

2016--2017 FULBRIGHT-HAYS GROUP PROJECTS ABROAD (GPA) LESSON PLAN ON AFRICA - REDEFINING THE UNDERSTANDING AND KNOWLEDGE OF AFRICA (RUKA): LESSON PLANS ON CURRICULUM DEVELOPMENT AND RESOURCES FOR GRADE K-12 TEACHERS ON AFRICAN STUDIES

Center for International and African Studies Outreach (CIASO) of the American Institute for Resource and Human Development (AIRHD), Inc.

LESSON ONE: Why Study Africa History?

In identifying **African History** as the focus of this project, we chose a subject that lends itself to robust academic inquiry and the type of teachers/faculty curriculum development the Center for International and African Studies Outreach (CIASO) of the American Institute for Resource and Human Development (AIRHD), Inc. seeks to provide.

History is a subject of great importance across the humanities, connecting prominently in disciplines as diverse as Geography, Economy, Diversity, Religion, Philosophy, and Literature, and will hence provide an object of reflection and learning with application in a broad variety of disciplines.

Consequently, the project will promote the infusion of knowledge, derived from African Studies; into the curriculum; will legitimize the pursuit of non- Western knowledge in the main stream of teacher and student experiences; and finally, will create a model for adoption by other area studies and interdisciplinary programs.

This approach is designed to engage participants in the discovery of the Diversity of Africa

Purpose: This first module will introduce the students to Africa in a systematic manner which convinces them of the need for studying the continent.

In this session, participants will learn about African diversity, the richness of African history, Africa and the world and the role of stereotype.

Diversity of Africa: Africa, the second largest continent in the world, is a very diverse continent.

This diversity is articulated in its physical geography and climate; in its plurality of cultures, traditions, beliefs, values, religions, and artistic expressions; in its many modes of economic production, distribution, and consumption; in its diverse social and political structures and practices.

Africa Its Rich History: Africa has a dynamic history----Africa was the birthplace of human societies; it has been home to many great civilizations; its history has been shaped by contact with others through great migrations, wars, slavery, colonialism, the Cold War, and the waxing and waning of state systems.

Africa in Global Economy: For millennia, Africa has interacted with the outside world.

This interaction has facilitated many African contributions and *exports* to the world, such as agricultural products, minerals and other material goods, as well as knowledge and cultural expressions.

This interaction has also allowed African societies to benefit from *imports* from the outside world, such as information and other technologies.

Special emphasis will be given to Africa's contributions to and *trade* with North America.

Misrepresentations and Stereotypes of Africa: popular images of Africa held by Americans are based on stereotypes which offer fragmented, often inaccurate images of Africa.

Throughout the prepared curriculum, we will be purposefully confronting stereotypes and misrepresentations of Africa that are popularly held by many academia in America.

Major Questions to Address:

- ❖ What do we know about Africa?
- ❖ What more do we need to know and learn about Africa?
- ❖ Why do we need to study and learn more about Africa

Learning Objectives After the Completion of this Section, Participants will: be able to:

- Discover their current impressions and ideas about Africa through visual and writing exercises, individually and team;
- Discuss the accuracy and inaccuracy of their impressions;
- Talk about what they would like to know and learn about Africa;
- Investigate briefly, as a class and in small groups, the geography, brief history, and global connections of the continent

1. This will be illustrated by writing exercise on the following topics:

"What do you know about Africa? What do you want to learn?"

2. Worksheet Exercise

What do you know about Africa?

Culture

Religion

Countries

People

This study follows a carefully prepared approach.

This approach is structured to teach social studies teachers how to integrate or incorporate African studies into the social studies curriculum.

The core of each lesson plans is Teaching and Learning Activities that address the "5 E's" format: *Engage, Explore, Explain, Expand and Evaluate* in accordance with standard lesson and module plans in middle and high schools

LESSON Two: Studying Africa through the Social Studies

Geography as a way to Explore Africa Geography in the Social Studies Classroom

Purpose: Geography is a subject that "bridges" the natural sciences and the social sciences (which in school we refer to as the social studies) in the study of the physical, or natural, and human dimensions of the world.

Geography is the study of the interconnection between people, places, and the environment. Therefore, geographers have identified five important themes in the study of geography.

This lesson will introduce these themes with special reference to the study of the geography of Africa.

Major Questions to Address:

- ❖ What are the key landforms, climatic zones, and vegetation types of Africa?
- ❖ How do landforms, climates, and types of vegetation influence people's way of living?
- ❖ What factors impact the movement of people, goods, and ideas in Africa?
- ❖ How do the activities of people impact the environment?

Learning Objectives At the end of this lesson, participants will be able to:

- Identify important landforms/ physical features of Africa and show how they influence what people do and how they organize themselves politically, socially, and economically;
- Identify the different climates and vegetation and show how they affect people in what they do and how they organize themselves politically, socially, and economically;
- Locate Africa on a World map and make basic inferences on how location affects Africa's global and inter-regional relationships;
- Describe the effects of human usage of landscapes over time;
- Identify important mineral and agricultural resources of Africa;
- Recognize, through extensive map work, the geographic diversity of Africa and its central place in world geography.

LESSON THREE: African History until 1500

Early African History, Until 16th Century

Purpose: Early African History, until 16th Century will discuss some of both the more well-known and less well-known points of interest throughout the history of Africa until the arrival of Europeans in sub-Saharan Africa in the 15th century.

This period of African history has often been grossly misrepresented as timeless, stagnate, and primitive.

To better represent early African history, this lesson will look at its richness, diversity, and dynamism.

Much historical work has been done recently to try to portray the early history of Africa more accurately.

Another misrepresentation of African history, as it has often been taught, is that its great civilizations and kingdoms are focused on to the exclusion of other areas of the continent that were less centralized.

These areas have just as rich a history. As we look at several of these great civilizations and kingdoms in this unit, we will also highlight other less well-known stories.

Participants will be encouraged throughout the lesson unit to not only learn the historical material that we have presented, but also to think about the tools that historians use and the various interpretations that historians have in constructing and explaining histories.

Moreover, participants are encouraged on to use historians' tools and resources (including sources on the internet) on their own to further investigate aspects of African history that are of interest to them.

Learning Objectives: After the Completion of this Section, Participants will be able to:

- Provide an understanding of some of the prominent tools that historians use to learn about the past;
- Provide an Understanding of how each historian has used his/her own unique interpretations, perspectives, and biases in the work that s/he does, and how that history is constantly being revised with new evidence and interpretations;
- Knowledge of five great kingdoms and civilizations on the African continent prior to the 16th century;
- Knowledge of other areas of Africa that existed during the same time frame as the great kingdoms and civilizations, which are generally less well-known but important parts of African history.

Major Questions to Address:

- ❖ What tools do historians use, and how do these affect the way a historian interprets clues and records from the past?
- ❖ What are some of the great civilizations and kingdoms of early African history?
- ❖ What was happening in other parts of Africa during the time of these great civilizations and kingdoms?

LESSON FOUR: African History from 1500 – Present

African History, The Era of Global Interference

Purpose: *African History, the Era of Global Interference* will discuss the more recent history of Africa from approximately the 15th century to the present.

This period of African history is marked by European involvement in Africa—first through the early trade era (including the Atlantic Slave Trade); then through colonialism; and finally, during the era of African independence.

This lesson unit will look at some of the motivations, methods and impacts of European involvement in Africa.

The focus in this lesson unit on interaction between Europe and Africa runs the risk of giving participants the impression that there were no other factors and interactions in African history during this period.

Indeed, Africa continued to be in contact with certain regions of Asia and also had significant interactions within the African continent itself.

Yet the presence of European powers in Africa from the 15th century to the present was undeniably a factor that significantly altered the course of African history.

Learning Objectives: At the completion of this section, participants will have:

- Understanding of how the Atlantic Slave Trade began, operated, and came to an end;
- Understanding the impact of the Atlantic Slave Trade and how it has affected the world today;
- Understanding of European colonialism in Africa and its impact;
- Understanding of the post-colonial period in Africa, including independence, new political regimes, and social change.

Major Questions to Address:

- ❖ How did the Atlantic Slave Trade start, how was it maintained, and how did it end?
- ❖ Who were the participants (intentionally and unintentionally) in the Atlantic Slave Trade, and how did it affect their lives?
- ❖ How and why did European nations colonize Africa?
- ❖ What consequences and changes did colonialism in Africa bring?
- ❖ What was the transition like from colonialism to independence in Africa?
- ❖ What are legacies of the colonial period that Africa still has to deal with?

LESSON FIVE: Culture and Society in Africa

Purpose: *Culture and Society in Africa* 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 participants/teachers 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 unit, 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.

Major Questions to Address:

- ❖ What do the terms "culture" and "society" mean?
- ❖ What behaviors, expressions, and ways of living do we categorize as representative of a culture or a society?
- ❖ What is useful and not useful about using concepts such as culture and society?
- ❖ What can the study of language tell us about cultures and societies in Africa?
- ❖ What can we learn about family and communities in Africa?
- ❖ What differences and similarities can you find between your own culture and those you have learned about in Africa?

Learning Objectives: After completion of this section participants/teachers will have gained the following:

- An understanding of some of the positive and negative aspects of the concepts of culture and society;
- A sense of the wide range of topics that can be described as aspects of a particular culture or society;
- An understanding of the diversity of languages in Africa, and how the study of language can be useful in understanding cultures and societies;
- A few examples of what family and community life can be like in various regions in Africa;
- An evaluation of how the students' own culture is similar to and different from those learned about in Africa.

LESSON SIX: African Economies

Purpose: This lesson unit will introduce students to the economies of Africa. In achieving this goal, the learning activities will illustrate and increase student's understanding of economic concepts that have been introduced in prior social studies classes.

Economics is the study of the production and distribution of wealth. Wealth is created by the production and distribution of goods and services.

Economics can be studied at various levels or locations, for example, family/household, local community, state/province, nation, and global levels.

In addressing economic processes and practices in contemporary Africa three underlying themes will be featured.

First, economic systems and practices in Africa are historically situated. That is, to understand current economics students have to understand the historical contexts in which economic practices and relationships developed.

Secondly, there is a great deal of economic diversity in Africa.

And thirdly, Africa's economies are closely linked to the global economy.

Throughout this lesson, numerous photographs, slides and pictures were used.

Photos are used in this lesson to help illustrate economic activities and practices in Africa, and they do not represent a uniform way in which people engage in the economic process.

Major Questions to Address:

- ❖ How are basic needs and wants met in African economies?
- ❖ What are the main modes/methods of production in Africa?
- ❖ How did innovations in agriculture and food production lead to economic specialization and diversification in Africa?
- ❖ What role did trade play in the development of African kingdoms?
- ❖ What was the economic impact of the slave trade on Africa?
- ❖ How did European colonialism change economic practice in African countries?
- ❖ How did Globalization affect and continue to influence African economies?

Learning Objectives: After completion of this section participants/teachers will have

- A clearer understanding of the diversity of economic practices in Africa;
- An appreciation of the importance of history in forming economic practice;
- A better understanding of Africa's position in the global economy;
- The ability to think more critically about economic practices and relationships.

LESSON SEVEN: African Government and Politics

Purpose: This lesson unit will introduce students/participants to political systems, systems of government, and politics in Africa beginning with pre-colonial times and ending with the post-colonial period.

In achieving this goal, the learning activities will illustrate and increase students' understanding of concepts used in studying civics, government, and politics that have been introduced in prior social studies classes.

In American schools, politics and government are most often taught within the context of Civics Education. Civics education has a normative orientation.

That is, the over-arching goal of civics education is the socialization of students into active, participating citizens. To accomplish this goal, students need to have a thorough grounding in the U.S. system of government.

The general purpose of studying the politics and governmental systems of Africa, past and present, is not normative, but analytical.

Through the study of systems of politics and governance in Africa, students will develop critical analytic skills that will enable a clearer and more comprehensive understanding of political issues and problems confronting this important region of the world.

In addressing political and governmental processes in modern Africa, three themes will be featured. First, political systems, structures/institutions, and practices are historically conditioned.

To understand politics and governance in Africa today, students must have an understanding of the pre-colonial, colonial and post-colonial independent in which modern political structures and practices were formed.

Major Questions to Address:

- ❖ Why do human societies need governments?
- ❖ What types of governments were developed in pre-colonial Africa?
- ❖ What is the relationship between economic systems and political practice in Africa?
- ❖ Did all European colonial powers develop similar political systems in their African colonies?
- ❖ What was the political legacy of the colonial political system for independent African governments?
- ❖ Why governance and democracy are problems in Africa today
- ❖ What were the three main systems of governments that developed in Africa in the first 30 years after independence?
- ❖ What was Africa's Second Independence/Liberation?
- ❖ What are the function and goals of the Organization of African Unity, now known as African Union? How do these goals relate to the idea of Pan Africanism?
- ❖ What has been the impact of the Cold War on Africa?

Learning Objectives:

After completion of this lesson unit the students will have:

- A clearer understanding of the rich diversity of political systems and practice in Africa;
- An appreciation for the importance of historical legacy in framing contemporary political practice in Africa;
- A better understanding of the complexity of political issues confronting contemporary African nation-states;
- A keener awareness of the role of the global political economy in shaping contemporary African politics;
- The ability to think more critically about political problems, practice and relationships in Africa.

STUDYING AFRICA THROUGH THE HUMANITIES

LESSON EIGHT: African Literatures

Purpose: **African Literatures** will introduce students/participants to the beauty and diversity of African literatures.

The lesson will allow students to read works of literature from Southern, West, East, North, and Central Africa.

Students will also be exposed to the different genres of African literature, poems, folk tales and short stories covering African authors.

Major Questions to Address:

- ❖ What types of literatures and literary genres do we find being produced by African writers?
- ❖ What are some of the themes explored in African literatures?
- ❖ Who are a few of the authors producing literature in Africa?
- ❖ How can we learn more about African literatures?

Learning Objectives: After completion of this lesson, students will have gained the following:

- An appreciation for the diversity of literatures written by African authors;
- An understanding of a few of the themes explored in literature from Africa;
- Practice in reading comprehension;
- Knowledge of different literary genres.

LESSON NINE: African Art

Purpose This Lesson Unit will highlight the visual arts of the African continent, including historical and contemporary developments.

Participants will be able to explore the rich artistic history of Africa and learn how the different meanings and uses of art can serve for individuals and societies in Africa and beyond

Learning Objectives: After the completion of this section, participants will be able to:

- To deepen students' understanding of the visual arts of Africa and specific historical and cultural context of different art traditions;
- To examine how we can look at art works to learn about people's ideas about beauty, history, authority, politics and religion;
- To make students aware of how objects can have diverse and multiple roles and that in many instances they are used in important religious, social or political events, where they 'come alive';
- Allow students to explore the similarities and differences between their cultures and African cultures.

LESSON TEN: African Music

Purpose This lesson unit will explore the Role of Music in African Society in a way that will arouse interest and highlight the utilitarian and the aesthetic value of music among African cultures.

This unit will adopt social and historical lenses through which African society and its music can be better understood.

African people have integrated music in their everyday activities. Music and other art forms are an inseparable part of their lives.

Music is one of the art forms embedded in the diverse cultures of African peoples and their traditions, beliefs, values, religions and artistic expression.

Also, Africans love and appreciate music as an art form. They listen to music, dance to it, and participate in its making.

Major Questions to Address:

- ❖ What do we know about African music?
- ❖ What more do we need to know and understand about the role of music in African societies?
- ❖ Why do we need to know and understand about musical traditions of Africa?
- ❖ How can we best learn about African music and its people?

Learning Objectives: After the completion of this section, participants will be able to:

- Explore the traditions of African music;

- Engage students in discussion on why it is significant for them to know and understand other musical traditions, in this case, those traditions from Africa and their connection to other traditions in the world today;
- Investigate as a class and in small groups the functions of music in African society and how different economic, political and religious practices of all people in the Americas, and of European colonizers in Africa, have made an impact on the nature of Africa's musical practices today.

LESSON ELEVEN: Religion in Africa

Purpose *Religion in Africa* will introduce participants to the rich and diverse tradition of religious belief and practice in Africa.

This will be achieved using narrative, maps, and photographs. The lesson unit will focus on three religious traditions that are important in Africa: indigenous African religions, Islam, and Christianity.

In exploring these religious traditions in the African context, the activities will focus on the following:

- The basic tenants of each faith tradition; 1) the development of these traditions within given African historical contexts;
- 2) the dynamic character of each tradition within changing historical contexts;
- 3) the impact of African religious and cultural beliefs and practices on Islam and Christianity as imported religions in Africa and;
- 4) similarities among religious traditions in Africa.

Major Questions to Address:

- ❖ Why is religion so important in African societies?
- ❖ What are the common characteristics of indigenous African religions?
- ❖ What are the roles of ancestors and healing in indigenous African religions?
- ❖ How was Islam introduced into various parts of Africa?
- ❖ What impact have indigenous African traditions had on Islam as practiced in Africa?
- ❖ Why has the rich tradition of Christianity in Africa often remained unknown to Christians in Europe and the Americas?
- ❖ Why have so many African Christians joined African Independent Churches in the last 100 years?

Learning Objectives: After completion of this lesson, students will have gained the following:

- A clearer understanding of the rich diversity of religious traditions and practices in Africa;

- A basic understanding and appreciation for indigenous African religious beliefs and practices;
- A clearer understanding of the role that Islam has and continues to play in a diversity of African countries and societies;
- A basic understanding of the history and development of Christianity in Africa;
- An appreciation for the ability of African societies to adapt and contribute to the practice of Christianity and Islam in Africa.

LESSON TWELVE: East Africa as Regional Focus

Purpose The purpose of unit is to introduce students to the region called East Africa.

East Africa is a vast area encompassing the countries of Sudan, Eritrea, Ethiopia, Somalia, Djibouti, Kenya, Tanzania, Uganda, Rwanda, Burundi, Seychelles, and Comoros.

Major Questions to Address:

- ❖ What countries are included in the region of East Africa?
- ❖ How has East Africa been connected to other parts of Africa and the world throughout its history?
- ❖ What regional connections exist within East Africa?
- ❖ What geographical differences exist in East Africa?
- ❖ How have different geographies affected different ways of life in East Africa?
- ❖ How has tourism affected the environment in East Africa?
- ❖ What kind of cultural and religious diversity exists in East Africa?
- ❖ How does the economy operate throughout East Africa?

Learning Objectives: After completion of this lesson, students will have gained the following:

- A clearer understanding of the concept of region and how this concept is articulated in East Africa;
- An appreciation for the importance of history, environment, and social factors in constructing the region of East Africa;
- The ability to assess the factors that have led to change within the East African region;
- The ability to think more critically about social and environmental processes as manifested within a geo-political region—East Africa.