

AFRICAN AMERICAN VOICES LESSON PLAN

Language Arts

Topic: Reading Comprehension/Literature **Grade: K**

Objectives: To participate in shared reading;
To use predictable language in texts and big books (1-16)

Competency Link: K.1 Reading/Literature

Materials/Resources: Word cards
Chalk board
Story books - suggested story books:
*Ashanti to Zulu: African Traditions, Bill Pickett: Rodeo
Ridin' Cowboy, Children of the Promise, African
American Literature and Art for Young people, Emeka's
Gift: An African Country Story, Somewhere in Africa.*
Map of Africa
World map

Procedures/Activities:

1. After the teacher reads a selection appropriate for story mapping, have the students demonstrate comprehension by retelling the story orally:
 - a. including main characters;
 - b. setting
 - c. relating events in sequence
2. After another story is read by the teacher, have students identify similarities and differences in a previously read story; review of story recall.

Assessment:

1. Have students retell the story orally.
2. Identify similarities and differences in illustrations drawn by students.
3. Students will create a Class Chart Story (using students own words).

AFRICAN AMERICAN VOICES LESSON PLAN

Language Arts

Topic: Multiculture Understanding **Grades: K, 1**

Objective: **Begin to develop an understanding of self and others through listening to, viewing, and discussing a variety of multicultural materials; speak respectfully to students and adults of all racial/ethnic backgrounds to share information.**

Competency Link: **IV-A. Listening / Speaking / Viewing**

Materials/Resources: **Word cards
Chart
Paper
Magazines and story books i.e., *The Gifts of Kwanza, Gingerbread Days, Coming to America; The Story of Immigration; Carolina Shout; Can You Dance; Dalila, Caribbean Alphabet, Meet Addy: An American Girl, Magic Feather; A Jamaican Legend and Families: Poems Celebrating the African American Experience.*
Map and Globe**

Procedures/Activities:

- 1. Have class create a rules chart. Solicit behavioral rules from students.**
- 2. Please, thank you, May I, etc. should be discussed and encouraged to be used at appropriate times.**
- 3. Have students bring in something from home to share, such as: books, artifacts, foods, toys, or games.**
- 4. Oral reading of stories by teacher followed by students' answers to selected questions (reactions, sequencing).**
- 5. Have students illustrate their favorite place in their neighborhood. (Show and Tell)**
- 6. Conduct choral reading activities.**

Language Arts

Topic:

Multiculture Understanding

Grades: K, 1

Assessment:

- a. Students will make oral presentations about good manners in speaking to others.**
- b. Students will evaluate presentations by self and peers - using teacher/student developed criteria.**
- c. Students and teacher may develop a chart listing class rules.**

AFRICAN AMERICAN VOICES
LESSON PLAN

Science

Topic: African American Scientists **Grade: K**

Objective: Listen to a story about a past or present discovery, invention, or idea by an African American which has helped improve the quality of life.

Competency Link: 1-A The Nature of Science as Inquiry

Materials/Resources: *Best Book of Black Biographies, Legacy for all; a record of achievements by Black American Scientists, Seven Black American Scientists.* (Your Media Library Specialist can assist you in locating these books)
Picture and charts

Procedures/Activities:

1. Have students listen to and/or review stories about African American Scientists, George Washington Carver, Lewis H. Latimer, etc.
2. Bring sample of inventions, from magazines and books to share with the class.
3. Have students to recognize that scientists can be male or female, and come from many different cultures and ethnic groups.
4. Contribute to a class collage or all mural of black scientists.

Assessment: Evaluate students on their contributions to the collage, mural, and their participation in oral discussions.

AFRICAN AMERICAN VOICES
LESSON PLAN

Science

Topic: African American Scientist **Grades: K, 1, 2**

Objective: Identifying discoveries, inventions, or ideas created by African Americans.

Competency Link: 1-A The Nature of Science as Inquiry

Materials/Resources: *Best Book of Black Biographies, Legacy for all; a record of achievements by Black American Scientists, Seven Black American Scientists.* (Your Media Library Specialist can assist you in locating these books)
Picture and charts

Procedures/Activities:

1. Discuss the differences between a discovery and an invention.
2. After the teacher reads to the class about two or three African American scientists, have students compare and contrast the scientists' life stories, inventions and education.
3. Have the class describe a problem that was solved by these inventions.
4. Create a chart story.

Assessment:

1. The students are to illustrate which things were invented from the peanut and sweet potato.
2. Students should be able to illustrate a traffic light, fountain pen, helicopter, and an air conditioning unit and identify the inventor of each.
3. (Both Assessment items can be modeled on the chalkboard before this assignment is given).

AFRICAN AMERICAN VOICES
LESSON PLAN

Science

Topic: African American Scientists Grades: 3, 4, 5

Objectives: Report both orally and in writing about an African American invention or discovery;

Participate in collaborative groups and discuss possible steps which might have led to an invention.

Competency Link: 1A (B) The Nature of Science as Inquiry

Materials/Resources: Legacy for African Americans
A record of Achievements by Black American Scientists
Black American Scientists
American Black Scientists and Inventors
Pictures and charts.

Procedures/Activities:

- 1. Students will be assigned readings of non-fictional literature about African American inventors.**
- 2. Students are to explain that invention's result using the scientific method of inquiry.**
- 3. In grade 3 teacher should model (2) above using charts.**

Assessment: Students will be assessed on individual oral/written reports and the creativity of their presentations.

AFRICAN AMERICAN VOICES LESSON PLAN

Mathematics

Topic: Math Begins in Africa **Grades: K, 1**

Objectives: Count by ones to 100, using manipulative diagrams and oral language.

Count forward and backward starting with any number through 10 using tallies / a number line and oral language.

Competency Link: 1-A Number Sense

Materials/Resources: Counters
Paper, pencils
Individual mini chalk boards
Crayons, chalk
World map and map of Africa.

Procedures/Activities:

- 1. Using the attached information sheet, develop the concept that the earliest evidence of Math was on the continent of Africa.**
- 2. Identify Africa on a World map.**
- 3. Demonstrate how tallies helped Africans and how they can also help us count, estimate, and develop an understanding of addition and subtraction.**

Assessment:

- 1. Demonstrate an understanding of numbers by constructing a calendar. (Tally marks)**
- 2. Estimate the number of objects in a set. (Tally marks)**
- 3. Identify the number that represents a given set. (Tally marks)**

Mathematics

Topic:

Math Begins in Africa

Grades: K, 1

- 4. Count by ones to 10, by ones to 50 and by ones to 100. (Using tallies)**

AFRICAN AMERICAN VOICES LESSON PLAN

Mathematics

- Topic:** Math begins in Africa **Grades:** 2,3
- Objective:** Organize and record information using tables, charts and tally marks in order to construct a variety of graphs: pictographs, bar graphs, and line plots.
- Competency Link:** 1A Number Sense
- Materials/Resources:** manilla drawing paper
pencils or crayons
charts
pictures
scissors
paste
Math: A Rich Heritage, Beatrice Limpkin; Globe Fearon, 1995 (Resource Book)
Map of Africa
World Map
- Procedures/Activities:**
1. Using the attached information sheet, develop that the earliest evidence of math was in Africa(p.10, “Making the First Graph”), Math: A Rich Heritage.
 2. Through discussion and demonstration, model for students at the chalkboard or on charts how they would construct bar, line, and picture graph of boys’ and girls’ heights, colors that are worn today, birth dates, etc.
 3. Show and discuss pictures of uses of graphs in early Africa.
- Assessment:** Constructing line and bar graphs to find out whether boys or girls attended school more last week, etc. (This could be done as a whole group, teacher directed activity).

AFRICAN AMERICAN VOICES LESSON PLAN

Mathematics

Topic: African American Achievements in Math **Grades:** 4, 5

Objectives: Use oral and written language to communicate discoveries in Mathematics by African Americans

Competency Link: 1A Number Sense

Materials/Resources: *Math-A Rich Heritage* - Beatrice Lampkin and Arthur Powell; Globe Fearon, 1995;
Pictures
Non-fiction (library) books
Magazines
Newspaper
Glue
Poster Board
Scissors

Procedures/Activities:

- 1. A teacher led discussion will explore contributions by African Americans in the field of Math and Math-related careers.**
- 2. Using the trade book, *Math A Rich Heritage* pp 17-37, review the achievements of: Benjamin Banneker, Lewis Latimier, Mae C. Jemison, Daniel L. Akins, Portia B. Gordon, Michael Spencer, Evelyn Boyd Granville, Hubert K. Rucker, Norma Merrick Sklarck, Roosevelt Gentry. (Volunteers may read several paragraphs aloud)**
- 3. Collect and label examples from newspapers and magazines of products that these mathematicians invented or to which they contributed. Assemble data into a class collage.**

Assessment: 1. **From independent research, students will present an oral and written report about an African American Mathematician.**

Mathematics

Topic:

African American Achievements in Math

Grades: 4, 5

- 2. Have students create a new kind of clock. Describe how it works.**
- (or)**
- < Create a new kind of lamp and describe how it works.**

AFRICAN AMERICAN VOICES LESSON PLAN

Language Arts

- Topic:** African Folk Tales **Grades:** K-5
- Objective:** Develop an understanding of self and others through listening to, viewing and discussing a variety of multicultural materials.
- Competency Link:** IV A Listening/Speaking/Viewing
- Materials/Resources:** *African Folk Tales* by Jessie A. Nunn, Frank & Wagnalls, 1971
Rabbit Makes a Monkey of Lion (K-1) by Nerna, Ardena, Harcourt Brace, 1989
Tales of an Ashanti Father by Peggy Appiah, Bencon Press
Black Fairy Tales by Terry Berger, MacMillan, 1974
Two Ways to Count to Ten: A Liberian Folk Tale by Ruby Dee, Henry Holtt, 1988
Map of Africa

Background Information:

Traditionally in most of Africa, as in other regions of the world, the folk tale has a two-fold purpose: to entertain and to teach values and ideal behavior to the members of society. Listening to folk tales is an important form of recreation for children in the evening. African storytellers are very dramatic, altering their voice for different characters and using a great deal of body movement.

A unique characteristic of most African folk tales is that they involve a great deal of audience participation. The storytellers may ask the audience to comment on the behavior of a character. A song may be sung within the folk tale, the teller acting as soloist and the audience as chorus.

Language Arts

Topic: African Folk Tales

Grades: K-5

Synopsis of a Sierra Leonean Folk Tale:

Why Spiders Hide in Corners

A spider decided that it was very important that he show everyone that he was more grieved over this mother-in-law's death than anyone else. He decided that the most effective way to convince other people of his sorrow was to refrain from eating at the feast after the funeral. Finally, the spider walked away from the feast. On his stroll through a neighboring village he saw a pot of green bananas cooking. There was nobody around and he was hungry, so he decided to eat some of the bananas. He put a big piece in his mouth and some other pieces in his hat.

Just then, one of his friends called to him. He hurriedly put his hat on and walked over to meet his friends. The hot bananas began to burn his head, so he began to dance about uncomfortably. His friends asked him what was wrong. About then the bananas fell from his head to the ground. His friends all laughed hysterically. The spider was so ashamed that he ran into the nearest house and hid in a corner. Even now, spiders hide in corners.

Specific Objectives:

- 1. Students will demonstrate that they respond positively to a Sierra Leonean folk tale by:**
 - Spontaneously asking to hear more Sierra Leonean folk tales or looking at African folk tale books in the library.**

- 2. Students will demonstrate that they can analyze American and Sierra Leonean folk tales for their entertainment and educational functions by:**
 - responding accurately to the question, "Why do parents in the United States and in Sierra Leone tell folk tales to their children?"**
 - or**
 - writing their own folk tale, reflecting both educational and entertaining functions.**

- 3. Students will demonstrate that they know that animal characters in Sierra Leonean folk tales often represent types of people by recognizing them in another folk tale.**

Language Arts

Topic:

African Folk Tales

Grades: K

- 4. Students will demonstrate that stories teach Sierra Leoneans to value honesty in interpersonal relationships by:**
- **answering appropriately to the question, “What do you think a Sierra Leonean would believe would happen to a man who deceived his friends as Spider did?” or**
 - **writing or acting out a folk tale that teaches the same lesson as the story.**

Interest Approach:

- 1. Ask the students if they ever had stories read or told to them at home.**
- 2. Tell them to think of their favorite story or fairy tale. Ask for a volunteer to come to the front of the class to tell a story and for three students to act as a small audience of children. The rest of the class should act as observers.**

Procedures/Activities:

- 1. After the story is told, draw a vertical line on the chalkboard. Ask the volunteers how the story made them feel and write their reactions in the first column. (Their responses may be happy, scared, sad, etc.)**
- 2. Ask them if they like to have stories told to them. If so, why? Write their answers in the same column.**
- 3. Then ask the students why their parents tell them stories. Write down their answers in the second column. Lead the students into a discussion of what they learned from the story.**
- 4. Ask the students what the two purposes of a folk tale are. Guide them to recognize that a folk tale is both entertaining and educational.**
- 5. Tell the students that you are going to tell them a folk tale from Sierra Leone. Have them locate Sierra Leone on the map. Ask for several children to act as Sierra Leonean children listening to a storyteller. Have them sit in a small half-circle, while the rest of the**

Language Arts

Topic:

African Folk Tales

Grades: K

class sits in a larger outer circle and listens to the folktale.

- 6. Tell the story, dramatizing as much of it as possible.**
- 7. Following the story, rearrange the chairs, and discuss the folk tale:**
 - a. Who is the main character? Do you like or dislike him? Why? Would you behave the same way? Why? How would you behave differently? How did he behave toward the other animals in the story? How did you feel about his behavior?**
 - b. If you could be one of the characters in the story, who would you be? Why?**
 - c. Do the animals in the story remind you of anyone you know? Guide the discussion so that the students recognize that the animals in the story actually represent people and how they behave towards each other.**
 - d. What did you learn about Sierra Leoneans from the story? Why do you think Sierra Leonean parents tell this story to their children?**
 - e. Ask the children how African and American folk tales are alike. Lead the children to recognize that folk tales entertain and teach the ideal behavior of people toward each other.**

Assessment:

- 1. Act out the folk tale (with narration.)**
- 2. Discuss some other educational literary forms--proverbs, historical myths--and their role in the socialization process.**
- 3. Tell a folk tale from another African nation. (See materials)**
- 4. Write a report on a folk tale from another region of the Non-Western world.**
- 5. Write another ending to the folk tale.**

AFRICAN AMERICAN VOICES LESSON PLAN

Social Studies

Topic: Physical Features of Africa **Grades: K, 1**

Objectives: Identify the important land formations and water bodies of Africa. Review the shape of Africa.

Competency Link: 1-A Geographic Understanding

Materials: Map of Africa
Globe
World map
Boards 8 ½ X 11
1 large board 18 X 24
Africa, a textbook by N.D. Allen, The Fideler Co., 1968, pp 10-21
Clay

Audiovisual: Internet sources

Procedures/Activities:

1. With the help of the textbook and maps, discuss and identify the basic land formations and water bodies of Africa, i.e., Sahara Desert, Congo Basin, Atlas Mountains, Lake Victoria, Red Sea, Atlantic Ocean, Gorée Island, Rain forest, Canary Islands, Congo River, Nile River, Strait of Gibraltar, Suez Canal, Indian Ocean, Mediterranean Sea, Grasslands.
2. Read and discuss the information in text on pp. 10 through 21.
3. On a board 18X24, with soft clay over an outline of Africa already drawn, work out with students the mountains, major rivers, deserts, lakes, and coastline shapes.

Assessment: Assign students groups to make their own graphic relief map with clay. Paints, markers or crayons may be used to enhance this activity.

AFRICAN AMERICAN VOICES LESSON PLAN

Social Studies

Topic: Lifestyles in Liberia - Food **Grades:** K-5

Objective: Determine that life styles of African people are developed by their social and physical environment.

Specific Objectives:

1. Students will demonstrate that they respect Liberian food tastes by expressing interest in preparing and eating a Liberian meal.
2. Students will demonstrate that they are able to differentiate between physical and cultural influences on Liberian tastes by explaining why Liberia and the rainforest area of the Congo might raise different food crops.
3. Students will identify the rainforest vegetation zone as the source of ingredients of Liberian collard green chop when shown slides of three vegetation zones in Africa.

Competency Link: VA Cultural Awareness

- Materials:**
1. Ingredients for a beef stew -- beef, tomatoes, potatoes, onions -- in a paper bag.
 2. Ingredients for Liberian collard greens chop — chicken, collard greens, onion, palm oil (if unobtainable, substitute peanut oil), red peppers, salt, rice, pepper.
 3. Show slides of desert, grassland, and tropical rainforest areas.
 4. Slide projector.
 5. Map of Africa and World map

Background Information:

Three major vegetation zones exist in West Africa: the rainforest, the grasslands, and the desert. The differences between the amounts of rainfall in each area is a major cause of the differences in the kinds of foods which can be raised. In the forest areas, the most common kinds of foods are

Social Studies

Topic: Lifestyles in Liberia - Food

Grades: K

root crops (yams, cassava, etc.) and tree crops (fruits and palm kernels, which produce palm oil). In the grassland areas, grains are much more common and cattle raising is widespread. Since the tsetse fly, which infects cattle with sleeping sickness, is usually found in the rainforest, cattle raising is usually limited to the grasslands.

Within the broad range of possibilities allowed by the physical environment, various ethnic groups within the same physical environment may prefer different foods because of different historical influences or cultural patterns. For example, while the cultures of the forest zone share many of the same foods, Liberia is one of the few areas where rice is the most important staple. Collard greens chop is a typical Liberian dish served with rice. (Chop is the Liberian Creole word for food.)

Interest Approach:

Show the students the bag containing the ingredients for beef stew. Tell the students that the ingredients for a typical American dish are in the bag. Have them guess what the dish and ingredients are.

Why do we eat the foods we do? There are two general reasons:

- 1) they are foods that can be raised in our locality or can be made accessible to us by being transported to our locality, and
- 2) of the foods available, certain ones are preferred over others. Our cultural or ethnic background helps determine which foods we choose to eat.

Ask the students if they think all of the ingredients could be grown in the United States. Ask:

- a. where the beef would come from? Why does a lot of beef come from the West? (It is too dry to raise anything else. There are large ranches for grazing.)
- b. where tomatoes are grown in large quantities? Why?
- c. if all crops can be raised everywhere: oranges in Maine? Bananas in North Dakota? Wheat in Louisiana?
- d. what environmental factors limit where crops can be grown?

Social Studies

Topic: Lifestyles in Liberia - Food

Grades: K

Procedures:

- 1.
2. **Ask the students if all Americans like the same kinds of foods. List some of the students' favorite foods on the board and discuss why they like them. Ask why there are differences. Guide the students to recognize that ethnic preferences and individual tastes also influence the foods we eat.**
3. **Have the students locate Liberia on the map. Show the students a bag containing the ingredients of Liberian collard greens chop. Explain that the ingredients for a Liberian meal are in the bag. Have them guess what the ingredients are and list their guesses on the board. Show them the ingredients.**
4. **Tell the students that you are going to show them slides of three different kinds of climatic regions in Africa. They should determine which is typical of Liberia where the ingredients for collard greens chops are grown. Review the importance of the amount of rainfall and temperature on the green crops that will grow in an area.**
5. **Divide the class into groups; name a recorder. Explain that as a slide is shown each group should decide whether the ingredients for collard green chop could be grown there. The recorder should write down the reasons his/her group selected or rejected the slide. Show the slide of the desert. Allow ample time for the students to discuss the slide. Show the rainforest slide, then the grasslands, following the same procedure.**
6. **Ask each recorder to give the reasons for his/her group's selection. Allow the students to discuss the selections if there is any disagreement.**
7. **Show the slide of the forest area again. Explain that the tsetse fly limits cattle raising in forest areas. Ask students if they would expect to find cattle being raised in the forest areas.**
8. **Explain that Southeastern Nigeria's climate and vegetation closely resemble Liberia's. Locate Southeastern Nigeria on the map. Explain**

Social Studies

Topic: Lifestyles in Liberia - Food

Grades: K

9. that one of the most popular foods in Liberia is rice, but in Southeastern Nigeria it is yam. Both crops could grow both places. Why is there a difference in food preferences? Guide students to recognize that the difference is probably cultural or historical.
10. Show the slide of the grasslands area again. Ask the students what kind of crops could be grown there. Do the same with the desert area.

Assessment:

1. Class participation in discussion and in projects.
2. A written report on what determines differences in food taste of people. (Upper grades 3-5).

Resources:

Books and Articles

Aldridge, Mary. *Some Crops We Use; Some Crops We Eat; Some Tropical Fruits*. London: Oxford University Press, 1967. (T, H)

Burke, Fred. *Africa: Selected Readings*. Boston: Houghton-Mifflin, 1970. (T, H)

Pritchard, John M. *Studying Africa - Book I: Its Physical Features*. London, Longmans: 1962.

Pritchard, John M. *Studying Africa - Book II: Its Weather and Climate*. London: Longmans, 1962.

AFRICAN AMERICAN VOICES
LESSON PLAN

Social Studies

Topic: Maps and Globes **Grades K, 1**

Objectives: Discuss the purpose of maps and globes.
Recognize differences between maps and globes.
Use a map to locate places linked to the study of families in Africa.
Discuss the relative terms of location and direction near/far, up/down, left/right, here/there.
Introduce and review cardinal direction.
Recognize that colors are used to represent land and water on maps and globes.

Competency Link: IA - Geographic Understanding

Materials: Map of Africa,
World map,
Globe
Crayons
Manilla drawing paper
Scissors
Pictures
Story books about African families
Song of the Boat, Graham, Lorenz, Crowell, 1975
African Dream, Carole M. Bryant, Day, 1977.

Procedures:

1. Tell students to pretend that they are sailing around the world. They are in a “big” storm and have run out of food. Ask them to look at the map and tell the class by using colors to tell where they can be located; use directions such as up/down, near/far, etc.
2. Review the purpose of maps and globes.
3. Demonstrate, using maps and globes the cardinal directions and the relative terms of location and direction, near/far, up/down, left/right, here/there.
4. After listening to stories about families from Africa, students will locate the places that were the focus of each story.

Social Studies

Topic:

Maps and Globes

Grades K, 1

Assessment:

- 1. Students are to color land, water, Africa, and label north, south, east, and west from a worksheet.**
- 2. You may also adopt this assessment item to a cut and paste activity.**

AFRICA

Project Possibilities (Middle and High School Students)

Language Arts - Africa on Stage

Write a play about growing up in a country in Africa. Set the scene for your play in one of the African countries you have studied or read about. Choose three or four characters. Next think about plot. What situation, serious or humorous, will the main character face? How will he or she react to the situation? How will the other characters affect the plot?

Write a script for your play that shows the lines each character will speak. Then present your play. Ask classmates to read aloud the parts of your characters. You may wish to videotape your live performance and show it to other classes or your family.

Life Skills - Africa in Art

The tradition of mask-making has special meaning in some African cultures. Look through books and magazines for information about different mask-making traditions in Africa. Research the kinds of masks people make, the ways of making them, and the meanings that they have. Prepare a mini-museum display with pictures or examples and detailed explanations of the masks and traditions you research.

You may want to try making a mask of your own. Use papier-mâché and your imagination.

Social Studies

Topic:

Maps and Globes

Grades K, 1

Social Sciences — Africa 2000

Hold an “All Africa” conference about life in Africa in the twenty-first century. Decide on several major topics for the conference, such as economic and political growth, agriculture, literature and arts. Form committees to plan the conference. For example, a speakers’ committee can find speakers to discuss the topics. Speakers can be students who have done research on these topics. A scheduling committee can plan the agenda for the conference. A publicity committee can make posters to let the students know about the conference. A food committee can make and serve African foods. A press committee can write news reports. Invite other classes to attend the conference.

Resources

Holliburto, Warren J. *Africa Today*. Crestwood, 1995

Minks, Louis - *Traditional Africa*. Lucent Books, 1995

Rupert, Janet E. - *The African Mask*. Clarion, 1994

***World Explorer - Africa*, Prentice Hall Inc., 1998 (Text)**

Internet Access: <http://www.phschool.com>

AFRICAN AMERICAN VOICES
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Language Arts

Topic: Picture Books on African Culture **Grade:** Pre-K

Objectives: Using literature and writing in the context of meaningful, functional, and cooperative experiences in order to develop students' motivation and interest in the process of learning.

Competency Link: Listening/Speaking/Viewing

Materials: Your Library-media specialist can assist you in locating the following picture books:

Africa

Franklin, Kristine L. *The Old, Old Man and the Very Little Boy.*

Greenfield, Eloise. *Africa Dream.*

Grifalconi, Ann. *Darkness and the Butterfly.*

_____. *Osa's Pride.*

Kroll, Virginia L. *Africa Brothers and Sisters.*

Mwenye Hadithi. *Greedy Zebra.*

_____. *Lazy Lion.*

Olaleye, Isaac O. *Bitter Bananas*

Williams, Karen Lynn. *When Africa Was Home.*

Eastern Africa

Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book.*

_____. *Mojo Means One: Swahili Counting Book.*

Kroll, Virginia L. *Masia and I.*

Northern Africa

Gray, Nigel. *A balloon for Grandad.*

Heide, Florence Parry, and Judith Heide Gilliland. *The Day of Ahmed's Secret.*

Price, Leontyne. *Aida*

Language Arts

Topic: Picture Books on African Culture

Grade: Pre-K

Southern Africa

Daly, Niki. *Not So Fast, Songololo.*

Isadora, Rachel. *At the Crossroads.*

Lewin, Hugh. *Jafta.*

_____. ***Jafta and the Wedding.***

_____. ***Jafta _____ the Journey.***

_____. ***Jafta _____ the Town.***

_____. ***Jafta's Father.***

_____. ***Jafta's Mother.***

Western Africa

French, Fiona. *Anancy and Mr. Dry-Bone.*

Grifalconi, Ann. *Flyaway Girl.*

Mendez, Phil. *The Black Snowman.*

Steig, William. *Amos & Boris.*

Map and globe

Procedure:

- 1. After the story is told, ask for volunteers to tell how the story made them feel.**
- 2. Ask questions about story facts and sequence.**

Assessment:

- 1. Have students retell story from pictures.**
- 2. Have students illustrate the "best" part of the story.**

AFRICAN AMERICAN VOICES LESSON PLAN

Language Arts

Topic: Haitian Folktales **Grades:** K-5

Objective: Using literature and writing in the context of meaningful, functional and cooperative experiences in order to develop students' motivation and interest in the process of learning.

Competency Link: IV-A Learning/Speaking/Listening

Materials: *The Magic Orange Tree and Other Haitian Folktales*, Diane Wolkstein, ed. Schozken, 1998
**Makso*, Maude Heurtelou
**The Lion Cub*, Maude Heurtelou
World Map and Globe

* Contact "Librairie Au Service de la Culture" for obtaining these books at (305) 271-0586

Background:

To a large extent, Haitian history has been shaped by foreign powers: first Spain, then France, and finally the United States. A rich, lush land with a strategic location, Haiti has often been viewed as a valuable piece of real estate.

When Columbus arrived on the island of Hispaniola on December 6, 1492, he was greeted by the Taino/Arawak Indians in their lush, green paradise. But the Spanish conquerors proved to be intolerant, abusive, and greedy; by 1550, the indigenous population had been almost entirely wiped out in violent uprisings or from inhumane forced labor and exposure to European diseases. In their quest for gold and other mineral riches, the Spaniards resorted to forcefully bringing West Africans to the New World to work as slaves.

Lacking economic potential, Santo Domingo, as well as Hispaniola was under Spanish rule, and soon condemned to neglect by the mother country, especially after the conquest of New Spain (Mexico) and the rich Incan kingdom in Peru. A Spanish presence was maintained, however, since Santo Domingo remained strategically important as the gateway to the Caribbean, from where many riches were shipped to the West.

Language Arts

Topic:

Haitian Folktales

Grades: K-5

Tortuga Island, off the northwest coast of Hispaniola, was the first French foothold. Reportedly expelled by the Spanish from the nearby island of St. Christopher (St. Kitts), the first French residents of Tortuga, joined by runaway slaves from Hispaniola, survived by curing meats, tanning hides, and pirating Spanish ships. They became known as “buccaneers,” from the Arawak word for smoking meats.

In 1659, Louis XIV commissioned the first permanent settlement on Tortuga. Settlers steadily encroached on the northwest part of Hispaniola; the French West India Company was established in 1664 to direct the expected commerce between France and the colony. In 1670, the French made Cap Français (present-day Cap Haïtien) their first major settlement on Hispaniola, taking advantage of its remoteness from the Spanish capital of Santo Domingo. The western part of the island was commonly referred to as Saint-Domingue, which became its official name after Spain relinquished the area to France in 1697 in the Treaty of Ryswick.

Relying on slavery, the French turned Saint-Domingue into one of its richest colonies. It produced nearly 60% of the world’s coffee and about 40% of France’s sugar imports. These products, in conjunction with cotton and indigo, accounted for approximately two-thirds of France’s commercial interests abroad and about 40% of its foreign trade. Because of the high death rate among male slaves, France continually brought new slaves from Africa; the number of enslaved Africans “imported” by France totaled over half a million.

It is to the slave-holding system that the origins of modern Haitian society, with its internal class and color conflicts, can be traced. Many of the white French slave masters kept African women as concubines, producing a small, elite mulatto population that constituted a class apart from (and above) the impoverished black majority. Colonial society consisted of three classes: *les blancs*, or white colonists; *les affranchis*, or free blacks (usually mulattos, called *gens de couleur*); and the black slaves. Discrimination and resentment were quite evident: the slaves were abused and oppressed by all, while the privileged mulatto class was forbidden by law from marrying whites, practicing certain professions, wearing European clothes, and socializing with whites. However, the *affranchis* were not restricted from buying land and lending money, which enabled them to accumulate wealth.

In the mid-1700s, the number of runaway slaves, known as *maroons*, grew. From the safety of the mountains and forests, guerrilla bands attacked the white colonists. The colonial authorities, often with what was probably the

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forced help of the mulattos, were able to repel the attacks. But the seeds of rebellion were sown. Although the colonial system had made them wealthy, the mulattos desired equality with whites; so when the Colonial Assembly refused to grant suffrage to the land-owning, tax-paying mulattos, as required by the National Assembly in Paris, the mulattos also began to revolt.

But it was the slave rebellion of 1791, led by a group of blacks, including Boukman, a maroon and voodoo priest, and Georges Biassou and his aide Toussaint Louverture, among others, which set the colony on the path to independence. The first gruesome attacks on northern settlements were answered by brutal reprisals elsewhere. Given this instability, the mulattos, under the leadership of Alexandre Pétion and others, also mounted attacks. The mulattos, desiring equality, were fighting the white colonists (Royalists), but not the whites of the new French Republic, who favored mulatto enfranchisement and the enforcement of human rights. The black (slave) forces were also split; some fought against the white colonists, while others fought both the whites and mulattos. Spain and Britain found these conditions quite favorable for intervention, and a very complex situation ensued. By 1793, black forces had joined the Commissioners of the French Republic to fight the white colonists in exchange for a promise of freedom. However, two black leaders of the revolution, one of them Biassou, were understandably suspicious of the French and refused to commit their forces; instead they pledged their allegiance to Spain. It was at this time that Toussaint Louverture, fighting for Spain, came to command his own forces and by the end of the year had control of north-central Saint-Domingue.

By 1794, Spain and Britain were on the verge of total victory when tropical disease began to take its toll on their troops. Toussaint Louverture, well-positioned, then made a crucial decision: he pledged his support to France. Although promising freedom, Spain has shown no signs of moving in that direction, while Britain had actually reinstated slavery in areas under its control. The French Republicans seemed the best choice for freedom. Thus in 1796, when Toussaint rescued the French commander from mulattos seeking to depose him, Toussaint was rewarded by being named Lieutenant Governor of Saint-Domingue. From this seat of power, he set out to ensure the continuation of an autonomous Saint-Domingue; he trusted neither foreigners nor mulattos, believing that only black leadership could protect the masses.

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Although Toussaint tried to get mulatto support for his national project, the French tried to use the tension between the classes to their advantage. In the end, however, Toussaint won out, and by 1800 he was in command of all Hispaniola. He abolished slavery, but in order to ensure stability and economic survival, he reinstated the plantation system, using enforced contract labor, and became a military dictator. However, he had never formally declared independence from France, and his de facto autonomy was a thorn in the side of both the French and foreign slave-holding nations. In 1802, Napoleon sent forces to depose Toussaint, and again the French attempted to use the mulattos to attain victory. Forced into surrender, Toussaint was assured by the French that he could retire quietly. But a short time later, he was taken and exiled to France, where he died in prison. After this deception, the remaining Haitian forces, both black and mulatto, took up the battle cry against the French. Because French forces were mobilized on two fronts, fighting the Haitians as well as the British in Europe, Napoleon was unable to look after his interests in Louisiana. So, in 1803, he conceded to the U.S. purchase of Louisiana, dashing French ambitions in the West and enabling U.S. expansion. On January 1, 1804, Haiti declared independence, becoming the second independent nation (after the United States) in the West and the first free black republic in the world.

Procedures:

- 1. After the teacher presents background information and reads a story, the students will demonstrate story comprehension by retelling the story orally including identifying main characters, setting and relating events in sequence.**
- 2. Review geography of Haiti and background information**

Assessment:

- 1. Students in grades K-2 could be assigned the task of illustrating parts of the story in sequence, followed by an oral class presentation.**
- 2. Students in grades 3-5 could be assigned a story to read and present in an oral/written report.**

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