zimbabwe		
Egypt		
Mali		
Ghana		
South Africa		
Congo		
Botswana		
Ethiopia		



Lesson 1: Introduction to Unit

Materials:

Projector
Scavenger Hunt handout

Time Required:

1 class session (approx. 45 min)

Instructional Activities:

1. Explain to students that they are going on a type of scavenger hunt. Their job is to interview their fellow students and get as many of their squares signed off as possible. They must have at least 5 different students contribute.

Hand out sheet and allow student interaction. Structure as appropriate for your class – clockwork partners, rotation, etc..

Closure (overview key points of lesson): (Approximately 15 minutes)

When completed, debrief with the students. Have them share their connections. There is a sheet of explanations to be shared as appropriate for supplemental understanding.

Listen for misconceptions students may have.

Have students make a ‘word picture’ of Africa. This is a list of words. They may use colors, different fonts.

If you have access to enough computers, here is a list of automated tools to do this.

www.wordle.net

http://www.abcya.com/word_clouds.htm

http://www.imagechef.com/ic/word_mosaic/

<http://www.wordsift.com/site/about>

Scavenger Hunt! The African Connection

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1	Have you eaten chocolate?			
2	Have you read an Anansi Story?		14	Have you read a "Brer Rabbit" story?
3	Have you studied about Pharos?		15	Have you ever seen tires for sale?
4	Have you met someone whose ancestors were Africans?		16	Do you know someone who drinks coffee?
5	Have you read the story "Mufaro's Beautiful Daughters" or "Cinderella"?		17	Have you heard the song "The Lion Sleeps Tonight (Wimoweh)"?
6	Have you been to a gas station?		18	Have you heard of the Kwanzaa celebration?
7	Have you smelled a clove?		19	Have you seen a Picasso painting?
8	Have you seen a diamond ring?		20	Have you seen gold jewelry?
9	Have you heard banjo music?		21	Have you seen a baton twirler?
10	Have you heard jazz music?		22	Have you eaten yams or okra?
11	Have you met someone who has been to Africa?		23	Have you watched Olympic events on TV?
12	Have you seen Nelson Mandela?		24	Do you know where the Nation of Liberia got its name?
13	Have you used the word "guy"?		25	Have you seen a TV program on African animals?

Explanatory Notes

This game illustrates the variety of connections we have with Africa. Some of the connections are through the slave trade; these connections illustrate that people brought here from Africa brought more than their labor, they also enriched U.S. culture. The historical clues in the game merely offer pointers to broader influences African immigrants have had on U.S. life. Of course, the U.S. also has more contemporary connections. An excellent resource on our links is *Africanisms in American Culture*, ed., Joseph Hollaway.

1. Ghana and the Cote d'Ivoire are major producers of cacao, the beans from which cocoa and chocolate are made.
2. Anansi, the spider, is a Ghanaian trickster character; when Africans came to the Caribbean, the character became "Aunt Nancy."*
3. This clue is simply to remind ourselves that Egypt is part of Africa and those regions to the south and west of Egypt influence ancient Egyptian history.
4. At one level, all of us have African ancestors; at another level, of course, Africans are the ancestors of Africa-Americans and many Latin Americans.
5. *Mufaro's Beautiful Daughters* is a Cinderella story from ancient Zimbabwe. Buildings from the 15th century that are still standing today serve as background in the book's illustrations.
6. Nigeria is the fifth-largest oil supplier to the U.S., selling more than double what Iraq and Kuwait combined provide us.
7. Madagascar and the island of Zanzibar in Tanzania are major producers of cloves in the world.
8. Diamonds are mined in a number of African countries, including South Africa and the Democratic Republic of the Congo.
9. The banjo is mainly of African origin, brought over by Africans who came as slaves to the United States.
10. Jazz, a Ki-Kongo word, has a strong African musical influence, as does other music and dance forms (such as rock n' roll, the Charleston, and the rumba).
11. You may know of famous people who have traveled to Africa (Jesse Jackson, the Pope, Whitney Houston) or perhaps someone from your community has traveled to Africa as a tourist, Peace Corps volunteer, or with a church group.
12. Nelson Mandela was elected the president of South Africa in 1994, after the first democratic elections in the history of that country.
13. "Guy," "phony," and many other words have their origins in the Wolof, a language widely spoken in Senegal.
14. Brer Rabbit is a character from West African folklore. Uncle Remus stories closely follow Hausa stories from Nigeria, which led one scholar to ask, "Was Uncle Remus a Hausaman?"
15. Firestone Tires had one of the largest rubber plantations in the world in Liberia.
16. Coffee originated in Ethiopia. Today, a number of African countries produce coffee, among them Kenya, Tanzania, and Zimbabwe.
17. "The Lion Sleeps Tonight" is South African in origin, from the Zulu people. The song has a metaphorical meaning: the lion represents the black people of South Africa who are sleeping but will arise in freedom.
18. Kwanzaa is a holiday which celebrates African-American culture. The word kwanzaa is derived from the Swahili words *kwanza* which means "first" and refers to the celebration of the first fruits of the harvest (*mazao*).

19. Many 20th-century artists, such as Picasso, Miro, and Modigliani, have borrowed ideas from African artists.
20. Major gold mines are located in South Africa, and Ghana's mines have been famous in Europe since the Renaissance.
21. Baton-twirling has African as well as Anglo-American roots.
22. Okra, some types of yams, black-eyed peas, watermelons, and other foods were introduced to the Americans by people who came as slaves from Africa.
23. Ethiopian, Kenyan, and Tanzanian athletes are among the fastest long-distance runners in the world.
24. Liberia was established as a country by former slaves from the U.S. seeking their freedom.
25. Many people think of wildlife first when they think of Africa. While the wildlife is splendid, it is only found in limited areas. Many Africans have never seen big game—unless they go to a zoo or a game park!

*The books and stories mentioned here are available through the Boston University African Outreach Program, along with other resources for teaching about Africa.

Lesson Timeline of Kingdoms

Materials:

Teacher Laptop
LCD Projector and Elmo
Internet
Edmodo
Interactive notes
Students spiral notebooks

Time Required:

2 block periods

Instructional Activities:

1. Anticipatory Set: (Approximately 10 minutes)

Start by reviewing AD and BC. Have students put a couple of trial events in the correct categories to be sure they are clear on this.

Then introduce the timeline software and review expectations. Here are some possible sites

www.capzeles.com

www.timetoast.com

http://www.ourtimelines.com/create_tl_2c.html

3. Modeling (Lesson Focus): (Approximately 20 minutes) Teacher will

- Using the interactive notes or text book, identify a key event.
- Place it event on the timeline, save it and review it.

Have students identify one or two key details to associate with this date. Add them to the timeline.

4. Guided Practice: (Approximately 20 minutes) Teacher will facilitate as students will continue to update their timelines.

5. Assessments:

- Successful completion of all assigned tasks, class participation, team work, and teacher observation.

7. Closure (overview key points of lesson): (Approximately 10 minutes). Discuss **Essential Questions**.