

LESSON PLAN: Ethnic Groups of West Africa: culture and diversity

STATE LEARNING STANDARDS

New York State Social Studies:

- Standard 2: World History
- Standard 3: Geography

New York State Technology:

- Standard 5: Students will apply technological knowledge and skills

New York State Arts:

- Standard 1: Creating visual arts
- Standard 2: Knowing and using arts materials
- Standard 4: Understanding cultural contributions

NCSS standards:

- 1.1: Culture and cultural diversity
- 1.2: time, continuity, and change
- 1.3: People, places, and environment
- 1.6: Power, authority, and governance

OBJECTIVE:

- Students will practice research skills by using a variety of resources to learn about West African ethnic groups.
- Students will gain a better understanding of the culture and daily life of the people they research.
- With the information gathered, students will make dioramas, jewelry, baskets or pottery, weapons, blankets, rugs or clothing, depictions of the land, or replicas of the houses, etc. that depict daily life.
- Students will practice writing and presentation skills.

RESOURCES:

- Internet access to search for information good sites to have students go to or print out copies of information are:
 - <http://www.africaguide.com/culture/tribes/index.htm> This site lists many of the ethnic groups listed below with a quick synopsis of the group. This is a good starting point for students to gather some preliminary information before they choose their topic.
 - Wikipedia is a convenient source with additional links, but should be cross referenced with other materials. The online Encyclopedia Britannica can also provide a good starting point with general information.
 - <http://www.mnsu.edu/emuseum/cultural/oldworld/africa/> This provides a further list of the below groups with more details and additional links to other resources.
- Copies of handouts; (1) *student information sheet*, (2) *checklist*, (3) *and project plan*
- Various craft supplies- students will be handing in a "project approval form" that will list their needs for the craft they will make. You will be able to approve this or adjust the materials needed to fit what you have on hand.
- As many books on West Africa as possible.
- Using the attached overhead sheet, display the below list of tribes and sites for the students.
 - Anlo-Ewe (Ghana)
<http://bmrc.berkeley.edu/people/ladzekpo/Intro.html>
 - Ashanti (Ghana)
http://www.mnsu.edu/emuseum/cultural/oldworld/africa/ashanti_culture.html
 - Bakongo/ Kongo (Angola/ Congo)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/bakongo.bak>
<http://www.britannica.com/bps/topic/321736/Kongo>
 - Bambara (Mali)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/bambara.html>

- Berber
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/berber.bak>
- Bobo (Burkina Faso/ Mali)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/boboculture.html>
- Dogon (S.E. Mali/ Burkina Faso)
<http://www.africaguide.com/culture/tribes/dogon.htm>
- Fon (Benin)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/fonculture.html>
<http://www.africaguide.com/culture/tribes/fon.htm>
- Fulani (Throughout West Africa)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/fulani.html>
- Jola (Senegal)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/jolaculture.html>
- Malinke
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/malinke.bak>
- Mandinka (throughout West Africa)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/mandinka.html>
- Senufo (Cote d' Ivoire/ Mali)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/senufo.htm>
- Wolof (Senegal)
<http://www.mnsu.edu/emuseum/cultural/oldworld/africa/wolof.html>

- *The above web sites were checked for their appropriateness to this lesson. However, students should use other resources in finding the information needed to complete their handouts. Printed materials on West African ethnic tribes should be made available to the students.*

TEACHING PROCEDURES:

REVIEW: Students have previously finished a lesson on food and culture linking West African foods to the United States.

PREVIEW: Introduce the lesson to the students by explaining they will research and then prepare items to be displayed in a classroom museum featuring West African tribes and culture. Their task is to research a group and make items depicting their daily life. Items can be;

- A diorama
- Jewelry
- Detailed maps showing the area
- Detailed drawings
- A replica of the housing
- Clothing, miniature rugs, blankets, etc.
- Weapons
- Anything that shows something of interest about their culture.

After students have produced their museum piece, they will need to write up a display card for the object and explain to the class what they have made.

TEACH:

1. Group students into teams of two or three.
2. Hand out copies of the project instructions, information sheets, the checklist, and the project plan.
3. Explain that each person in the group will have a "job" to do and teamwork is a must on this project. Each group will record information on their handouts and the checklist will be used to track their progress to keep them on track.
4. The team will need to choose an ethnic group from the above list.
5. The information sheets will be used as a rough draft for their display cards.

6. Students will use books and internet sources that are provided. Keep the list of books and internet sites on the board, along with a list of tribes from those regions.
7. When the students have filled out their information sheets, they can choose a project to build and fill out the project plan sheet. The plan must be approved.
8. Steps 1-7 should take about 1-2 class days to complete.
9. You will have an idea of the materials needed by the project plans students have completed and handed in. From their project plans you can gather the materials the students will need and approve the project, or modify it to match your supplies. You can also kick back the plan to the students if the project does not fit within the guidelines.
10. Have students work on and complete their projects.
11. Each group will write and edit the display cards for the project. The display card should contain information on the tribe they researched, the item, what it was used for, what time period the item came from, and other important information concerning the item.
12. Set up the "museum" and have students give a tour of their project and what they learned.

ASSESSMENT: The assessments for this lesson are the completed projects, the information chart, the completed checklist, the project plan, the display cards, and the presentation. The following is an example of a rubric for the project.

	Points
Teamwork	15 Each member worked together cooperatively and allowed members to contribute. Each member was assigned a duty and the other members were supportive.
Information Chart (rough draft)	20 The information charts is filled out completely with several points listed under each section.
Checklist	10 The checklist will be filled out completely with all steps finished.
Project Plan	5 The project plan is handed in on time with details about the project.
Project for display	30 The project is thoughtfully and carefully constructed.
Display card	10 The display card uses complete sentences and describe the item, how it was used, what time period it comes from, and important information concerning the item.
Presentation to class	10 The presentation is straightforward and conveys the information on the display card.
	100

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- Fon (Benin)

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- Fulani (Throughout West Africa)

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- Jola (Senegal)

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- Malinke

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- Mandinka (throughout West Africa)

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Checklist

___ I am in a group of two or three.

___ The group has chosen an ethnic tribe of West Africa.

I have researched the Internet and books to complete the following things on my **Information Sheets**:

___ Location/environment

___ Shelters

___ Food

___ Governance

___ Making a Living

___ Customs and Traditions

___ Crafts

___ Legend

___ Other Interesting Facts About This Tribe

___ The group has chosen a display project and filled out a **Project Plan Sheet**:

___ What we plan to make

___ A picture or drawing of the item

___ materials needed

___ My project has been approved by the Museum Director

___ I have completed my item for the display.

___ The group has completed the project.

___ I have contributed to the written display card.

___ The group has completed the written display card.

___ I have given the class a tour of my section of the museum.

**Location/
Environment**

In what part of West Africa did/does this tribe live? What countries make up this area now? What bodies of water, rivers or landforms are in this area?

Describe the environment and how these factors might change how they farmed or ate.

Shelters

What did/do their homes look like? What were they made of? How big were they? How many people lived in each house (mother-father-siblings or a more extended family)?

Food

What kinds of foods are considered to be in their staple diet? Did this tribe trade with other tribes? If so, what kinds of items did they trade for?

**Government/
society**

What are some ways this tribe governed (or govern) their people? How would you describe the style of government? Do all members have an equal say, or is there a strict class structure? Compare and contrast the United States government with their style.

Making a Living	How did the men provide for their families? What did the women do to provide for their families? How did the children help? And what are some similarities and differences.
Customs and Traditions	Describe the celebrations and traditions of this tribe year after year. Why did they celebrate? Are the customs different from ours? (like, wedding ceremonies, naming their babies, religions, etc.)

Crafts	What were some things the men and women of this tribe made by hand?
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Legends

In your own words tell a story this tribe told over and over for many years.

**Other Interesting
Facts about
This Tribe**

Write down any additional information you found interesting about this tribe.

Project Plan Sheet

What the group plans to make for the museum display

Picture/drawing of finished project

Needed materials

Approval _____