

CHILDREN'S RESOURCES



SUMMARY: LEARNING MODULE I **HISTORY OF EAST & WEST AFRICA**

RECOMMENDED FOR GRADES 5 - 6

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Overview

The curriculum contained in this learning module meets and expounds upon key sections of the *California Standards and Assessment Framework* for grade 7 History and Social Science. Sections 7.2, 7.4, and 7.11 of the State's World History and Geography curriculum are covered with an emphasis on the role and influence of Africans during medieval and early modern times.

While the content is suitable for seventh graders, the activities and learning strategies have been designed with fifth and sixth graders in mind. The overall intent of this curriculum is to cultivate a broader and more culturally relevant understanding of world history, and to provide advanced social studies and history preparation to fifth and sixth grade students.

Learning Module I: Lesson I

THE ORIGINAL EVE

Recommended for Grades 5-6

Curriculum Map	Lesson I	Modalities	Outcomes
<p>☐ Science Mitochondrial DNA</p> <p>☐ Geography Migration routes of first humans</p> <p>☐ History / Social Studies Tools, weapons, living environment of first modern humans</p> <p>☐ Language Arts Student drawings and stories.</p>	<p>“The Original Eve”, Students learn that the oldest common ancestor of all modern humans is an East African woman scientists refer to as “The Original Eve”.</p>	<p><u>Visual</u> – Students view reenactments of “The Original Eve” and her community, and watch interviews with scientists on video. <u>Interaction</u> -Students also join together in using a large World Map to follow and discuss the various routes traveled by the first modern humans.</p> <p><u>Auditory</u> – Students listen to the instructor tell stories about hardships encountered by Eve and her community of nomads.</p> <p><u>Art</u> – Students develop drawings of Eve and write stories about her.</p>	<ul style="list-style-type: none"> ▪ Students realize that humanity began in Africa. ▪ Students understand that all modern humans have the same mitochondrial DNA patterns, thereby linking us together as one human family. ▪ Students learn that the human race is the only race, as DNA for the “Neanderthal Man” cannot be traced in modern humans.

The lesson is extremely powerful for self-esteem, as African-American children realize that the first modern humans looked very much like themselves. It also diminishes the institution of racism, as it demonstrates that everyone is a descendant of “The Original Eve”.

Learning Module I: Lesson II

ANCIENT EGYPT: THE BLACK LAND

Recommended for Grades 5-6

Curriculum Map	Lesson II	Modalities	Outcomes
<ul style="list-style-type: none"> <input type="checkbox"/> Archaeology Archaeological findings and agriculture <input type="checkbox"/> Geography Map of ancient Egypt <input type="checkbox"/> History / Social Studies Trade, art, government, class systems, and religion. <input type="checkbox"/> Language Arts Hieroglyphics, vocabulary, and cartouches. 	<p>“Ancient Egypt: The Black Land”</p> <p>Students learn that the early Egyptians were from East Africa, and were a brown skinned people. Students also learn about Egypt’s history of rulers and the influences of other cultures on its very diverse and multilingual society today.</p>	<p><u>Visual</u> – Students view books and videos containing pictures, statues, and other ancient artifacts.</p> <p><u>Interaction</u> -Students collaborate in defining vocabulary words and partner to conduct and present Internet research on gods and goddesses.</p> <p><u>Auditory</u> – Students listen to the instructor read stories about the different time periods. <u>Art</u> – Students make cartouches out of clay and paint their names in hieroglyphics.</p>	<ul style="list-style-type: none"> ▪ Students realize that the achievements of the early Egyptians can be credited to people of African origins. ▪ Students recognize today’s diverse population in Egypt, and the benefits of co-existing with other cultures. ▪ Students understand the positive impacts that such diverse influences may have on business, art, culture, and customs.

FIELD TRIP: Rosicrucian Egyptian Museum & Planetarium, San Jose, CA

Learning Module I: Lesson III

ETHIOPIA: HOUSE OF ISRAEL

Recommended for Grades 5-6

Curriculum Map	Lesson III	Modalities	Outcomes
<ul style="list-style-type: none"> <input type="checkbox"/> Archaeology Skeletal remains of Lucy – the Ethiopian ancestor <input type="checkbox"/> Geography Map of Ethiopia <input type="checkbox"/> History / Social Studies Economic and agricultural resources, monarchy, and religion <input type="checkbox"/> Language Arts Jewelry making, Ethiopian music, and vocabulary 	<p>“Ethiopia: House of Israel”- Students learn about the connections that Ethiopians have to Israel, as the Ethiopian Jews are considered by some to be members of the Jewish community to have descended from Melenik I, the son of King Solomon and Queen of Sheba (aka Makeda).</p>	<p><u>Visual</u> – Students view Discovery Channel video on Falashas, Black Jews.</p> <p><u>Auditory</u> – Students listen to the instructor read a story about Solomon and Queen of Sheba.</p> <p><u>Critical Thinking</u> -Students discuss the plight of the Black Jews, and their return to Israel. Students share the opinions about the discrimination that the Black Jews have faced by the Ethiopians and the Israelis.</p> <p><u>Art</u> – Students create beaded necklaces, which are replicas of those worn in Ethiopia.</p>	<ul style="list-style-type: none"> ▪ Students become aware of the history of Ethiopia and the Beta Israel community. ▪ Students understand the connection that Africans have to Israel and Jews through the Ethiopians. ▪ Students gain insight about the dangers of religious discrimination, and that respect for the Jewish faith is synonymous with appreciation for their own African history.

FIELD TRIP: Museum of Tolerance, Los Angeles, CA

Learning Module I: Lesson IV

RWANDA: GENOCIDE & GANG VIOLENCE

Recommended for Grades 5-6

Curriculum Map	Lesson IV	Modalities	Outcomes
<p>☐ Political Science Class systems, prejudice, and corrupt leadership</p> <p>☐ Geography Belgium, Germany, France, and Rwanda</p> <p>☐ History / Social Studies Cultural similarities between Hutu and Tutsis, economics, and agricultural resources</p> <p>☐ Language Arts Newspaper articles, written summaries, and drawings</p>	<p>“Rwanda: Genocide & Gang Violence”- Students learn about the historical relationship between the two Rwandan tribes – Hutu and Tutsis, and how it closely resembles the relationships among today’s youth gangs.</p>	<p><u>Visual</u> – Students view documentary, <i>Rwanda: Do Scars Ever Fade?</i> . <u>Critical Thinking</u> -Students participate in a group discussion about the impact of genocide and its similarities to gang violence.</p> <p><u>Project</u> – Students read and summarize newspaper articles from the early 1990s that covered the Rwandan conflict. Students read recent articles from local newspapers about youth violence in their own communities. <u>Auditory</u> – Students present their written summaries of newspaper articles to the class.</p> <p><u>Art</u>– Students draw pictures that depict present-day life in Rwanda.</p>	<ul style="list-style-type: none"> ▪ Students learn that separatism and prejudice weakens the strength of a nation, and that violence only leads to more violence. ▪ Students understand the importance of honesty and integrity in leadership. ▪ Students gain insight about the dangers of being manipulated into violence, and identify alternative ways to address conflicts.

Learning Module I: Lesson V

UGANDA: INVISIBLE CHILDREN

Recommended for Grades 5-6

Curriculum Map	Lesson V	Modalities	Outcomes
<p>☐ Political Science Paramilitary (LRA), prejudice, and corrupt leadership</p> <p>☐ Geography Map of Uganda</p> <p>☐ History / Social Studies Governmental structure, changes in leadership, military coupes, resistance groups, UN</p> <p>☐ Language Arts Letters to the Invisible Children – displaced Acholi children of Northern Uganda; awareness posters</p>	<p>Uganda: Invisible Children – Students will learn about the history of Uganda, it’s political conflicts, and the children who are being kidnapped and forced into the Lord’s Resistance Army.</p>	<p><u>Visual</u> – Students view documentary – “Invisible Children”, about the children who are being kidnapped and forced into the LRA. Students see map of Uganda.</p> <p><u>Interaction/Project</u> –Students work in small groups to develop awareness posters, publicizing the human rights abuses of the LRA.</p> <p><u>Auditory</u> – Students stage a mock press conference in which they are interviewed and respond to questions from reporters. (Students will be divided into teams of reporters and information officers.) The press conference will be videotaped for students to view.</p> <p><u>Writing</u>– Students write letters to their local political reps.</p>	<ul style="list-style-type: none"> ▪ Students understand the role of the United Nations and Human Rights. ▪ Students empathize with the children of Uganda, and feel empowered to voice their opposition. ▪ Students gain a greater appreciation for the educational opportunities and freedoms that they are afforded in the United States.

Learning Module I: Lesson VI

ASANTE EMPIRE: A THRIVING CULTURE

Recommended for Grades 5-6

Curriculum Map	Lesson VI	Modalities	Outcomes
<ul style="list-style-type: none"> ☐ Economics Gold mining, farming, and slave trading ☐ Geography Map of Gold Coast ☐ History Resistance to British colonization: Anglo-Asante Wars ☐ Social Studies Village Life, Family Unit, Religion, Inheritance, Marriage, and Communal Life ☐ Language Arts Music of Ghana, vocabulary, & essay 	<p>Asante Empire: A Thriving Culture – Students will learn about the history of the Asante people and the present-day customs of the people of Ghana.</p>	<p><u>Visual</u> – Students watch the DVD, <i>Wonders of the African World: The Slave Kingdoms</i>, to learn about the role of the Asante Empire in the Trans Atlantic slave trade. Students identify the Gold Coast on a World map.</p> <p><u>Auditory</u> – Students listen to teacher presentations on history, economics, and customs and stories read by fellow students.</p> <p><u>English/Writing</u> – Students write essays about the role of the Asante in the transatlantic slave trade.</p> <p><u>Art</u>– Students listen to the music of Ghana.</p>	<ul style="list-style-type: none"> ▪ Students learn about industry and business in past and present-day Ghana. ▪ Students gain an appreciation for the West African culture. ▪ Students understand historical events that led to the fall of the Asante Empire.

Learning Module I: Lesson VII

TIMBUKTU: WEALTH, SCHOLARS, & CULTURE

Recommended for Grades 5-6

Curriculum Map	Lesson VII	Modalities	Outcomes
<p><input type="checkbox"/> Economics Salt, gold, trade routes, merchants</p> <p><input type="checkbox"/> Geography Map of major trans-Saharan trade routes</p> <p><input type="checkbox"/> History /Social Studies The spread of Islam across Africa and the influence of scholars in Timbuktu</p> <p><input type="checkbox"/> Language Arts Essay that compares the accomplishments of Askia Mohamed and Mansa Moussa; Eid gift bowl</p>	<p>Timbuktu – Students will learn about the history of Timbuktu, including its Golden Age, emphasis on education, and the influence of Islam.</p>	<p><u>Visual</u> – Students watch the PBS DVD: <i>Wonders of the African World: The Road to Timbuktu</i>. Students use a World Map to identify the trans-Saharan trade routes.</p> <p><u>Interaction/Art</u> –Students discuss the holiday of Ramadan while creating a gift bowl for Iftar.</p> <p><u>Auditory</u> – Students listen to the teacher’s presentation about the economic prosperity of Timbuktu at the height of the golden age and fundamental beliefs of Islam.</p> <p><u>Writing</u>– Students write essays about issues surrounding the Moroccan invasion of the Songhai Empire.</p>	<ul style="list-style-type: none"> ▪Students learn that African scholars were well revered in Timbuktu. ▪Students acquire foundational knowledge about the Islamic faith and understand the importance of respecting and tolerating the beliefs of others. ▪Students appreciate the contributions made by the ancient leaders.

Learning Module I: Lesson VIII

THE REPUBLIC OF KENYA

Recommended for Grades 5-6

Curriculum Map	Lesson VIII	Modalities	Outcomes
<p><input type="checkbox"/> Geography Map of Kenya and its provinces, the highlands, and pictures of Mount Kenya</p> <p><input type="checkbox"/> Environment Wildlife habitat, “Big Five”, and impact of population growth</p> <p><input type="checkbox"/> History /Social Studies Colonial history, Arab and Portuguese influences</p> <p><input type="checkbox"/> Language Arts Swahili culture, Genge and Kapuka youth music</p>	<p>Kenya – Students will learn about the history, cultures, scenic landscapes and environmental issues of Kenya.</p>	<p><u>Auditory</u> – Students listen to the teacher’s presentation (stories) about the colonial history of Kenya and the evolution of today’s republic.</p> <p><u>Activities</u> – Students work in teams to answer questions about Kenyan history. Students will create their own Kenyan flags.</p> <p><u>Visual</u> – Students view pictures of highlands and glaciers in Kenya. Students watch a video titled “The Boys of Baraka” about African-American boys attending school in rural Kenya.</p> <p><u>Interaction/Art</u>– Students learn about, discuss, and listen to Kenya’s version of hip hop music and its influence on youth culture.</p>	<ul style="list-style-type: none"> ▪ Students are able to identify cultural values of Kenya that are similar to their own. ▪ Students understand the history of Kenya and the various cultural influences that impact its language, and music. ▪ Students appreciate the beauty of Kenya and are empathetic to it’s environmental issues.