3/27/14

Grade Nine World History

Unit: Central and Eastern Africa: Cultural History and Modern Voices

Lesson: “The Efè People”

Enduring Understandings:

* Our perception of the world is shaped by manufactured historical lenses and continues to be influenced by socio-political and cultural forces.
* Foreign occupation and encounters have lasting and complex social, political, and cultural consequences.
* Civilizations leave behind diverse types of records from which historians can learn about lifestyles, economies, social structures, and cultures.

Essential Questions:

* Who shapes my perception of the world?
* Who are the Efè people and how do they live?

Standards:

* CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* CC.8.6.9-10.F: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Set-up:

* Connect computer to SMART Board
* Place artifacts 1-5 around the classroom
* Upload *Tomorrow I’ll Be Twenty* excerpt to Edline

Activities:

1. **Do-Now (10 Minutes):** When student enter the classroom they will sit in their assigned seats in their “letter groups” and begin the assignment on the SMART Board. The slide on the SMART Board will instruct students to work together with their 4-person “letter groups” to put the 7 continents in order from largest to smallest area. I will inform students that at least one person in each group must record the order in their notes. After all groups have recorded their best guesses, I will switch to the next slide that instructs students to work together in their “letter groups” to put the 7 continents in order from largest to smallest population. After all groups have recorded their best guesses, I will reveal slides showing the correct orders. We will come back together as a class and I will ask if any groups recorded the correct order. I will ask groups which continents they confused and if anyone was surprised by the actual sizes and population of the continents. We will then build into a discussion about misconceptions of the globe and global population and why and how those misconceptions are perpetuated.
2. **Map Analysis (10 Minutes):** A discussion about maps and representations of the globe will grow out of students’ self-reflections about their own misconceptions about the globe and global population from the “Do-Now.” I will then begin to show students a series of maps of the globe and Africa. First I will show a traditional world map followed by an “accurate” world map, and ask students what differences they observe. I anticipate students will note the difference in size and shape of Africa, Europe, and North America. I will ask students why they think Europe and North America are unduly enlarged on the traditional world map, which will build into a discussion about cartography during the “Age of Exploration,” as well as the affects of perspective, cultural influences, euro-centrism, and the media on our perception of the globe and the world population. I will then show another world map that shows the migration of early humans out of Africa and across the globe. I will ask students what they think this map represents. Students are familiar with the history of early humans because it was the first unit my classroom mentor taught them in September. Students will recall Africa as the origin of the human species, and then I will show another map depicting the early African kingdoms. I will explain that in this unit we will study a few of the kingdoms on the east coast and in central Africa, and next year in African American History they will learn about the Kingdoms on the west coast. I will then show a map of colonial Africa. I assume my students have some knowledge of Europe’s colonization of the African continent, so I will briefly explain that beginning in the late 19th century began to establish colonies in Africa and exploit the continents natural and human resources, which has left a lasting mark on social, political, and cultural levels. I will then show students a modern map of Africa and ask if they observe any similarities or connections between the two maps. I anticipate students will note some similar borders, as well as clusters of small colonies/nations on the coasts, and I will scaffold students’ understandings about these connections and developments. I will then explain that in this unit we will not only be studying some of the great ancient African kingdoms, but also trace their social and cultural histories though to modern day, with a focus on contemporary African literature.
3. **Artifact Analysis (10 minutes):** I will introduce the Efè people as the indigenous people of the modern-day Democratic Republic of the Congo. I will tell students that they will be analyzing artifacts from the Efè people and making inferences about their culture and lifestyle. I will project a chart with columns labeled “Artifact,” “Description,” “Use,” and “Societal Significance” and rows labeled 1-5, and ask students to copy this chart into their notes. I will then instruct students to travel clockwise in their “letter groups” and analyze the images of the Efè artifacts placed around the room by filling in their charts (“letter groups” D and E will travel together because there are 6 groups but 5 artifacts). Students will have 2 minutes with each artifact.
4. **Artifact Share-out/Lecture (15 minutes):** Students will return to their assigned seats and have the opportunity to share their analysis of the artifacts directly preceding my brief explanation of each one and its significance to the Efè people. The first slide of the lecture will contain the image of “Artifact C” (a circle of grass hits) and I will give students the opportunity to share their analysis of this artifact with the class before I move to the slide that identifies the grass huts and their configuration as emblematic of the Efè people’s intimate tribes and semi-nomadic, hunter-gatherer lifestyle. The lecture will proceed in this format until we have covered all artifacts 1-5, thereby learning about Efè lifestyle, economy, food supply, social-structure, and culture. Artifacts 4 and 5 are musical instruments, and after students give their analysis of the artifacts we will listen to a recording of a traditional Efè feast song using these instruments.
5. **Introduce Homework (5 minutes):** I will introduce students to the Congolese author Alain Mabanckou and his most recent autobiographical novel, *Tomorrow I’ll Be Twenty* (2013). I will tell students that they will read an excerpt of *Tomorrow I’ll Be Twenty* for homework and should be prepared to analyze and discuss it for tomorrow’s class.

Homework:

* Read and print the *Tomorrow I’ll Be Twenty* excerpt