

# Out of Africa...A Fourth Grade Interdisciplinary Unit

**Grade Level:**Fourth Grade

**Presented by:** Mary Ann Canedy and Pamela Griffith Serna Elementary, San Antonio, TX

**Length of Unit:** 10 classroom lessons, 5 music lessons

## I. ABSTRACT

Out of Africa came the world's most ancient civilizations, languages, music, dance, and number systems. This unit uses literature to encompass the history of the Medieval Kingdoms of the Sudan, the geography of Africa, and the traditions of music, dance, and folklore. Drawing upon Africa's rich history, the students rewrite a pourquoi tale, make traditional African crafts and learn about the climatic regions and the animals living there. Other activities include creating a musical instrument, singing and dancing to African music, performing a puppet show and working in cooperative groups.

## II. OVERVIEW

### A. Concept Objectives

1. Recognize that literature and music reflect the inner life of people.
2. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.

### B. Content Areas

*Classroom –*

1. Early African Kingdoms
2. Medieval Kingdoms of the Sudan
3. Geography of Africa
4. Literature and Phrase from Africa
5. Read and write number in digits and words

*Music –*

1. Playing a steady beat
2. Playing rhythm patterns
3. Playing melodies
4. Singing accompanied, unaccompanied, and in unison
5. Reading lines and spaces of the treble clef
6. Using music notation

### C. Skills to be Taught

*Classroom –*

1. Use context clues to determine the meaning of words
2. Compare and contrast stories
3. Write a narrative composition
4. Rewrite a fairy tale
5. Write word problems to solve
6. Recognize Africa and define topographical regions
7. Recognize important names and places from Medieval African history
8. Retell a pourquoi tale

*Music –*

1. Singing
2. Listening
3. Movement and Dance
4. Instrument Playing
5. Music Reading

### III. BACKGROUND KNOWLEDGE

#### A. Teachers:

1. McKissack, Pat and Patricia. The Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa. New York: Henry Holt, 1995, ISBN 0805042598
2. Silverman, Jerry. African Roots. New York: Chelsea House Publishers, 1994, ISBN 0-7910-1828-8
3. Hirsch, Jr. E. D. (1991). What Your Fourth Grader Needs to Know. New York: Dell Publishing. ISBN 0-385-41118-9

#### B. Students:

*Classroom –*

See Core Knowledge Sequence

*Music –*

1. Recognize a steady beat
2. Move to a beat
3. Move responsively to music
4. Understand simple rhythmic notation

### IV. RESOURCES

#### A. Audio

1. “Bele Kawe,” Weikart, Phyllis. Rhythmically Moving #3 Ypsillanti, MI: The High/Scope Press, 1983, ISBN 0-931114-55-1
2. “Marimba Ensemble,” Silver Burdett Ginn: The Music Connection, 1997, CD 5:6-3
3. “The Baobab,” *Music K-8 Magazine*, Plank Road Publishing, Volume 9, Number 5
4. “Jambo,” Rhythmically Moving #7 Ypsillanti, MI: The High/Scope Press, 1985, LC 84-743-041
5. “Lelore,” Blumenfeld, Larry (ed.) Voices of Forgotten Worlds. New York: Ellipsis Arts..., 1993, ISBN 1-555961-221-5 (2-10)
6. “Eagle Dance,” Korb, Ron, Flute Traveller Toronto: Oasis Productions, Ltd., 1994

#### B. Books

1. Aardema, Verna. Misoso. New York: Apple Soup/Knopf, 1994, ISBN 0-679-83430-3
2. Bash, Barabar. Tree of Life: the World of the African Baobab. New York: Little, Brown and Co., 1989, ISBN 0-316-08322-4
3. Courlander, Harold and Leslau, Wolf. The Fire on the Mountain. New York: Henry Holt and Co., 1978, ISBN 0-8050-3652-0
4. East, Helen (compiler), The Singing Sack. London: A and C Black, 1989, ISBN 0-7136-3115-5
5. Feelings, Muriel. Jambo Means Hello, Swahili Alphabet Book. New York: Dial Books, 1974, ISBN 0-8037-4428-5
6. Feelings, Muriel. Moja Means One, Swahili Counting Book. . New York: Dial Books, 1971, ISBN 0-8037-5711-5
7. Hamilton, Robyn. Hands-On Heritage Africa Activity Book. Dana Point, CA: Edupress, 1996, ISBN 1-56472-071-3
8. Haskins, James and Benson, Kathleen. African Beginnings. New York: Lothrop, Lee and Shephard Books, 1998, ISBN 0-688-10256-5
9. Hunter, Bobbi Dooley. The Legend of the African Baobab Tree. Trenton, New Jersey: Africa World Press, 1995, ISBN 0-86543-422-0
10. Knappert, Jan. Kings, Gods and Spirits from African Mythology. New York: Peter Bedrick Books, 1986. ISBN 0-87226-917-5

11. Kurtz, Jane. Fire on the Mountain. New York: Aladdin Paperbacks, 1998, ISBN 0-689-81896-3
  12. Medearis, Angela Shelf. The Singing Man. New York: Holiday House, 1994, ISBN 0-8234-1208-3
  12. Moore, Jo Ellen. Africa Geography Unit. Monterey, CA: Evan-Moor, 1992, ISBN 1-55799-247-9
  13. Musgrove, Margaret. Ashanti to Zulu. New York: Dial Books for Young Readers, 1976, ISBN 0-14-054604-9
  14. Steptoe, John. Mufaro's Beautiful Daughters. New York: Lothrop, Lee and Shephard Books, 1987, ISBN 0-688-04046-2
  15. Vega, Elizabeth Haze. The Laughing River. Windsor, CA: Rayve Productions, Inc., 1995, ISBN 1-877810-35-5
  16. Vernon-Jackson, Hugh. African Folk Tales. New York: Dover Publications, 1999, ISBN 0-486-40553-2
  17. Wisniewski, David, Sundiata, Lion King of Mali. New York: Clarion Books, 1992, ISBN 0-395-61302-7
- C. Video
1. African Story Magic. Family Home Entertainment, 1992, ISBN 0-7840-0099-9
- D. Technology
1. *Rock, Rap and Roll CD Rom* from Silver Burdett Ginn, 1997
- E. Magazines
1. *Music K-8 Magazine*, Plank Road Publishing, May/June 1999, Volume 9, Number 5

## V. LESSONS

### Lesson 1 (classroom): *Where in the World is Africa?*

#### A. Daily Objectives

1. Lesson Content
  - a. Geography of Africa
2. Concept Objective
  - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
3. Skill Objective
  - a. Recognize Africa
  - b. Define topographical regions of Africa
  - c. Identify animals of each region of Africa.

#### B. Materials

1. Large blank topographical map of Africa (Appendix A, with labels removed)
2. Large world map
3. Individual world maps
4. African Animals chart (from *Africa Activity Book*)
5. Labeled Topographical map of Africa (Appendix A)
6. Physical map of Africa (from *Africa Geography Unit*) page 2
7. "Take a Look at Africa" (Appendix B)
8. "Environments" (from *Africa Geography Unit*) page 4
9. atlas from library or classroom set
10. 11"x14" construction paper
11. crayons or map pencils
12. blank Cong-O (Bingo) cards (Appendix C)
13. Cong-O questions (Appendix D)
14. Maps of Africa
15. Globes

C. Key Vocabulary

1. Desert – a dry, barren, often sandy region
2. Savanna – a flat, treeless, grassland of tropical or subtropical regions
3. Rain forest – a dense, evergreen forest, occupying a tropical region
4. Topographical – detail and precise description of a place or region

D. Procedures/Activities

1. As a group, using a world map, the students find Africa and label it, then label the oceans on either side and share the information in a class discussion.
2. Each student is given an individual world map (same) to color and label.
3. Teacher leads discussion of topographical terms: desert, savanna, rain forest
4. Each student is given a topographical map of Africa (Appendix A - unlabeled) and an African Animals chart with a list of animals (*Africa Activity Book*)
5. Students label the regions of the topographical map
6. Students place the animals names on the chart in the topographical region where they live, based on their knowledge of the three topographical regions.
7. Correct maps as a class and discuss.
8. Place pre-printed pictures of the animals on the classroom map of Africa in the correct region. (use list of animals from *Africa Activity Book*)
9. Students complete “Take a Look at Africa” page (Appendix B) labeling the physical map of Africa (from *Africa Geography Unit*) page 2, using maps, globes, or atlases to find information.
10. Students complete “Environments” page 4 (use same copy of Physical map, page 2) Use atlas from library or classroom set to find answers
11. Make African folder to store all info
12. Cong-O game – students fill in a blank Cong-O card with answers to teacher-made questions (Appendices C and D)
13. Begin alphabetized list of words to know for end of unit review

E. Evaluation/Assessment

1. Teacher grades maps

F. Standardized Test/State Test Connections

1. Word meaning

**Lesson Two (classroom): *Ancient African Times***

A. Daily Objectives

1. Lesson Content
  - a. Early African Kingdoms
  - b. Medieval Kingdoms of the Sudan
2. Concept Objective
  - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
3. Skill Objective
  - a. The student will learn ancient regions, including important dates and pertinent facts
  - b. The class will construct and sequence a timeline.

B. Materials

1. map from *African Beginnings* (page 6)
2. blank large physical map of Africa (*Africa Geography Unit* page 2)
3. sentence strips
4. crayons, markers
5. African Journal pages (blank) (Appendix E) (Appendix F – Journal Cover)

- C. Key Vocabulary
  1. Kush – Once ruled by Egypt, then became rulers of Egypt
  2. Axum – Capital of an ancient Kingdom in NE Africa, part of which became Ethiopia
  3. Ghana – Country in West Africa on the Gulf of Guinea
  4. Mali – Country in West Africa, south and east of Mauritania
  5. Songhai
- D. Procedures/Activities
  1. Teacher leads discussion of “Ancient Africa” map from *African Beginnings* (page 6) giving students a copy, and comparing to physical map
  2. Using Appendix E, each group of students finds important dates and facts about the kingdom.
  3. On sentence strips, students record important dates and 2 facts about kingdom
  4. Students share with the class where the region is on the map and share their facts, placing the sentence strips on the chalk tray
  5. As a class, strips are sequenced into a timeline.
  6. Add to word list for end of unit review
- E. Evaluation/Assessment
  1. On African Journal page (Appendix E), students write a sentence containing one date and fact per kingdom.
- F. Standardized Test/State Test Connections
  1. Sequencing
  2. summarization

**Lesson Three (classroom): *In the Beginning...***

- A. Daily Objectives
  1. Lesson Content
    - a. Mali
  2. Concept Objective
    - a. Recognize that literature and music reflect the inner life of people.
  3. Skill Objectives
    - a. The student will distinguish between myths, legends, and folk tales.
    - b. The student will be able to sequence a story.
    - c. The students will create a class creation myth book
- B. Materials
  1. *Misoso* by Verna Aardema
  2. *Kings, Gods, and Spirits from African Mythology* by Jan Knappert
  3. Story map (Appendix G)
  4. White construction paper or manila paper (11”x14”)
  5. Crayons/markers/pencils
  6. Journal paper (Appendix E)
- C. Key Vocabulary
  1. Myth – a fiction or half-truth, especially one forming part of the ideology of a society
  2. Legend – an unverified popular story, handed down from earlier times
  3. Folk tale – a traditional, usually anonymous story handed down orally among the people
- D. Procedures/Activities
  1. Teacher discusses the terms myth, legend, folk tale.
  2. Teacher reads “Leelee Goro “ from *Misoso* and discuss
  3. Teacher reads “In The Beginning” from *Kings, Gods, and Spirits*

4. Teacher leads class discussion of the story, focusing on the major plot points
  5. Students map the story in sequence (Appendix G)
  6. Teacher assigns one plot point per pair of students
  7. Pairs of students will illustrate and label assigned plot point on construction paper.
  8. Teacher compiles illustrations into an African Creation Myth class book
  9. Add to word list for end of unit review
- E. Evaluation/Assessment
1. Teacher grades individual story maps
  2. Journal Question: What was your favorite part of this story?
- F. Standardized Test/State Test Connections
1. word meaning
  2. sequencing
  3. main idea

**Lesson Four (classroom): *The Circle of Life***

- A. Daily Objectives
1. Lesson Content
    - a. Geography of Africa
  2. Concept Objective
    - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objective
    - a. The student will understand the life cycle of the baobab tree
    - b. The student will write a descriptive composition
- B. Materials
1. Book: Tree of Life: The World of the African Baobab
  2. Construction paper
  3. Tape or glue
  4. Card stock
  5. Raffia
  6. Toothpicks
  7. Crayons/markers/pencils
  8. Drawing paper
  9. Journal paper (Appendix E)
- C. Key Vocabulary
1. baobab tree – a gnarled, mostly leafless tree, found on the African savanna
  2. rondoal – type of house, common to some African tribes
- D. Procedures
1. Read Tree of Life: The World of the African Baobab and discuss
  2. Students make dioramas, showing the baobab tree in its different stages throughout the course of a year;
  3. Students write a descriptive composition of their tree and place in their African Journal (Appendix E)
  4. Students draw the animals that they used in their diorama
  5. Students post the animals on the large map of Africa in the classroom.
  6. Students make a rondoal out of card stock and construction paper, adding raffia for the hay and toothpicks for the sticks.
  7. Students cooperatively create a village made from rondoals.
  8. Add to word list for end of unit review
- E. Evaluation/Assessment

1. Teacher grades compositions in journals
  2. Teacher grades dioramas
- F. Standardized Test/State Test Connections
1. writing with a purpose

**Lesson Five (classroom): *Details, Details, Details!***

A. Daily Objectives

1. Lesson Content
  - a. Fire on the Mountain
2. Concept Objective
  - a. Recognize that literature and music reflect the inner life of people.
3. Skill Objectives
  - a. The student will compare and contrast two versions of an African folk tale
  - b. The student will complete a Venn diagram
  - c. The student will use context clues to discover word meaning
  - d. The student will rewrite a familiar folk tale, using different details to elaborate the story

B. Materials

1. Fire on the Mountain by Jane Kurtz
2. Fire on the Mountain by Courlander and Leslau
3. Venn diagram (Appendix H)
4. Mufaro's Beautiful Daughters by John Steptoe
5. Journal paper (Appendix E)

C. Key Vocabulary

1. Shemma – a cloak-like, hooded garment
2. Injera – fabric
3. Wat – some sort of foodstuff
4. Mesob – table
5. Krar – stringed instrument
6. Mufaro – happy man
7. Nyasha – mercy
8. Manyara – ashamed
9. Nyoka - snake

D. Procedures

1. Teacher reads one version of Fire on the Mountain
2. Teacher reads the other version of Fire on the Mountain
3. Discuss the two versions
4. Students complete a Venn diagram showing likes and differences of the two stories
5. Teacher reads Mufaro's Beautiful Daughters by John Steptoe
6. Students choose a fairy tale (ex. Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears, Jack and the Beanstalk) and, in their group, rewrite the fairy tale, changing details and using elaboration
7. Each group shares their story
8. Add to word list for end of unit review

E. Evaluation/Assessment

1. Teacher grades the Venn diagrams
2. Teacher grades the rewritten fairy tale
3. Journal Entry: using vocabulary words, students determine the meanings, based on context clues

F. Standardized Test/State Test Connections

1. Compare and Contrast
2. Writing with elaboration
3. Context clues

**Lesson Six(classroom): *The Lion King***

A. Daily Objectives

1. Lesson Content
  - a. Sundiata
  - b. Timbuktu
  - c. Islam
  - d. Mansa Musa
2. Concept Objective
  - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
3. Skill Objectives
  - a. The student will write a summarization statement based on the story

B. Materials

1. Sundiata the Lion King of Mali by David Wisniewski
2. Journal paper (Appendix E)
3. construction paper
4. Kente cloth black line master (*Africa Activity Book*, p. 13)
5. Scissors
6. Glue

C. Key Vocabulary

1. Griots - traveling men who sang the tales of Africa
2. Timbuktu – city in Africa, a center for culture, trade and learning in the Medieval era
3. Mansa Musa – a Medieval African ruler of great power and wealth
4. Islam – religion founded by Muhammed

D. Procedures

1. Read Sundiata: The Lion King of Mali and discuss *A Note* on the last page of the book
2. Teacher writes blank summarization statement on the board [ \_\_\_\_\_ (somebody) wanted \_\_\_\_\_ (problem) but/so \_\_\_\_\_ (solution) then \_\_\_\_\_(ending)]. Teacher leads the class in developing a summarization statement by filling in the blanks. [EX: Sassouma **wanted** her son to be King, so Sundiata leaves Mali, **but** Sumanguru invaded, but Sundiata leads the Mali army, **then** saves his people and returns to be King.]
3. Students will make individual Kente cloths (*Africa Activity Book*, p. 12 and 13)
4. Add to word list for end of unit review

E. Evaluation/Assessment

1. Journal entry – How were Timbuktu, Mansa Musa, and Islam affected by the rule of Sundiata?

F. Standardized Test/State Test Connections

1. Context clues
2. Summarization

**Lesson Seven (classroom): *To Tell the Truth***

A. Daily Objectives

1. Lesson Content

- a. Nigerian Tales
- 2. Concept Objective
  - a. Recognize that literature and music reflect the inner life of people.
- 3. Skill Objective
  - a. The students will re-write the ending of an African folk tale
- B. Materials
  - 1. Class set of African Folk Tales by Hugh Vernon-Jackson
  - 2. Journal page (Appendix E)
- C. Key Vocabulary
 

No new vocabulary needed for this lesson
- D. Procedures
  - 1. Group students in pairs and assign each pair one story to read from African Folk Tales by Hugh Vernon-Jackson
  - 2. Students read their assigned stories
  - 3. Students rewrite the ending of their story
  - 4. Students will retell both stories. Acting as griots, one partner retells the original story, the other partner retell the story with the new ending.
  - 5. Game: *Who's Telling the Truth?* Listeners must decide who is telling the true African version of the story.
  - 6. Teacher keeps score. Partners with the highest score (most correct guesses) wins a prize.
  - 7. Add to word list for end of unit review
- E. Evaluation/Assessment
  - 1. Journal Question – Why were griots important? Explain whether it was important that they kept their stories accurate.
- F. Standardized Test/State Test Connections
  - 1. Writing with a purpose
  - 2. Writing for an audience

**Lesson Eight (classroom): *It's All Swahili to Me!***

- A. Daily Objectives
  - 1. Lesson Content
    - a. Read and write numbers in digits and words
  - 2. Concept Objective
    - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  - 3. Skill Objectives
    - a. The student will create word problems using words from the Swahili language
- B. Materials
  - 1. Book- Moja Means One, Swahili Counting Book by Muriel Feelings
  - 2. Book -Jambo Means Hello, Swahili Alphabet Book by Muriel Feelings
  - 3. Overhead transparency (Appendix I) or words listed on chart paper
  - 4. Construction or manila paper
  - 5. Scissors
  - 6. Crayons/markers/pencils
  - 7. Glue
  - 8. Journal paper (Appendix E)
- C. Key Vocabulary
 

See Appendix L

D. Procedures

1. Teacher reads Jambo Means Hello, Swahili Alphabet Book to the students and discuss
2. Review as a class, the vocabulary choices using Appendix I on overhead or chart paper
3. Pass out paper for a flap book, instructing the students to choose 10 Swahili words to illustrate and define. Students should place Swahili word on top of flap, illustrate and define under flap
4. Students make individual flap books
5. Teacher reads Moja Means One, Swahili Counting Book to the students and discuss
6. Using Appendix I, show students number words, either on overhead or on chart paper
7. Students make up simple word problems using Swahili number words
8. Students will pass their problems to other students to solve
9. Students will pass the problems back to check for accuracy
10. Add to word list for end of unit review

E. Evaluation/Assessment

1. Teacher grades flap books
2. Journal entry:

F. Standardized Test/State Test Connections

1. Word meaning
2. Problem solving
3. Number concepts

**Lesson Nine (classroom): *Pourquoi?***

A. Daily Objectives

1. Lesson Content
  - a. Mali
2. Concept Objective
  - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
3. Skill Objective
  - a. Students will become familiar with *pourquoi* tales
  - b. Students will write an original *pourquoi* tale

B. Materials

1. Book-Misoso by Verna Aardema
2. Journal paper (Appendix E)

C. Key Vocabulary

1. *pourquoi* – French for “why?”

D. Procedures

1. Teacher explains *pourquoi* tales, using the Afterword on page 7 of Misoso.
2. Teacher reads 4 or 5 selected stories from Misoso, explaining the stories using the Afterword notes following each story
3. Students write an original *pourquoi* tale using the stories from Misoso as a guide
4. Add to word list for end of unit review

E. Evaluation/Assessment

1. Teacher grades stories
2. Journal entry: Explain why *pourquoi* tales were so important to the culture of Africa.

F. Standardized Test/State Test Connections

1. Word meaning
2. Writing with a purpose

**Lesson Ten (classroom): *Africa A to Z***

- A. Daily Objectives
1. Lesson Content
    - a. Early African Kingdoms
    - b. Medieval Kingdoms of the Sudan
    - c. Geography of Africa
    - d. Literature and Phrase from Africa
  2. Concept Objective
    - a. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objectives
    - a. Students will review unit content
- B. Materials
1. Book *Ashanti to Zulu* by Margaret Musgrove
  2. Africa A-Z cover (Appendix K)
  3. Africa A-Z pages (Appendix J as a guide – using Arriba Arriba LET font)
  4. Score board
  5. Ball
  6. Trash can
  7. Questions from the unit and Trashketball instructions(Appendix M)
- C. Key Vocabulary
1. No new vocabulary needed for this unit
- D. Procedures
1. Teacher reads *Ashanti to Zulu* by Margaret Musgrove to the students and discuss
  2. Teacher will review word list compiled throughout the unit
  3. Students will select 26 words to alphabetize and write their own Africa A-Z book. (Appendices J and K)
  4. Students play Trashketball game (see Appendix L for instructions and questions)
- E. Evaluation/Assessment
1. Teacher may use scoring from Trashketball game
  2. Teacher grades Africa A-Z books
- F. Standardized Test/State Test Connections
1. Writing with a purpose

Music Lesson 1: *Tradition!*

- A. Daily Objectives
1. Lesson Content:
    - a. musical traditions
  2. Concept Objective:
    - a. Recognize that literature and music reflect the inner life of people.
    - b. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objectives
    - a. The students will understand the three main musical traditions of Africa which we will cover in this portion of the unit: dance, stories, and instrument playing and will experience each of those traditions
- B. Materials
1. Recordings:  
“Bele Kawe” (from *Rhythmically Moving* by Phyllis Weikart)

- Marimba Ensemble” (5:6-3)
- “Lelore” – Wodaabe tribe of Niger, from Voices of Forgotten Worlds (2-10)
- “Eagle Dance” (from Flute Traveller) #14Books:
- 2. The Singing Man
- 3. Hand drums (class set)
- 4. Hand drum technique cards (Appendix M)
- C. Key Vocabulary
  - 1. griots – traveling men who sang the tales of Africa
- D. Procedures/Activities
  - 1. Teach the “Bele Kawe” dance
  - 2. Read The Singing Man
  - 3. Listening: “Lelore” from Voices of Forgotten Worlds (2-10) and “Eagle Dance” from Flute Traveller
  - 4. Pass out hand drums to the class
  - 5. Demonstrate and practice the four techniques for playing hand drums: up, flat, swirl, spider
  - 6. Show visuals of 4 techniques and practice (Appendix M)
  - 7. Add music: Marimba Ensemble (5:6-3) and have students use techniques by following the visuals held up by the teacher or a student leader.
- E. Evaluation/Assessment
  - 1. Teacher observation of dancing and hand drum techniques
- F. Standardized Test/State Test Connections
  - 1. sequencing
  - 2. fact/fiction

## **Music Lesson Two: Don’t Mess with the Great Spirit**

### **Day One**

- A. Daily Objectives
  - 1. Lesson Content:
    - a. Savanna
  - 2. Concept Objective:
    - a. Recognize that literature and music reflect the inner life of people.
    - b. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  - 3. Skill Objectives:
    - a. The students will sing a song about the Baobab tree, which lives in the savanna
    - b. The students will play melodies on barred instruments
    - c. The students will read music notation
- B. Materials
  - 1. Recordings: “The Baobab”
  - 2. Books: The Legend of the African Baobab Tree
  - 3. Barred instruments (Glockenspiels, Metallophones, Xylophones)
  - 4. Overhead transparencies of “The Baobab” and Fun Facts from Music K-8 magazine
- C. Key Vocabulary
  - 1. savanna – the grasslands in Africa
  - 2. baobab tree – a gnarled, mostly leafless tree, found on the African savanna
- D. Procedures/Activities
  - 1. Read The Legend of the African Baobab Tree

2. Discuss background of the baobab tree using Fun Facts overhead transparency, making sure to discuss the topographical region where the baobab is found – the savanna
  3. Sing song “The Baobab” using the overhead transparency of the song, listening to the recording of the song
  4. After the students are comfortable with singing the song, read the song rhythmically, and with the names of the notes on the lines and spaces.
  5. Play the melody of the song on Orff instruments, giving students time to practice and making sure that all students have a turn to play
- E. Evaluation/Assessment
1. Teacher observation of singing and instrument playing
- F. Standardized Test/State Test Connections
1. Word meaning
  2. Sequencing

### **Day Two**

- A. Daily Objectives
1. Lesson Content:
    - a. The students will successfully play the melody of a song by reading music notation
  2. Concept Objective:
    - a. Recognize that literature and music reflect the inner life of people.
    - b. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objective:
    - a. The students will improvise a melody
- B. Materials
1. Recordings:
    - a. “The Baobab”
    - b. “Bele Kawe”
  2. Barred instruments (Glockenspiels, Metallophones, Xylophones)
  3. Overhead transparency of “The Baobab”
- C. Key Vocabulary
1. improvise – to make up music on the spot
- D. Procedures/Activities
1. Work for mastery of the melody of “The Baobab” on the barred instruments
  2. Discuss improvising melodies (making them up while playing them) and practice improvising melodies to the “B” section of “The Baobab”
  3. Practice different rhythmic pattern for the end of the song
  4. After practice time, put the entire song together, playing and singing with the recording of the song
  5. If time permits, review “Bele Kawe” dance
- E. Evaluation/Assessment
1. Teacher observation of “The Baobab” and “Bele Kawe”
- F. Standardized Test/State Test Connections
1. Word meaning
  2. Sequencing

### **Music Lesson Three: *It’s All About Style***

- A. Daily Objective/Goal
1. Lesson content:
    - a.

2. Concept Objectives:
    - a. Recognize that literature and music reflect the inner life of people.
    - b. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objectives
    - a. The students will view a video that illustrates how song, instruments, and storytelling all weave together.
    - b. The students will move to music
    - c. The students will use technology to compose music in the African style
- B. Materials
1. Recordings: “Bele Kawe”
  2. Video: African Story Magic
  3. TV/VCR
  4. CD Rom: *Rock, Rap and Roll*
- C. Key Vocabulary
1. form – the way in which music is organized, into large pieces (ex: ABA)
- D. Procedures/Activities
1. Watch video African Story Magic and discuss the ways that song and instruments were used to enhance the stories
  2. Review “Bele Kawe” dance and grade the students’ performance
  3. Using the African style on the *Rock, Rap and Roll* CD Rom, lead students in composing a song on the computer, using various forms and discussing the patterns they contain
- E. Evaluation/Assessment
1. Teacher observation of student participation and mastery of “Bele Kawe” dance
- F. Standardized Test/State Test Connections
1. Word meaning
  2. Sequencing
  3. Fact/Fiction

**Music Lesson Four: *Anansi Goes Musical (African Instruments)***

- A. Daily Objectives
1. Lesson Content:
    - a. African percussion instruments
    - b. African Folktale
  2. Concept Objectives.
    - a. Recognize that literature and music reflect the inner life of people.
    - b. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objectives:
    - a. The students will learn about and play African percussion instruments
    - b. The students will use percussion instruments to help tell an African folktale
    - c. The students will begin making an African instrument, the shekere
- B. Materials
1. African percussion instruments: agogo bells, wood blocks, shekeres, rain stick, drums
  2. Recording: “Jambo” (from *Rhythmically Moving* by Phyllis Weikart)
  3. Book: The Singing Sack, story “Spider the Drummer” page 10
  4. Clean, dry, water bottles (small)

5. Pipe cleaners
  6. Beads
  7. Yarn
- C. Key Vocabulary
1. agogo bells – two-toned bell, struck with a mallet
  2. shekere – African shaker, made from a hollowed out gourd and beads
  3. rain stick – instrument made from cactus, to simulate the sound of rain
  4. rain forest – topographical region of Africa
- D. Procedures/Activities
1. Introduce African percussion instruments: the agogo bells, the wood block, the shekere, the rain stick, briefly discussing the rain forest
  2. Play instruments to “Jambo” from *Rhythmically Moving* by Phyllis Weikart
  3. Read the story: “Spider the Drummer” from The Singing Sack
  4. Teach children to sing Spider’s song
  5. Add instruments to Spider’s song using those introduced earlier in the lesson
  6. Teach the children a signal to sign and play during story; practice with signal
  7. Teacher reads story, giving signal when it is time for the song; students play and sing song
  8. Begin making shekeres:
    - a. Students choose the beads they would like to use and place inside the water bottle
    - b. Place pipe cleaners around the top and bottom of the bottle (tape pipe cleaners to the bottle to keep them from moving while you work)
    - c. Begin stringing beads on long pieces of yarn, attached at one end to the bottom pipe cleaner
- E. Evaluation/Assessment
1. Teacher observation of student participation and success
- F. Standardized Test/State Test Connection
1. Word meaning
  2. Sequence/setting
  3. Point of view
  4. Fact/Fiction

### **Music Lesson Five: *Putting It Together***

- A. Daily Objectives
1. Lesson Content:
    - a. African instrument
  2. Concept Objective:
    - a. Recognize that literature and music reflect the inner life of people.
    - b. Understand the complex nature of a given culture: its history, geography, music, dance, and folklore.
  3. Skill Objectives:
    - a. Students will complete making an African instrument, the shekere
    - b. Students will combine the knowledge gained in the music portion of this unit and play instruments, sing, move, and dance to a story based on African folk songs
- B. Materials
1. Partially completed shekeres
  2. Beads
  3. Yarn
  4. Book: *The Laughing River*

5. Barred instruments:
  - a. Bass Metallophone and Xylophone
  - b. Alto Metallophone and Xylophone
  - c. Soprano Metallophone and Xylophone
  - d. Alto and Soprano Glockenspiels
6. Hand drums
- C. Key Vocabulary  
No new vocabulary is needed for this lesson
- D. Procedures/Activities
  1. Complete shekeres by stringing beads until the beads go all the way around the instrument. Remove the tape from the pipe cleaners.
  2. Read The Laughing River, with teacher singing songs where they occur in story.
  3. Have the students echo “Che Che Koolay” with the motions
  4. Sing the “Welcome” song with the hand movements
  5. Teach the children all of the songs from the story.
  6. Teach the barred instrument parts as listed in the book. (or adjust as needed for your group)
  7. Teach drum parts to remaining students
    - a. Tec = strike rim of drum with mallet
    - b. Doom = strike middle of drum with mallet
    - c. Da = strike drum head with one finger (my invention for use with hand drum)
  8. Practice all instrument parts
  9. Teach the children the “Funga Alafia” dance
  10. Put it all together and perform the story, perhaps inviting another class to come and hear the story.
- E. Evaluation/Assessment
  1. Teacher observation of student participation and success
- F. Standardized Test/State Test Connections
  1. Word meaning
  2. Sequence

## VI. CULMINATING ACTIVITY

Puppet show (From *Africa Activity Book*: Storytelling page 42)  
Students make puppets, then perform story for book buddy class

## VII. APPENDICES

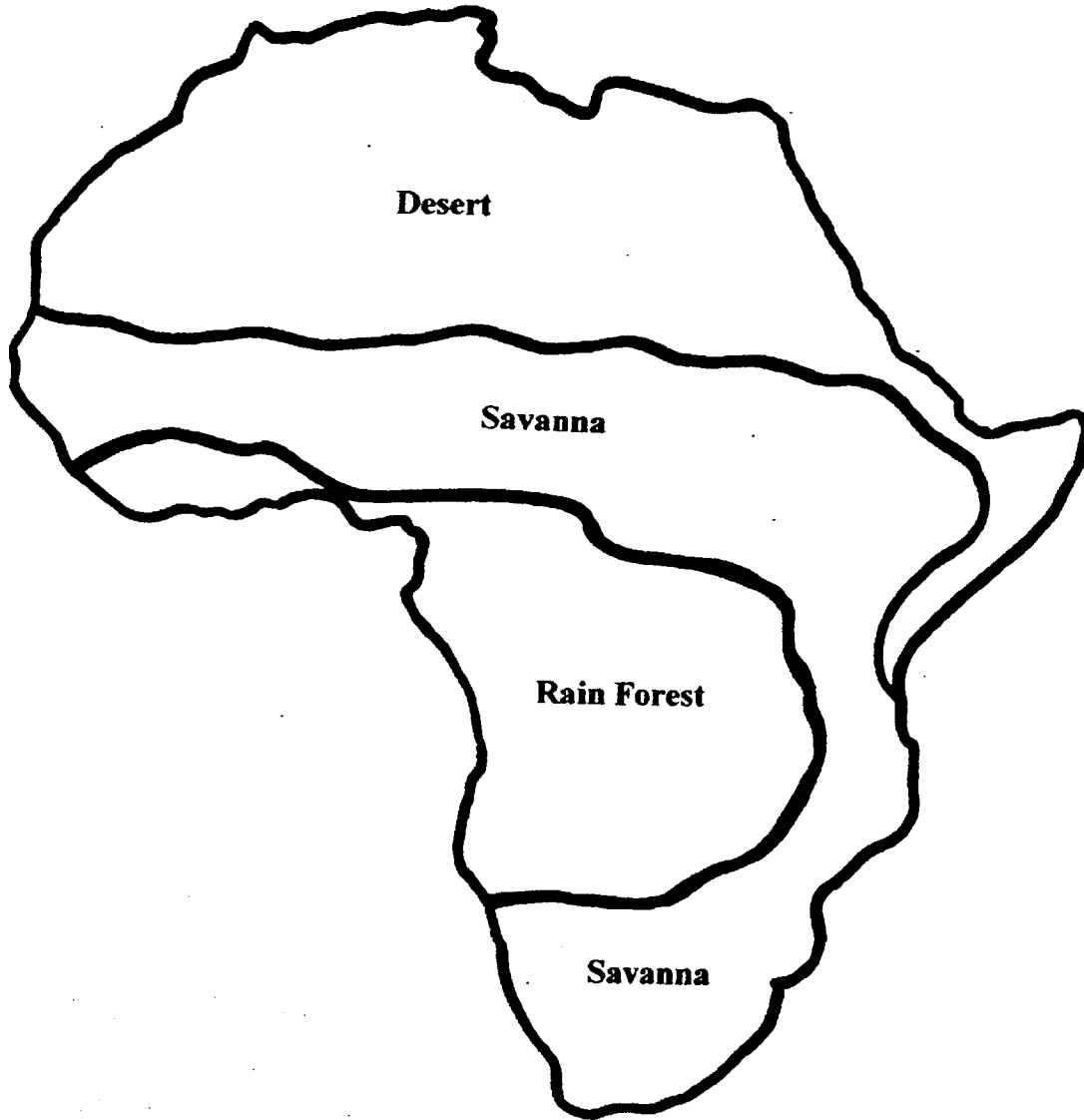
Labeled topographical map  
“Take a Look at Africa”  
Cong-O cards  
Cong-O questions  
African Journal paper  
African Journal cover  
Story map  
Venn diagram  
Swahili vocabulary words  
Africa A-Z page template  
Africa A-Z cover  
Trashketball instructions and questions  
Drum techniques visuals

## VIII. BIBLIOGRAPHY

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Appendix A

# GEOGRAPHY



## Take A Look at Africa

Find these places and mark them on your map of Africa. Use a map, a globe or an atlas to help you find the answers.

Congo River

Zambezi River

Niger River

Cape of Good Hope

Indian Ocean

Mount Kilimanjaro

Mediterranean Sea

Kalihari Desert

Timbuktu

Atlas Mountains

Lake Victoria

Nile River

Congo Basin

Atlantic Ocean

Sahara Desert

Equator

Red Sea

Madagascar

Appendix C  
**CONG-O**

		Free Space		

Name \_\_\_\_\_

## Appendix D

### Cong-O Game

Have students fill in their Cong-O card, using the following terms:

Africa

2 more free spaces

words from "Take a Look at Africa" and "Geography" page

Questions:

What desert is in Southern Africa? (Kalahari)

What is the longest river in Africa? (Nile)

What is the highest mountain in Africa? (Mt. Kilimanjaro)

What is the largest lake in Africa? (Lake Victoria)

Which ocean is located on the west side of Africa? (Atlantic)

In which ocean will you find Madagascar? (Indian)

What is the largest desert in the world? (Sahara)

What is the name of the southern tip of Africa? (The Cape of Good Hope)

What is the name of the second largest continent? (Africa)

What is the large body of water to the north of Africa? (Mediterranean Sea)

What island is off the southeast coast of Africa? (Madagascar)

Which sea is northeast of Africa? (Red Sea)

What is a very dry region, often covered with sand? (desert)

What is a grassy plain with few trees? (savanna)

What is an area with very large trees where it rains almost every day? (rain forest)

What is the imaginary line, running through Africa, that circles the earth? (equator)

What city is located on the Niger River? (Timbuktu)

What river runs through the rain forest? (Congo)

Name the mountain region located in the northwest of Africa (Atlas Mountains)

What river flows to the Indian ocean? (Zambezi River)

What river is located near Timbuktu? (Niger River)

Which basin is located to the west of the Congo River? (Congo Basin)



Appendix F

# My African Journal



by \_\_\_\_\_

Appendix G

Title:

Characters:



Setting  
Time:  
Place:

The Problem:



Event 1

Event 2

Event 3

Event 4

Event 5

The Solution:



Main Idea:

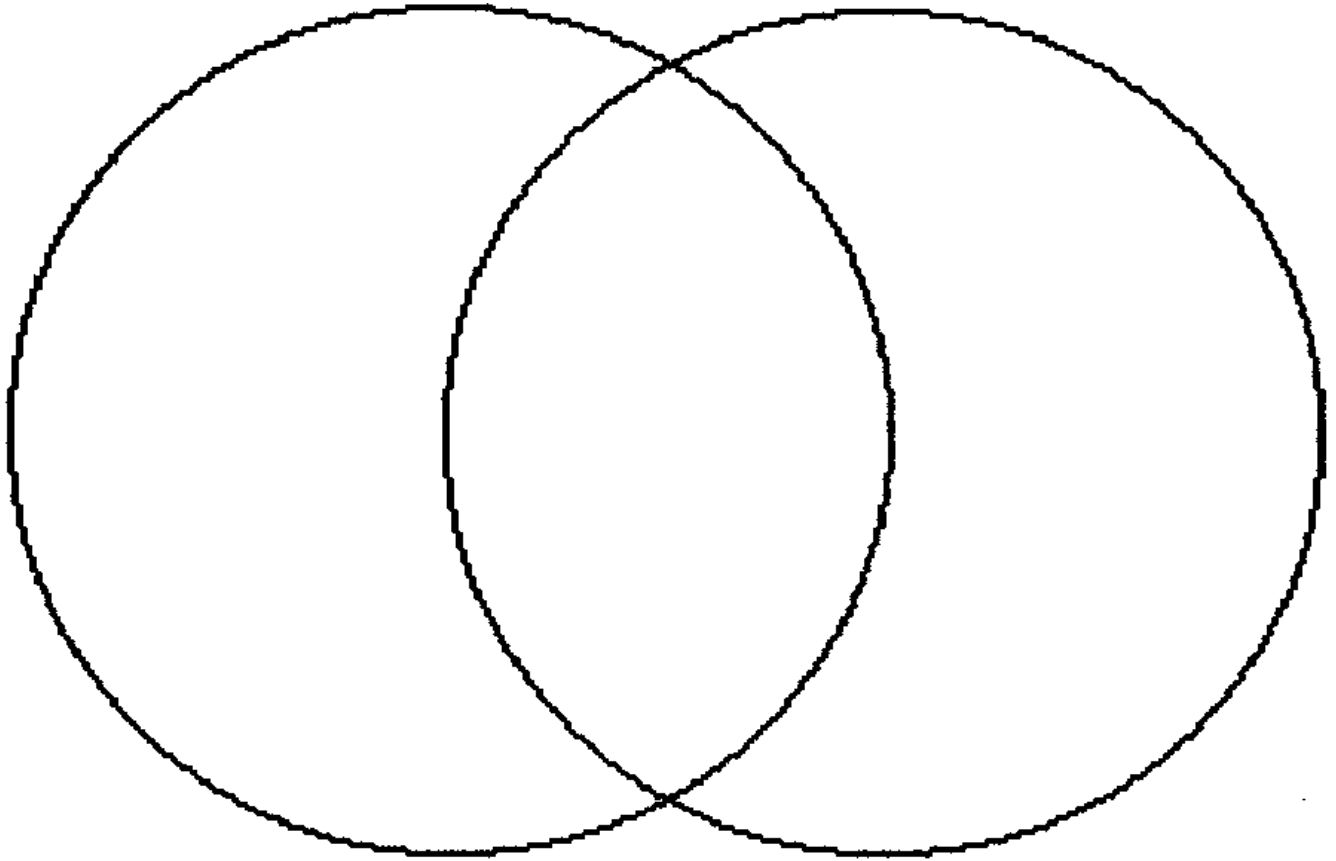
Appendix H

Name \_\_\_\_\_

Date \_\_\_\_\_

Comparing *The Fire on the Mountain*

Describe the things that the two versions of the story have in common, placing those items in the shared area of the circles. Place the things that are different about the stories in the non-shared areas of the circles.



Appendix I  
Swahili Vocabulary Words

<b>Swahili Word</b>	<b>Pronunciation</b>	<b>Meaning</b>
Arusi	ah – ROO – see	wedding
Axatse	ox-AHT-see	shaker
Baba	BAH – bah	father
Chakula	cha – KOO – la	food
Dada	DAH-dah	sister
Dawa	DAH – wah	medicine
Embe	EHM – bay	mango
Fagio	fah – GEE – oh	broom
Gudulia	goo – doo – LEE – ah	clay jar
Heshima	heh – SHEE – mah	respect
Ibada	ee – BAH – dah	worship
Jambo	JAHM – bow	hello
Karibu	kah – REE – boo	welcome
Kucheza	koo-CHEZ-a	dance
Kwaheri	kwa-HER-i	goodby
Lipo	LEE – po	payment
Mama	MAH – ma	mother
Mbira	m-BEER-a	thumb piano
Ndugu	na-DUG-gu	brother
Ngoma	n – GO – mah	drum and dance
Oteo	oh – TAY – oh	ambush
Punda	POON – dah	donkey
Rafiki	rah – FEE – key	friend
Safara	sa-FAR-a	travel
Shule	SHOE – lay	school
Simba	SIM-bah	lion
Tembo	TEM – bow	elephant
Uzuri	oo – ZOO – ree	beauty
Vyombo	vee – OAM – bow	utensils
Watoto	wah – TOE – toe	children
Yungiyungi	yoon – gee – YOON – gee	water lily
Zeze	ZAY – zay	stringed instrument

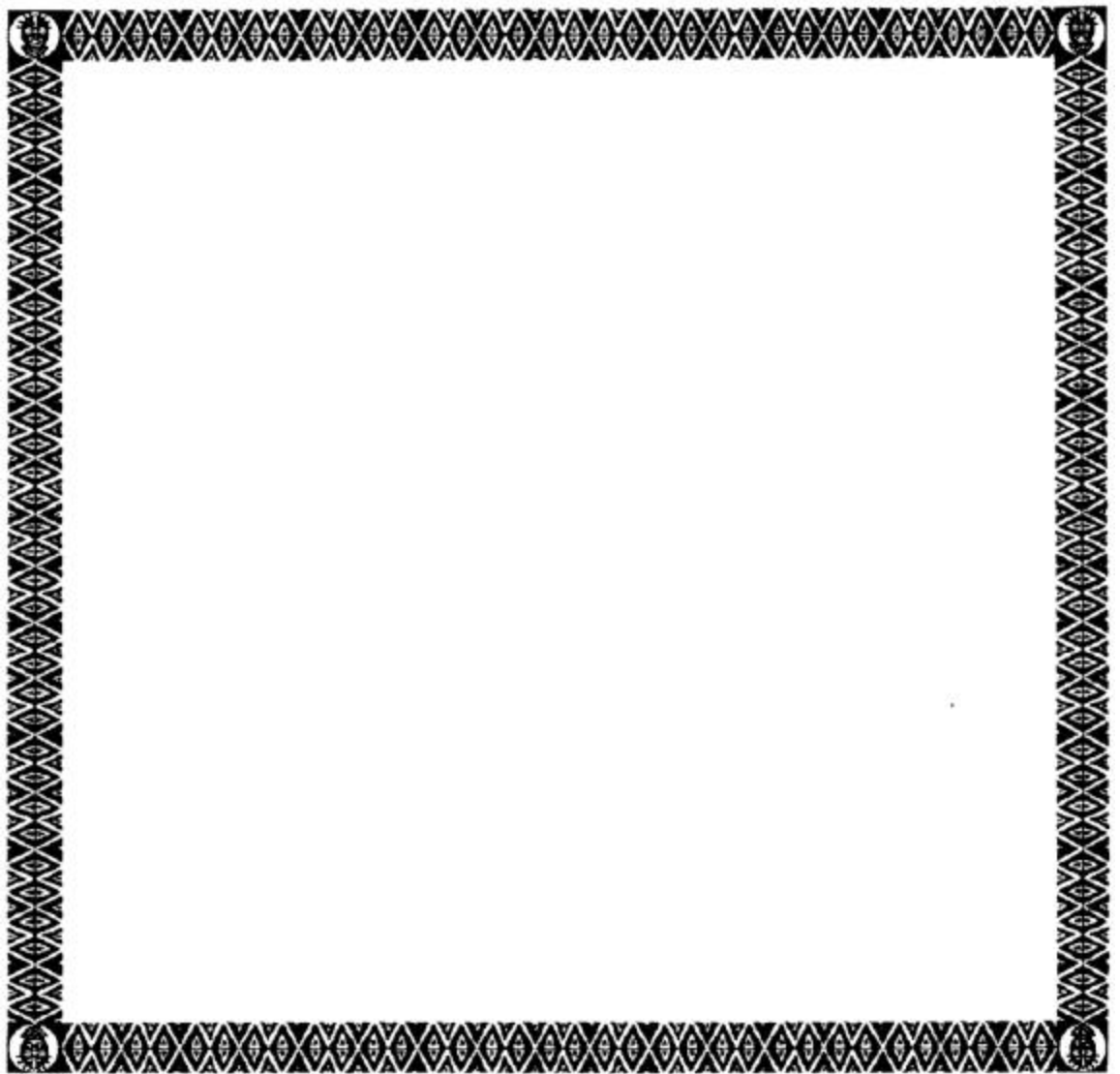
Number words

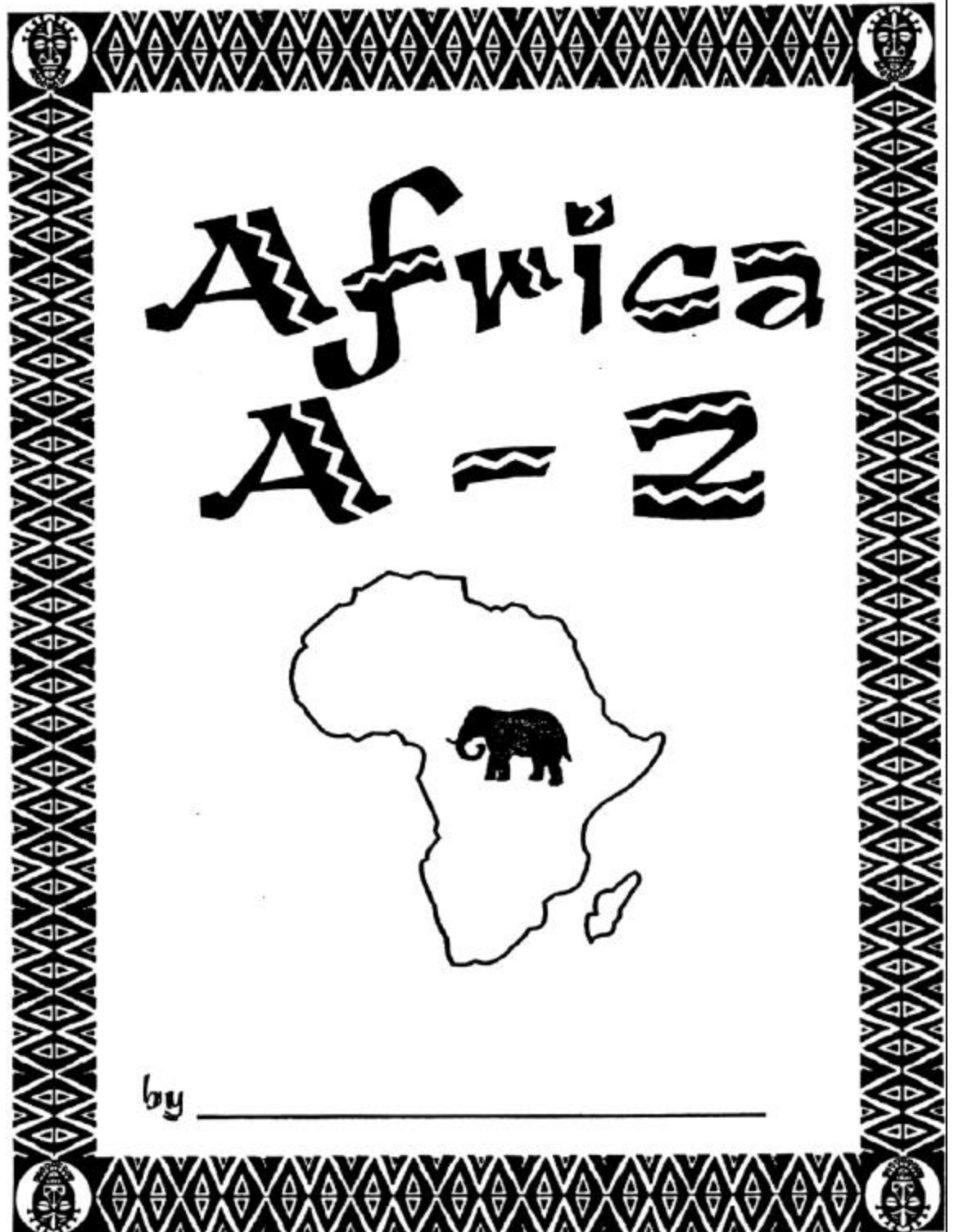
Moja	MO – jah	one
Mbili	m – BEE – lee	two
Tatu	TA – too	three
Nne	N- nay	four
Tano	TAH – no	five
Sita	SEE – tah	six
Saba	SAH – bah	seven
Nane	NAH – nay	eight
Tisa	TEE – sah	nine
Kumi	KOO – mee	ten

Appendix J



Four horizontal lines are stacked vertically to the right of the letter 'A', providing a space for writing or notes.





## Appendix L

### How to play Trashketball:

1. Students are divided into 2 teams.
1. A student from Team 1 is given a question. If student answers correctly, the student shoots a basket for a team score.
2. The shooter may choose to shoot for 2 points (a marked spot closer to the basket) or 3 points (a marked spot further from the basket).
3. If the question is answered incorrectly, play goes to Team 2. The next player may be given the same question to answer correctly, or may be given a new question to answer. (Teacher choice)
4. Play also goes to the opposing team if the question is answered correctly, but the shot is missed.
5. Points are recorded on scoreboard.
6. Play continues as long as teacher chooses.
7. Winning team may be awarded some sort of prize (line up first, given a treat, etc...)

Note: This game may be used as an evaluation tool by the teacher keeping a tally of correctly answered questions by student, then assigning a grade based on total number of questions asked per student.

### Trashketball Questions

Use Cong-O questions (Appendix D) and Swahili vocabulary words (Appendix I)  
Here are some suggestions for other questions:

1. What is a pourquoi tale? (A tale that explains why things are as they are.)
2. What is a griot? (A traveling man who sang the tales of Africa.)
3. Why did Alemayu spend the night on the mountain? (To get the reward from the rich man.)
4. How did the leopard get his spots? (He fell on a hard place and blood splattered.)
5. Where do you find the baobab tree? (On the savanna.)
6. How many times a year does the baobab tree bloom? (Twice)
7. Who hated Sundiata? (Queen Sassouma)
8. Why did Sundiata return to Mali? (To lead the army to defeat Samanguru and take the throne.)
9. What famous fairy tale compares to Mufaro's Beautiful Daughters? (Cinderella) Name one of the seven great things from the Swahili story of creation. (Canopy, Throne, Pen, Book, Trumpet, Paradise, Hellfire)

Appendix M

Hand drum visuals

