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NIGERIA: A CASE STUDY OF AN AFRICAN NATION

3rd Grade Suggested Unit of Study Gifted/Talented & Enrichment

OFFICE OF GIFTED/TALENTED & ENRICHMENT

The Office of Gifted/Talented & Enrichment (G/T & E) Education develops policy and program recommendations to meet the educational needs of exceptional students while ensuring equity to gifted programs across groups of students. We also expand enrichment programs to develop potential talent in every child and provide information to the field regarding changes in teacher certification requirements for teachers of the gifted and talented.

This unit of study has been developed with, by and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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Source for cover image: http://www.metmuseum.org/toah/images/hb/hb_1991.17.3.jpg

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UNIT OVERVIEW & TEACHER BACKGROUND

Third Grade Unit of Study Nigeria: A Case Study of an African Nation

Background Information*

Africa, the world's second largest continent, is a region of great cultural, linguistic and artistic diversity. The cultural traditions on the continent are complex and have origins that date back hundreds, and in some cases, thousands of years.

Nigeria, a republic in western Africa, with a coast along the Atlantic Ocean on the Gulf of Guinea takes its name from its chief river, the Niger. It is by far the most populated of Africa's countries, with more than one-seventh of the continent's people.

In Africa, there are over 1000 ethnic groups. These groups speak various languages and dialects, belonging to four major language groups. People's relationships to each other and the notion of cultural or group identity in Africa are complex. Kinship can be clan or lineage based, with groups being either matrilineal or patrilineal. Other groups establish identity according to centralized kingdoms. One example, the Yoruba people, who live mainly in Nigeria and Benin, are descended from people who were part of the Yoruba Kingdom, which flourished about 1000 years ago.

Adherence to Islam, Christianity or indigenous African religions is central to how Nigerians identify themselves. Nigeria's three largest ethnic groups: the Hausa, Fulani, Yoruba and Igbo represent about 70 percent of the population. The Hausa, concentrated in the far north and in the neighboring Republic Niger, are the largest of Nigeria's ethnic nations. Most Hausa are Muslims engaged in agriculture, commerce and small-scale industry. Many people of non-Hausa origin have been assimilated into the Hausa nation through intermarriage and acculturation. One such group is the Fulani, traditionally a semi nomadic livestock-herding people.

The Yoruba of southwestern Nigeria incorporate seven subgroups, each identified with a particular paramount chief and city. The *oni* of Ife is the spiritual head of the Yoruba. The majority of the Yoruba are farmers or traders who live in large cities of pre-colonial origin.

The Igbo of southeastern Nigeria traditionally live in small, independent villages, each with an elected council rather than a chief. Igbo society is highly stratified along lines of wealth, achievement and social rank.

* "Nigeria," Microsoft® Encarta® Online Encyclopedia 2005
<http://encarta.msn.com> © 1997-2005 Microsoft Corporation. All Rights Reserved.
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Most Nigerians speak more than one language. English, the country's official language, is widely spoken.

Geography

Nigeria is bounded by Cameroon to the east, Chad to the northeast, Niger to the north and Benin to the west and the Gulf of Guinea on the Atlantic Ocean to the south. The country's topography ranges from lowlands along the coast and in the lower Niger Valley to high plateaus in the north and mountains along the eastern border. Much of the country is laced with productive rivers. Nigerian ecology varies from tropical forest in the south to dry savanna in the far north, yielding a diverse mix of plant and animal life.

Nigeria has a tropical climate with sharp regional variances depending on rainfall. Vegetation also varies dramatically in relation to climate, soil, elevation, and human impact on the environment.

About two-thirds of Nigeria lies in the watershed of the Niger River, which empties into the Atlantic at the Niger Delta, and its major tributaries: the Benue in the northeast, the Kaduna in the west, the Sokoto in the northwest, and the Anambra in the southeast. The Niger is Africa's third longest river of discharge.

History

For centuries, Africa has been in contact with the rest of the world, primarily through trade. As early as the fifteenth century, west and central Africa came into direct contact with Europeans, who came to the continent seeking trade opportunities and discovery. Discovery turned to conquest, resulting in the Atlantic Slave Trade, from the sixteenth to the nineteenth centuries, and the subsequent colonization of many African territories by European nations. This period of colonization was marked by much exploitation and cultural misunderstanding, until its end in most of Africa by the early 1960's.

Today, many African nations are marked by political turmoil and economic challenges. Despite this, the African continent is much studied and revered for its rich artistic and cultural traditions.

The area that is now Nigeria was home to ethnically based kingdoms and tribal communities before it became a European colony. In spite of European contact that began in the 16th century, these kingdoms and communities maintained their autonomy until the 19th century. The colonial era began in earnest in the late 19th century, when Britain consolidated its rule over Nigeria. In 1914, the British merged their northern and southern protectorates into a single state called the Colony and Protectorate of Nigeria. Nigeria became independent of British rule in 1960. After independence, Nigeria experienced frequent coups and long periods of

autocratic military rule between 1966 and 1999, when a democratic civilian government was established.

Nigeria now has a federal form of government and is divided into 36 states and federal city capital territory. The country's official name is the Federal Republic of Nigeria. Lagos, along the coast, is the largest city and the country's economic and cultural center, but Abuja, a city in the interior, is the capital.

Nigeria long had an agricultural economy but now depends almost entirely on the production of petroleum, which lies in large reserves below the Niger Delta. Despite their wealth of oil, Nigeria remains among the world's poorest countries in terms of per capita income.

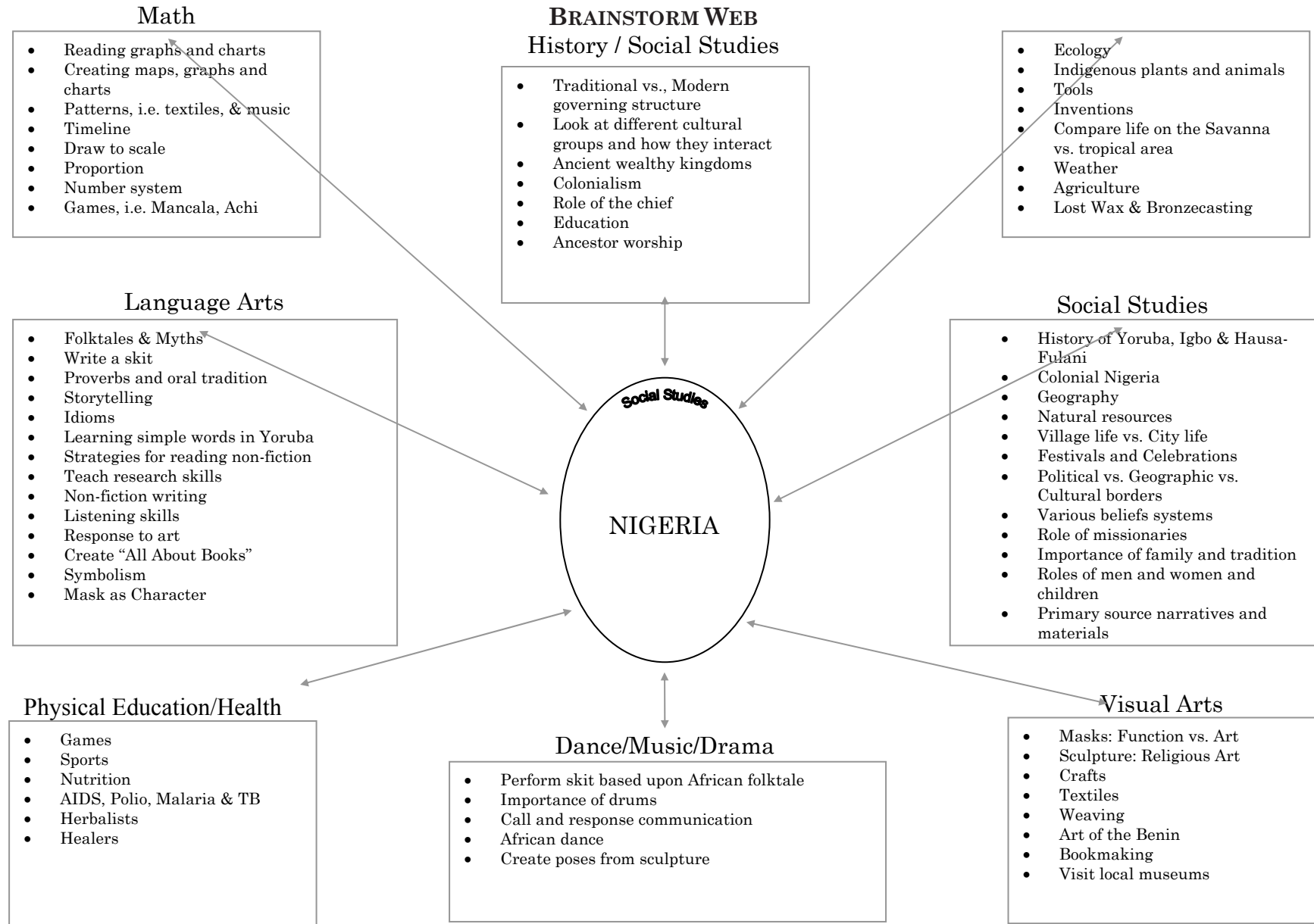
Goals and Outcomes

In second grade, students study New York City and the different communities that co-exist within it. By the time students begin third grade, they should have an understanding that within a community, people of various cultures, faith, race and class live together. The New York City Department of Education's suggested units of study for social studies in third grade are China, Africa and one other world community.

We chose to focus on Nigeria because it is Africa's most populous nation, includes a multitude of different ethnic groups and contains a savanna, rain forest and desert. Just as students previously learned about the diversity in New York City, third graders will learn that Africa contains just as much diversity. Not all Africans are the same, and for that matter, neither are all Nigerians.

By studying Nigeria as a case study, third graders will begin to learn about the diversity of communities within a nation, how people in different communities within a country meet their needs, and the ways in which various world communities govern themselves.

Through the activities contained in this unit of study, third graders will develop grade appropriate, social studies and ELA skills and strategies, as well as enjoy learning experiences that deepen their understanding of Nigeria and its context in Africa.



ESSENTIAL QUESTION

How and why has Nigeria become the country it is today?



Focus Questions

- Where in Africa is Nigeria located?
- What is the geography of Nigeria?
- Who lives in Nigeria and what are their lives like?
- What are some significant events that have shaped Nigeria?
- How did Nigeria become a country?
- What are the major issues facing Nigeria today?



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

| Content | Process | Skills |
|--|--|---|
| <ul style="list-style-type: none"> • 3 prominent ethnic groups: Yoruba, Hausa-Fulani & Igbo • Key geography and climates of Nigeria • Timeline of Nigeria’s history • Impact of outsiders on the indigenous people • Dress, food, customs and religions of the Nigerian people • Natural resources and economy • Art, music, dance and oral tradition • Current Events: Health & Environment | <ul style="list-style-type: none"> • Create timeline and maps • Construct dioramas that depict the various climates, religions and cultures of Nigeria. • Produce original artwork that shows evidence of close observation and understanding of function of Nigerian art • Develop and publish an illustrated, non-fiction text that describes various aspects of Nigerian life • Simulate a typical Nigerian marketplace. | <ul style="list-style-type: none"> • Use timeline to determine the order of a historical sequence of events • Recognize and use maps to identify ecosystems, boundaries, climate and distance, etc. • Determine similarities and differences in the ways different cultural groups address basic human needs • Classify various art forms as expressions of culture. • Read a non-fiction text and take notes on a specific topic. |

INTERDISCIPLINARY UNIT OF STUDY 1-PAGE PLANNING MATRIX

Unit of Study: Nigeria: Case Study of an African Nation

Essential Question: How and why has Nigeria become the country it is today?

| Focus Questions | Disciplines | I. Initial activities that introduce, build, and engage students with content knowledge, concept, and skill. | II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, and skill. | III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests. | Resources Needed |
|---|---|--|--|--|--|
| <p>1. Where in Africa is Nigeria located?</p> <p>2. What is the geography of Nigeria?</p> <p>3. Who lives in Nigeria and what are their lives like?</p> <p>4. What are some significant events that have shaped Nigeria?</p> <p>5. How did Nigeria become a country?</p> <p>6. What are the major issues facing Nigeria today?</p> <p>Content: The student will:</p> <ul style="list-style-type: none"> Learn about the 3 prominent ethnic groups: Yoruba, Hasa-Fulani, Igbo Know the key geographic features and climate of Nigeria Know the timeline of Nigerian history Comprehend the impact of outsiders on the indigenous people Learn about the dress, food, customs and religions of Nigeria Learn about Nigeria's natural resources and economy Gain an understanding of Nigerian art, music, dance and oral tradition Comprehend health and environmental current events in Nigeria <p>Process: The student will:</p> <ul style="list-style-type: none"> Create a timeline and map Construct dioramas that depict various geographic features, ethnic groups and aspects of Nigerian life, past and present Produce original artwork that shows evidence of close observation and understanding of function of Nigerian art Develop and publish an illustrated, non-fiction text that describes various aspects of Nigerian life Simulate a typical Nigerian marketplace <p>Attitudes and Attributes: The student will:</p> <ul style="list-style-type: none"> Appreciate Nigerian art forms Acquire a framework for Nigeria's history, culture and geography Recognize the diversity that exists within Nigeria | <p>Literacy</p> <ul style="list-style-type: none"> Listen to and read oral traditions List new vocabulary words Brainstorm questions to ask a guest speaker Read narrative account from different Nigerian perspectives Read and comprehend age-appropriate, non-fiction text Explore tourist materials to learn about national monuments and landmarks Compile list of Nigerian proverbs | <ul style="list-style-type: none"> Create a story map of a Nigerian folktale or myth Write letters to request information from an organization with ties to Nigeria Write a script for a skit based on a Nigerian story Learn how to take notes from non-fiction text Re-tell a story, folktale or myth Acquire strategies for reading with a purpose | <ul style="list-style-type: none"> Analyze and determine how the use of natural resources affects the economy Analyze different health issues and environmental concerns Create a timeline of Nigeria's history Classify Nigerian animals and plants Read and follow a Nigerian recipe | <ul style="list-style-type: none"> Letter writing campaign to change environmental policy Create a shape book that illustrates and tells about "the 10 most important things" to know about Nigeria Write a narrative account as a child in Nigeria | <p>Books</p> <ul style="list-style-type: none"> Bryan, Ashley. <i>Beat the Story Drum, Pum-Pum.</i> Gerson, Mary-Joan and Carla Golembe (Illustrator). <i>Why the Sky is Far Away: A Nigerian Folktale.</i> Hamilton, Janice. <i>Nigeria in Pictures.</i> Harmon, Daniel E. <i>Nigeria: 1880 To the Present: The Struggle, the Tragedy, the Promise (Exploration of Africa: the Emerging Nations)</i> Onyefulu, Ifeoma. <i>Ogbo: Sharing Life in an African Village.</i> Siegelson, K. and Pinkney, B. (illustrator). <i>In the Time of the Drums.</i> New York: Hyperion Books, 1999. <p>Websites</p> <ul style="list-style-type: none"> http://www.sas.upenn.edu/African_Studies/AS.html http://pbskids.org/africa/ http://artsedge.kennedy-center.org/aoi/artsedge.html <p>Kennedy Center African Odyssey</p> <ul style="list-style-type: none"> http://www.fa.indiana.edu/%7Econner/africart/home.html <p>On-line art exhibit with extensive background text of Yoruban and Akan art.</p> <ul style="list-style-type: none"> www.metmuseum.org www.africanart.org <p>Museum of African Art</p> <ul style="list-style-type: none"> www.motherlandnigeria.com <p>Other</p> <p><i>The Yoruba of West Africa</i>, Calliope Magazine, Feb. 1998. Cobblestone Publishing Company.</p> |
| | <p>Math/ Science</p> <ul style="list-style-type: none"> Examine various weather maps View charts and graphs of natural resources and infer their impact on Nigerian communities Learn about indigenous plants and animals Introduce concept of distribution and population density Explore environmental and health issues Study a timeline Trip to a local zoo and/or botanical garden | <ul style="list-style-type: none"> Read maps to acquire understanding of continent, country, borders, land forms, regions, legends and keys Compare and contrast daily life in Nigeria to that in New York City Compare and contrast three Nigerian ethnic groups Create an organizational chart of Nigerian government, past and present Analyze religious symbols and artifacts | <ul style="list-style-type: none"> Simulate a Nigerian market place to explore issues of currency, barter, supply and demand Create public service posters and announcements to raise awareness about a present health concern in Nigeria Research an environmental issue and come up with possible solutions | <p>Student Assessment</p> <p><i>Use different methods as outlined on state packet</i></p> | |
| | <p>Social Studies</p> <ul style="list-style-type: none"> Generate K-W-L Read and interpret various kinds of maps of Nigeria Examine pictures that depict different aspects of Nigerian life, past and present View documentary about Nigeria and West Africa Learn about Nigeria's government and how it has changed over time Visit the American Museum of Natural History Read a narrative account from a Nigerian child Visit one type of a Nigerian place of worship | <ul style="list-style-type: none"> View architecture of homes and buildings in Nigeria Visit the Metropolitan Museum of Art and/or Brooklyn Museum of Art Listen to African music and watch African dance performance Look at slides of various art forms (textiles, weaving, jewelry, metal and wood sculpture) Examine art with a political statement | <ul style="list-style-type: none"> Create a cookbook and prepare some of the dishes for a Nigerian cultural event Develop a public relations campaign to encourage increased tourism | | |
| | <p>The Arts</p> | <ul style="list-style-type: none"> Critique an art exhibition that they have viewed Design and produce original artwork based on Nigerian traditions | <ul style="list-style-type: none"> Create an exhibit of original artwork Perform an original myth or folktale | | |
| <p>Technology</p> <ul style="list-style-type: none"> Conduct research using the internet Watch video clips from Nigeria, or about Nigeria Use email to communicate with Nigerians Digital photography to capture examples of art, animals and flora from Nigeria | <ul style="list-style-type: none"> Learn to use keyboard and word processor Use search engine to find child-friendly sites regarding Nigeria | <ul style="list-style-type: none"> Record a re-telling of a Nigerian folktale or myth Create a PowerPoint presentation on student-selected topic | | | |

INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX (BY SECTION)

GRADE 3

Unit of Study: Nigeria: Case Study of an African Nation**Essential Question:** How and why has Nigeria become the country it is today?

| Focus Questions | Disciplines | I. Initial activities that introduce, build, and engage students with content knowledge, concept, and skill. |
|---|-----------------------|--|
| <ol style="list-style-type: none"> 1. Where in Africa is Nigeria located? 2. What is the geography of Nigeria? 3. Who lives in Nigeria and what are their lives like? 4. What are some significant events that have shaped Nigeria? 5. How did Nigeria become a country? 6. What are the major issues facing Nigeria today? <p>Content: The student will:</p> <ul style="list-style-type: none"> • Learn about the 3 prominent ethnic groups: Yoruba, Hausa-Fulani, Igbo • Know the key geographic features and climate of Nigeria • Know the timeline of Nigerian history • Comprehend the impact of outsiders on the indigenous people • Learn about the dress, food, customs and religions of Nigeria • Learn about Nigeria's natural resources and economy • Gain an understanding of Nigerian art, music, dance and oral tradition • Comprehend health and environmental current events in Nigeria <p>Process: The student will:</p> <ul style="list-style-type: none"> • Create a timeline and map • Construct dioramas that depict various geographic features, ethnic groups and aspects of Nigerian life, past and present • Produce original artwork that shows evidence of close observation and understanding of function of Nigerian art • Develop and publish an illustrated, non-fiction text that describes various aspects of Nigerian life • Simulate a typical Nigerian marketplace <p>Attitudes and Attributes: The student will:</p> <ul style="list-style-type: none"> • Appreciate Nigerian art forms • Acquire a framework for Nigeria's history, culture and geography • Recognize the diversity that exists within Nigeria | Literacy | <ul style="list-style-type: none"> • Listen to and read oral traditions • List new vocabulary words • Brainstorm questions to ask a guest speaker • Read narrative account from different Nigerian perspectives • Read and comprehend age-appropriate, non-fiction text • Explore tourist materials to learn about national monuments and landmarks • Compile list of Nigerian proverbs |
| | Math/ Science | <ul style="list-style-type: none"> • Examine various weather maps • View charts and graphs of natural resources and infer their impact on Nigerian communities • Learn about indigenous plants and animals • Introduce concept of distribution and population density • Explore environmental and health issues • Study a timeline • Trip to a local zoo and/or botanical garden |
| | Social Studies | <ul style="list-style-type: none"> • Generate K-W-L • Read and interpret various kinds of maps of Nigeria • Examine pictures that depict different aspects of Nigerian life, past and present • View documentary about Nigeria and West Africa • Learn about Nigeria's government and how it has changed over time • Visit the American Museum of Natural History • Read a narrative account from a Nigerian child • Visit one type of a Nigerian place of worship |
| | The Arts | <ul style="list-style-type: none"> • View architecture of homes and buildings in Nigeria • Visit the Metropolitan Museum of Art and/or Brooklyn Museum of Art • Listen to African music and watch African dance performance • Look at slides of various art forms (textiles, weaving, jewelry, metal and wood sculpture) • Examine art with a political statement |
| | Technology | <ul style="list-style-type: none"> • Conduct research using the internet • Watch video clips from Nigeria, or about Nigeria • Use email to communicate with Nigerians • Digital photography to capture examples of art, animals and flora from Nigeria |

| Disciplines | II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, and skill. | III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests. | Resources Needed |
|-----------------------|--|--|--|
| Literacy | <ul style="list-style-type: none"> • Create a story map of a Nigerian folktale or myth • Write letters to request information from an organization with ties to Nigeria • Write a script for a skit based on a Nigerian story • Learn how to take notes from non-fiction text • Re-tell a story, folktale or myth • Acquire strategies for reading with a purpose | <ul style="list-style-type: none"> • Letter writing campaign to change environmental policy • Create a shape book that illustrates and tells about “the 10 most important things” to know about Nigeria • Write a narrative account as a child in Nigeria | <p>Books</p> <ul style="list-style-type: none"> ○ Bryan, Ashley. <i>Beat the Story Drum, Pum-Pum</i>. ○ Gerson, Mary-Joan and Carla Golembe (Illustrator). <i>Why the Sky is Far Away: A Nigerian Folktale</i>. ○ Hamilton, Janice. <i>Nigeria in Pictures</i>. ○ Harmon, Daniel E. <i>Nigeria: 1880 To the Present: The Struggle, the Tragedy, the Promise (Exploration of Africa: the Emerging Nations)</i> ○ Onyefulu, Ifeoma. <i>Ogbo: Sharing Life in an African Village</i>. ○ Siegelson, K. and Pinkney, B. (illustrator). <i>In the Time of the Drums</i>. New York: Hyperion Books, 1999. |
| Math/ Science | <ul style="list-style-type: none"> • Analyze and determine how the use natural resources affects the economy • Analyze different health issues and environmental concerns • Create a timeline of Nigeria’s history • Classify Nigerian animals and plants • Read and follow a Nigerian recipe | <ul style="list-style-type: none"> • Simulate a Nigerian market place to explore issues of currency, barter, supply and demand • Create public service posters and announcements to raise awareness about a present health concern in Nigeria • Research an environmental issue and come up with possible solutions | <p>Websites</p> <ul style="list-style-type: none"> • http://www.sas.upenn.edu/African Studies/AS.html • http://pbskids.org/africa/ • http://artsedge.kennedy-center.org/aoi/artsedge.html <p>Kennedy Center African Odyssey</p> <ul style="list-style-type: none"> • http://www.fa.indiana.edu/%7EConner/africart/home.html <p>On-line art exhibit with extensive background text of Yoruban and Akan art.</p> <ul style="list-style-type: none"> • www.metmuseum.org • www.africanart.org <p>Museum of African Art</p> <ul style="list-style-type: none"> • www.motherlandnigeria.com |
| Social Studies | <ul style="list-style-type: none"> • Read maps to acquire understanding of continent, country, borders, land forms, regions, legends and keys • Compare and contrast daily life in Nigeria to that in New York City • Compare and contrast three Nigerian ethnic groups • Create an organizational chart of Nigerian government, past and present • Analyze religious symbols and artifacts | <ul style="list-style-type: none"> • Create a cookbook and prepare some of the dishes for a Nigerian cultural event • Develop a public relations campaign to encourage increased tourism | <p>Other</p> <p><i>The Yoruba of West Africa</i>, Calliope Magazine, Feb. 1998. Cobblestone Publishing Company.</p> |
| The Arts | <ul style="list-style-type: none"> • Critique an art exhibition that they have viewed • Design and produce original artwork based on Nigerian traditions | <ul style="list-style-type: none"> • Create an exhibit of original artwork • Perform an original myth or folktale | <p>Student Assessment</p> <p><i>Use different methods as outlined on state packet</i></p> |
| Technology | <ul style="list-style-type: none"> • Learn to use keyboard and word processor • Use search engine to find child-friendly sites regarding Nigeria | <ul style="list-style-type: none"> • Record a re-telling of a Nigerian folktale or myth • Create a PowerPoint presentation on student-selected topic | |

WEEKLY PLANNING SHEET

| Day | Social Studies Focus Question | What will you do? | Literacy Connection |
|-----------------------------|--|---|---|
| 1 | Where in Africa is Nigeria located? ↓ | Using <i>Africa is Not a Country</i> , begin to read aloud. Students will listen for details about the continent of Africa and the country of Nigeria. Whole class discussion about the relationship between country and continent, using comparisons of different places in the United States and New York City as examples. | Listening for information. Accountable talk. Use a T-chart to compare and contrast. Recalling facts and details from a non-fiction text. |
| 2 *Lesson Plan included* | ↓ | Using globe and large world map or transparency, show students where Africa (and Nigeria) are located. As a class, generate comparison statements (“Africa is bigger than..., but smaller than...” “Nigeria is west of... but east of ...”) With a partner, students will label outline maps of Africa, showing land and water. | Compare and contrast |
| 3 | What is the geography of Nigeria? | Field trip to Brooklyn Botanic Garden, New York Botanical Garden, and/or American Museum of Natural History. Students will complete a ‘scavenger hunt’ to find and sketch examples (or take pictures) of plants and animals located in different regions of Nigeria (desert, rainforest, savannah). Students will take notes to describe what it looks, feels, sounds, smells like in those regions. As a class, create charts to compare and contrast the different ecological regions and discuss how geography might affect how people live? | Use sensory imagery to write a description of a place. Accountable talk, using evidence to support your idea. Observation and note-taking |
| 4 | | Introduce final project to students (Shape book, marketplace, or biome project). | Reading functional documents. |
| 5 | ↓ | Using National Geographic’s on-line Map Machine and assorted atlases, explore the physical geography of Nigeria (climate, landforms, vegetation, etc.) Students will add to their notes and begin to color in their own maps. | Reading functional documents. Note-taking. Compare and contrast informational text. |

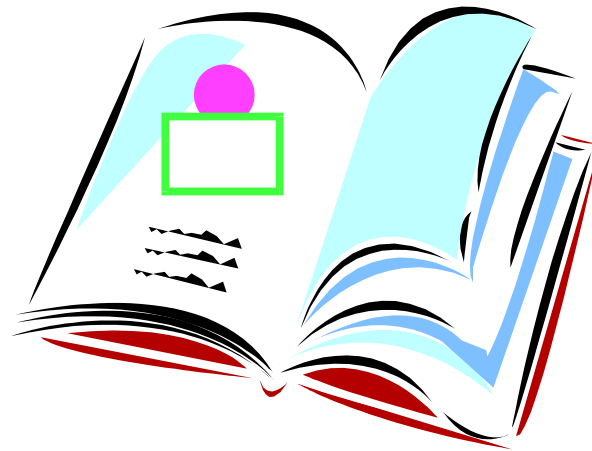
WEEKLY PLANNING SHEET (cont'd)

| | | | |
|-----------------------------|---|---|---|
| 6 *Lesson plan included* | Who lives in Nigeria and what are their lives like? - daily life - rural vs. urban - family structure, jobs - art and music | Using <i>Ogbo: Sharing Life in an African Village</i> , begin to read aloud. Students will listen for details about the activities of a child and the other members of her family. Students will work in groups to create Venn diagrams that compare life in rural Nigeria to life in New York City. | Make text to self connections to compare the life of a Nigerian child to their own. Discuss the characteristics of daily life using accountable talk. |
| 7 | | Students will re-read excerpts of <i>Ogbo</i> , and create collages to compare life in Nigeria to life in NYC. They will write descriptive statements to accompany their collages. | Writing descriptive text. Comparing and contrasting. Making text-self connections. |
| 8 | | Students will view a native dance or a musical performance. They could also listen to a storyteller recite a Nigerian folktale. (If live performers not available, videos may be used.) Students will produce a response to what they viewed, describing how it depicts an aspect of Nigerian life. | Use sensory images in writing to describe an event or experience. |
| 9 *Lesson Plan Included* | | Students will examine a series of Nigerian masks on color photocopies, noting the tribal origins (Igbo, Yoruba, etc.) and discuss the various meanings, uses and materials used. Students will discuss why images were used to represent tribal values and beliefs. Focus will be on symbols of power and strength. | Write short paragraphs about masks using I see, I think, I wonder template. |
| 10 | | Using photographs or video, students will make observations of indigenous animals from the three ecosystems studied earlier and list associated attributes including hierarchal relationships to each other. Students will create a mask using found materials (paper, bits of wood or cloth, dried pasta or beans, etc.) using masks from the Yoruba people as models. | Create attribute lists based on pictures/videos. |

WEEKLY PLANNING SHEET (cont'd)

| Day | Social Studies Focus Question | What will you do? | Literacy Connection |
|------------------------------|---|---|--|
| 11 *Lesson plan included* | Who lives in Nigeria and what are their lives like? --Folktales and beliefs -- How do Nigerians meet their basic needs? | Read aloud " <i>Lazy, Lazy Hare.</i> " Students will listen for and discuss what values are being taught in the story. | Listen and understand the main idea of a text. Make text-self connections. Note features of Nigerian folktales-create chart. |
| 12 | | Read aloud <i>Why the Sky is Far Away</i> , or another Nigerian folktale, begin to read aloud. Students will listen for elements of the story (characters, setting, problem, solution, etc.) and compare elements to the first one. How is this similar to any other folktales they know and how would a folktale about their own life be different? What seems to be important to Nigerians based on these stories? Students may then read additional folktales with partners or individually. | Listen and understand the main idea of a text. Listen for important details from a text. Make text-self connections. <ul style="list-style-type: none"> Continue to add to features/motifs of folktales list Partner Reading to identify key features |
| 13 | | Using an excerpt from one of the above folktales as a shared reading, teach students about key words that help readers know story sequence (Later, the next day, etc.). Students will then re-read the folktales in partnerships, noticing key sequencing words and creating story timelines. | Retell a story in sequential order. Remember main ideas and details. |
| 14 *Lesson plan included* | | Students will participate in a simulation of a Nigerian marketplace. As a class, they will have hands-on experience which will enable them to learn first hand the economic concepts such as goods, demands, etc. | Reading and using functional documents |
| 15 | | Students will gather all the ingredients from the marketplace and create recipes to share. | Read and follow directions from text |

SAMPLE LESSON PLANS



GEOGRAPHY LESSON

Unit of Study/Theme: Nigeria: Case Study of an African Nation

Focus Question: What is the geography of Nigeria?

The Teaching Point:

- Students will learn how to read a physical map
- Students will understand the country of Nigeria is part of a larger whole
- They will identify physical attributes of Nigeria

Why/Purpose/Connection:

- Students in third grade will be introduced to world geography and map skills. They will need to understand the geography of Nigeria as part of the continent of Africa and in turn as part of the world as a whole.

Materials/Resources/Readings:

- Map of Africa for posting, for overhead, for student handout
- Map of Nigeria for posting, for overhead, for student handout
- Map of world for posting and for overhead
- Template of thinking questions

Mini-Lesson (model/demonstration):

- Show students map of the world and ask for observations. What do they see? What are the various big landforms called? What does the blue represent? Why would we use a world map? Pointing out the seven continents, identify Africa.
- Show students map of Africa. Have students notice title, key or legend, compass rose, scale. Briefly discuss the purpose of each.
- Identify several of these symbols that represent physical characteristics of Africa.
- Continuing with map of Africa, point out country boundaries that divide Africa into 52 countries including Nigeria.
- Show students map of Nigeria making note of Nigeria's unique physical characteristics.

Student Exploration/Practice:

- Remind students of the small group roles and responsibilities as established in previous lessons.
- Hand out copies of student maps (Nigeria and Africa) and template of thinking questions to small groups.

- Students complete the template of thinking questions:
 - Looking at the Nigerian map, what are the names of some of the rivers?
 - Do any of these rivers go through any other countries besides Nigeria?
 - Are there any deserts, mountain ranges and savannahs? If so, what are their names?
 - Are there any rainforests in Nigeria?
 - Are there any large bodies of water close to Nigeria? What is its name?
 - What countries are located near Nigeria?
 - How big is Nigeria compared to other countries?

Share/Closure:

- Ask students to orally review what was learned and create chart “What We Know about The Geography of Nigeria.”

Next Steps:

- Students develop a picture dictionary of illustrated geography and map terms. Some of this could then be used as part of the final shape book unit project.
- 3-D relief map. Students use alternate materials such as sand, toothpicks, etc. to create a 3-D physical map of Nigeria.
- Students make reflections on the physical map of Nigeria and speculate how the geography might affect the way people might make a living.

Other Notes/Comments:

NIGERIAN FOLKTALE

Unit of Study: Nigeria: Case Study of an African Nation

Focus Question/Theme: Who lives in Nigeria and what are their lives like?

The Teaching Point:

- Folktales teach lessons or morals to the people who read them.
- Folktales have features/motifs that repeat from one folktale to another.

Why/Purpose/Connection:

- While acquainting students with the genre of the Nigerian folktale, students will learn that folktales teach values and rules of behavior. Students will also hear details of Nigerian culture and traditions through elements of the story (setting, characters, plot, and theme.)

Materials/Resources/Readings:

- Copy of “Lazy, Lazy Hare”: Accessed online at <http://www.uni.edu/gai/Nigeria/Lessons/Storytelling.html>
- Chart Paper, Markers

Mini-lesson:

- Tell the students that they are probably very familiar with folktales and give them some examples of folktales they may have heard or read. Explain the importance of the oral tradition in African societies and also the importance of the storytelling tradition—and of storytellers. The storytellers are important because they pass down the history and lessons of the people. Tell the students that folktales usually teach a lesson to the people who read them. We are supposed to learn something about how to live our lives from hearing the story. Today they are going to hear a folktale from Nigeria called “Lazy, Lazy Hare.” They should listen for the lesson they think the story is teaching Nigerians. At the end of the read aloud, we will talk about what they think the story is trying to teach Nigerians.

Read Aloud

- Begin reading the story aloud. Stop one or two times during the reading to model how you think about what the story might be trying to teach. For example, after “Everyone, that is, but Hare,” you might say something like, “It seems like most of the animals are jumping in to help each other solve a big problem. I think this means that Nigerians think it’s important to work together as a community.”
- After “We must teach him a lesson,” ask students to turn to the person next to them and say something about Hare. Listen in on a few students. After about 30 seconds, bring students back by saying, “I heard some people say

that Hare seems greedy. Some people said that Hare is lazy and just wants to use the water that everyone else worked to get.”

Share/Closure:

- At the end of the read aloud, tell students to once again turn to the person next to them and say something about Hare, or the other animals. Then, lead an accountable talk discussion with students that focuses on what the story seems to be teaching Nigerians about how to live their lives. For example, you might ask students whether Hare was a part of the community? How do they know? What happened to him? What other qualities seem to be important or valued in this story? (The monkey is clever, the tortoise is wise). Chart major points of discussion on chart paper.

Next steps:

- You may choose to continue to use this story to teach other literacy skills. For example, you might teach a mini-lesson on how stories often include key words to help us put the events in order. This is important in folktales especially, because there is a sequence of events that leads up to the moral at the end of the story. Good readers keep track of the events in order so they can better understand how the events affect the outcome. You might model for students with one part of the story, and then give them copies of the story to continue practicing on their own, or with other stories.

WORD DETECTIVES

Unit of Study/Theme

Teaching Point:

- Concept: folklore began as an oral tradition passed down from one generation to another
- Strategy: “Tea Party”
- Skill: group planning and discussion

Why/Purpose/Connection:

- Students will be performing original folktales or retelling an existing folktale in the African tradition as part of a culminating activity for this unit of study. Understanding the quote being used within this lesson will provide a firm introduction to the genre of folklore.
- The quote used is specific to African folktales, but the strategy can stand alone with any quote to introduce any genre.

Materials/Resources/Readings:

- Actual quote: “Through these stories we visit with our ancestors as we receive, and in turn, pass on their wisdom through the ages.” (From *The Talking Drum*). Copy and cut phrases onto sentence strips without punctuation. For example:

as

with

their wisdom

and in turn

through these stories

pass on

we receive

we visit

through the ages

our ancestors

- gluesticks
- cardstock
- markers

Mini-lesson (model/demonstration) “Tea-Party” Strategy:

- Teacher challenges students to become word detectives in charge of the task of reconstructing a saying that is related to what kinds of stories we will be reading and writing.
- Teacher projects or posts scrambled list of phrases for a brief moment and assigns students to groups and roles according to groups’ sizes, i.e., reader, recorder, materials, timekeeper, etc.
- Teacher distributes 1 gluestick, 1 sheet of cardstock, 1 set of scrambled phrases, and 1 marker to each materials person.

Student Exploration/Practice:

- Groups are given a set amount of time to reconstruct the quote and punctuate it properly. All members of group sign their name when a final saying has been negotiated and agreed upon. REMINDER: ample discussion and negotiation needs to take place before a final, agreed upon order of words is glued down onto the cardstock.

Share/Closure:

- Groups re-assemble to share their versions of their final quotes.
- Teacher reveals the actual quote and source.
- Class discusses quote’s meaning and significance.

Assessment:

- Teacher notes group dynamics.
- Teacher checks and corrects punctuation.
- Students write a reflection on the process of this activity and its content.

Next Steps:

- Students begin reading various folklore independently, charting story elements and common motifs found within this rich genre.

THE ELEMENTS OF A FOLKTALE

- **Special beginning and/or ending words** - Once upon a time...and they lived happily ever after.
- **Good character** (protagonist)
- **Evil character** (antagonist)
- **Royalty and/or a castle** usually present
- **Magic** happens
- **Problem** and a **Solution**
- Things often happen in "**threes**" or "**sevens**"
- There is a **Journey**
- **Talking Animals**
- **An ordeal**
- The **youngest** or **smallest** prevails

ELEMENTS OF A FOLKTALE CHECKLIST

| Name of Folktale | Special Beginning | Good character (protagonist) | Bad character (antagonist) | Royalty | Magic | Problem and Solution | 3s & 7s | Journey | Talking Animals | An ordeal | The youngest or smallest prevails |
|------------------|-------------------|------------------------------|----------------------------|---------|-------|----------------------|---------|---------|-----------------|-----------|-----------------------------------|
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YORUBAN MASKS

Unit of Study/Theme: Nigeria: Case Study of an African Nation

Focus Question: Who lives in Nigeria and what are their lives like?

The Teaching Points:

- Like many African peoples, the Yoruba in Nigeria use different styles of masks to teach lessons or honor their ancestors.
- How to follow written procedures independently.

Why/Purpose/Connection:

- This lesson will help students gain a greater understanding of cultural elements of the people of Nigeria. They have previously read about a member of the Igbo ethnic group, and can use what they learn in this lesson to compare and contrast another ethnic group, the Yoruba.

Materials/Resources/Readings:

- Social studies notebooks
- Overhead transparency of Tribal Mask
- Multiple copies (two or three per center) of various Yoruban tribal masks (see appendix and resource list)
- Learning center instructions (enough copies of each center so that students can work in pairs).
- <http://cti.itc.virginia.edu/~bcr/Bayly/Bayly9.html>
- <http://www.thebritishmuseum.ac.uk/compass/index.html>
- <http://www.africanart.org/facingthemask/home.html>
- *Facing the Mask*, Museum for African Art, 1996.

Mini-lesson: (Process Demonstration)

1. **Intro:** Gather students in the meeting area. Ask them to think about a time when they wore a costume or a mask. (But don't take time with students sharing about Halloween for very long). Tell the students that in many African cultures, including the Yoruba culture in Nigeria, masks and ceremonies are used to teach values to the community. The people who wear the masks and costumes are called "Maskers", and they perform dances or ceremonies that help teach the people of the community what is important. (You might remind them where the Yoruban people live on a map). Tell students that today you are going to teach them how to use a learning center to explore different kinds of Yoruban masks. Later, they will use what they have learned to design their own mask, which will be used in their final project (depending on the project you choose), using the Yoruban masks as models.
2. **Model:** On the overhead, put up a set of learning center instructions. Show students how you read the background information and instructions, and decide

what you need to do at the learning station. (For example: get out a sheet of paper and pencil, keep the questions in your head, etc.) Then, place a transparency of one of the masks on the overhead. Show students how to notice details about the picture and think about what you see. (For example, you might say, “When I look really closely, I can see a small figure of a horse up here. I’m going to make sure I try to include that detail on my sketch. That makes me think that horses were an important part of Yoruban culture.” Model how you make a quick, labeled, detailed sketch on a clean transparency.

3. Ask students to retell what they should do when they get to a learning center. Ask them to tell the person next to them, and remind students out loud of the steps. (Read instructions, look at artwork, jot down in their notebook).
4. Before you send students off, tell them that there are three learning stations. They will have 15-20 minutes (teachers should use their judgment) to complete each station. By the end of this period, or however long you decide to spend on the learning stations, students should know which kind of mask they want to make and what they might need to use to make it.

Student Exploration/Practice:

- Students will work with partners to complete each learning station. Type up station information so that each fits on one page in the largest possible font. Tape or staple the instruction sheet to the front of the folder, and put the images inside. There should be enough copies of each station so that only 2-3 students work at each one at a time. Teachers may decide to assign the order of stations, or allow students to choose. You might set up folders at tables beforehand, or you might keep folders, clearly labeled, in a central location. You might give students (or just those who will need it) a checklist to keep track of the stations they have already completed. For students who need additional practice, you might assign them first to the station that you modeled.

Learning Station 1

Background information: The **Egungun** mask is used during ceremonies to remember the ancestors of the community. In Yoruban communities, people have a lot of respect for the older people and people who have passed away (*ancestors*). One kind of Egungun mask has many layers of multi-colored woven cloth that cover the entire body of the masker. The number of layers of cloth can tell us how long a mask has been used in performances.

Instructions: Look at the two examples of Egungun masks at this table. Notice some of the details, such as colors or patterns. How are the two masks similar? How are they different? In one sentence, write an idea you have about why the Yoruba would use a costume with many layers to honor their ancestors.

Learning Station 2

Background information: The **Gelede** mask is used in a celebration of peace and harmony. The celebration honors the goddess Iya Nla. (the Great Mother) The Yoruban people believe that Iya Nla has power over the life and death of humankind. The gelede *headdress* (the part that goes over the masker's head) usually shows a man, woman, or animal. The costume part that goes over the masker's body is usually multi-colored, and made out of head scarves or baby sashes and ankle bracelets.

Instructions:

Make a detailed sketch of one of the gelede masks on a clean sheet of white paper. Label the parts of the mask and costume. What type of figure is shown on the headdress? What materials were used to make the mask? In one sentence, write an idea you have about how this mask shows a feeling of peace and harmony.

Learning Station 3

Background information: The **Epa** or **Elefon** mask is used to honor a community's *ancestors* or important events. The *masker* jumps up on a platform while wearing the mask. Some Epa masks can be up to five feet high and weigh up to fifty pounds. So the masker uses it to show his strength and power to his ancestors and his community. The base of the epa mask is shaped like a pot and shows a face. On top of the base is a tall carving that shows images of power and strength.

Instructions: On a clean sheet of white paper, make a detailed sketch of one of these Epa masks. Label the parts of the mask, and the symbols of power or strength it shows. In one sentence, write what you think the Yoruba believe about strength and power.

As students work, talk with several other students to guide them in their sketches and developing ideas. Choose one or two students to share what they have sketched or written, or a particular strategy they used that was helpful.

Share/Closure:

- Select one or two students to share their sketches, and what they noticed from the drawings. You might choose to focus on the symbols of strength and power in Yoruban art, or what the Yoruba seem to value based on the masks. (For example, students might say that ancestors are very important to the Yoruba, because they have many ceremonies and masks to honor people who passed away, or that mothers are valued because they are depicted on epa masks.

Next steps:

- You might choose to review the procedure if the lesson extends to a second day. Use a different learning station as a shared reading, modeling how you use reading strategies to understand the background information and make a plan for your work.
- Later, students should choose a type of mask that they would like to create. Depending on the final project you choose, students might create a mask to sell at the

marketplace, they might include elements of Yoruban masks in their big books, or they might include a scene of a Yoruban ceremony in their biome. You might set up a station with additional images of the three types of masks for students to use as models. Depending on resources available to you, you might have students create 2-D drawings of masks on paper, or use paper plates or paper bags and assorted craft items (beans, feathers, strips of fabric, etc.) to create 3-D masks..

Share/Closure:

- At the end of the read aloud, tell students to once again turn to the person next to them and say something about Hare, or the other animals. Then, lead an accountable-talk discussion with students that focuses on what the story seems to be teaching Nigerians about how to live their lives. For example, you might ask students whether Hare was a part of the community. How do they know? What happened to him? What other qualities seem to be important or valued in this story? (The monkey is clever, the tortoise is wise). Chart major points of discussion on chart paper.

Next steps:

- You may choose to continue to use this story to teach other literacy skills. For example, you might teach a mini-lesson on how stories often include key words to help us put the events in order. This is important in folktales especially, because there is a sequence of events that leads up to the moral at the end of the story. Good readers keep track of the events in order so they can better understand how the events affect the outcome. You might model for students with one part of the story, and then give them copies of the story to continue practicing on their own, or with other stories.

COLLAGE LESSON

Unit of Study/Theme: Nigeria: Case Study of an African Nation

Focus Question: Who lives in Nigeria and what are their lives like?

The Teaching Points:

- Students will compare and contrast life in an Igbo village with life in New York City.
- Students will create a collage and write descriptive statements about the similarities and differences between life in Nigeria and life in New York City.

Why/Purpose/Connection:

- Students will use the knowledge they gained in the previous lesson using *Ogbo: Sharing Life in an African Village* to create a collage. This activity will reinforce the students' understanding of the fact that Africa is a large continent made up of many different peoples and countries by comparing the daily activities of different *ogbos* (age groups) in an Igbo village to their own lives in New York City.

Materials/Resources/Readings:

- *Ogbo: Sharing Life in an African Village* by Ifeoma Onyefulu (Enough copies for each group)
- Readers/Writers Notebooks
- Completed Content Venn diagram from previous lesson
- Completed lists of similarities and differences that students compiled on chart paper during the previous lesson
- Newspapers, magazines, pictures of Nigerians and New Yorkers that can be cut up to use for a collage *N.B. *If photos are not available, students may draw their own pictures.*
- Scissors, art paper, glue sticks, markers
- Sentence strips

Mini-Lesson (model/demonstration):

- In a whole-class discussion, the teacher will review the aspects of daily life of the Igbo people in Nigeria. Students will refer to their completed Venn diagrams and the teacher will post the completed groups' charts.
- Using your assessment of yesterday's work, explain any important issues/aspects of Igbo life that were misunderstood or left out.
- Review procedure for making a collage, explaining that they will be creating this work to help others understand the important points about the *ogbo* they worked on in the previous lesson.
- Explain to students that they will write descriptive statements on sentence strips about life in an Igbo village. You may want to model examples of acceptable statements.

Student Exploration/Practice:

- Working in groups, students use their completed Venn diagrams and notes on chart paper from the previous lesson to create a collage and summative statements about the similarities and differences between the life of the Igbo people and New Yorkers.
- Using the group copy of *Ogbo: Sharing Life in an African Village*, students will select one photograph from the story that best describes the ogbo they are working on. Students will discuss people in the photographs (their age, what they are doing, etc.) and discuss the similarities and differences between the subjects in the photo and the NYC equivalent. They may use their completed Content Venn diagrams and notes on chart paper from previous lesson as springboards for discussion.
- Using the newspapers and magazines, students will cut out pictures of people that would be members of the ogbo they are working on and New Yorkers to create a collage. *N.B. If photos are not available, students may create their own illustrations.*
- Using sentence strips, students will write 2-3 statements summing up the similarities and differences between Nigerians and New Yorkers.

Share/Closure:

- Groups can share their work with the class.

Assessment:

- Individual Assessment: Teacher will assess student learning by listening for accountable-talk and observing individual participation in the group work.
- Group Assessment: Teacher will assess learning by evaluating the groups' completed collages and statements.
- Students can complete a content Venn Diagram

Next Steps:

- Display group work in the classroom to function as a reference to Nigerian life during future discussions.
- For homework, students can go around their own neighborhoods to find more examples of comparisons between Nigerian life and life in NYC (e.g. the nursery school in the story is like the Headstart program located around the corner from my home).
- Students will use these comparison/contrast pieces to help them depict daily Nigerian life in the Shape Books.

Other Notes/Comments:

Suggestions for differentiation of instruction:

- *Technology:* Students can use the Internet to locate images of ogbos in an Igbo village and New Yorkers to create a Power Point presentation with captions describing the similarities and differences between the two societies.
- *Writing:* Students can write journal entries from the point of view of an Igbo villager and a New Yorker to demonstrate their similarities and differences.
- *Performing Arts:* Students can write and act out a scene of daily life in an Igbo village in Nigeria and what that scene would look and sound like in New York City.

NIGERIAN MARKETPLACE

Unit of Study/Theme: Nigeria: Case Study of an African Nation

The Teaching Point: Who lives in Nigeria and what are their lives like?

Why/Purpose/Connection:

- Students will have a basic understanding of Nigeria's natural resources. This lesson will expand on how Nigerians use these resources and exchange them for other items they may want or need.

Materials/Resources/Readings:

- Photos of traditional Nigerian marketplace
- Photos of modern NYC supermarket and truck
- Samples of different products (corn, maize, tomato, beans)
- Copies of Nigerian recipes
- Space for a marketplace set-up.

Student Exploration/Practice:

1. Students will be prepared by having asked their parents in advance questions about food shopping habits and practices. **See Handout #1.** Read Max's Dragon Shirt by Rosemary Wells and ask students to discuss similarities to their own family's experiences. Have students discuss how they get food today and how they participate in that process. Show a photo(s) of a modern super market and trucks carrying food to the store.
2. Students will be given time to share info and reflect on what determines shopping choices in their respective homes.
3. Discuss with students that in Nigeria, people also have choices. When they go to the market, they want to purchase (and/or barter) food to provide for their families. Everyone grows their food and may also grow another crop.
4. Disseminate copies of Nigerian recipes to each group. (Recommend apon/obono, but many recipes from www.Motherlandnigeria.com. Tell students that they will be participating in a "real" marketplace and that they will be responsible for procuring the necessary ingredients for a stew for the family. Each group will be told that they are going to be responsible for growing and selling/bartering a specific ingredient. Ingredients include rice, sorghum, corn, tomatoes, vegetables, spinach, okra, beef, lamb, goat. Students will be given bartering cards of the various ingredients. These cards can be prepared in advance by the children (corn would be the shape of an ear of corn with the word corn written on the back). The teacher will shuffle all cards pass out in random order the teams. Each team will decide the role each participant will play. They will review the recipe and decide upon a shopping list.
5. Model the activity before proceeding. Walk up to a "vendor's stand." Browse through the cards to see what you have and what you will need to complete your recipe. Tell the vendor that you'd like to trade/barter with him. The vendor tells you what he or

she would like and you reply by state what you'd like. You negotiate to determine how many cards of theirs would make any equitable trade with yours. Point out that you do not have to be limited by trading one card for one card. Two tomatoes might not be worth an entire goat. Remind students to save enough for their own stew.

6. Tell the students that they cannot move onto another trade until they have recorded the first transaction on the Barter Ledger sheet. Show students how to complete. Write down what was traded and the quantity you used for the transaction. Be sure to list what was traded away as well as what was acquired. This is the only documentation that the students will have in order to prove their transactions. Remind students that some of the Nigerians might not know how to write but that they would have a way of keeping a record of their trade.
7. Students then take their shopping list to the marketplace and begin trading their product. At the end of the session, students will come back to their groups and see if they were able to procure the necessary products for the stew.
8. Students will participate in teacher directed discussion on economic terms using the following questions.
 - Were you successfully able to obtain all of the necessary ingredients for your stew? Teacher then elicits from student the meaning of the economic term **needs** and puts word and definition on the board.
 - Was there enough of all the different ingredients available to barter. Teacher then elicits from students the meaning of the economic term **supply** and puts word and definition on the board.
 - What was it like to actually trade items including what it was like to come up with different values for each item? Teacher then elicits from students the meaning of the economic term **barter** and puts the word and definition on the board.
 - Was there any particular product that was in limited supply but was in very high demand? Teacher then elicits from students the meaning of the economic term demand and puts the word and definition on the board.

Next Steps:

Science Connection: Students generate a list of all the costs involved in growing or raising this particular product. Students should generate a list that includes but is not limited to sunlight, water, land, workers (to plant, weed, harvest, bring to market), storage and transportation. They should be told to keep these costs in mind when they are deciding how much of their particular product to sell.

**NIGERIAN MARKETPLACE LESSON
HANDOUT #1**

1. Who does the shopping in your house?
2. When do they do their shopping? Is it every day or once a week or other?
3. How do they decide what to buy?
4. Do they take a shopping list with them when they shop?
5. Do they have a budget when they go to the store?

BLOOMing HISTORY!

An example of content-based activities for the Unit of Study *Nigeria: A Case Study of an African Nation* using Bloom's taxonomy.

Knowledge

Read about Nigeria. Make a facts chart about Nigeria (include 10 facts)



Comprehension

Illustrate each fact about Nigeria



Application

Using your 10 facts, make a small book or magazine about Nigeria



Analysis

In a paragraph tell what you think the facts reveal about the country Nigeria



Synthesis

Think about another way to present your Facts about Nigeria (PowerPoint presentation, bookmark, ect.)



Evaluation

Tell why you believe that the facts you chose are the most important things to know about Nigeria

10 important facts..



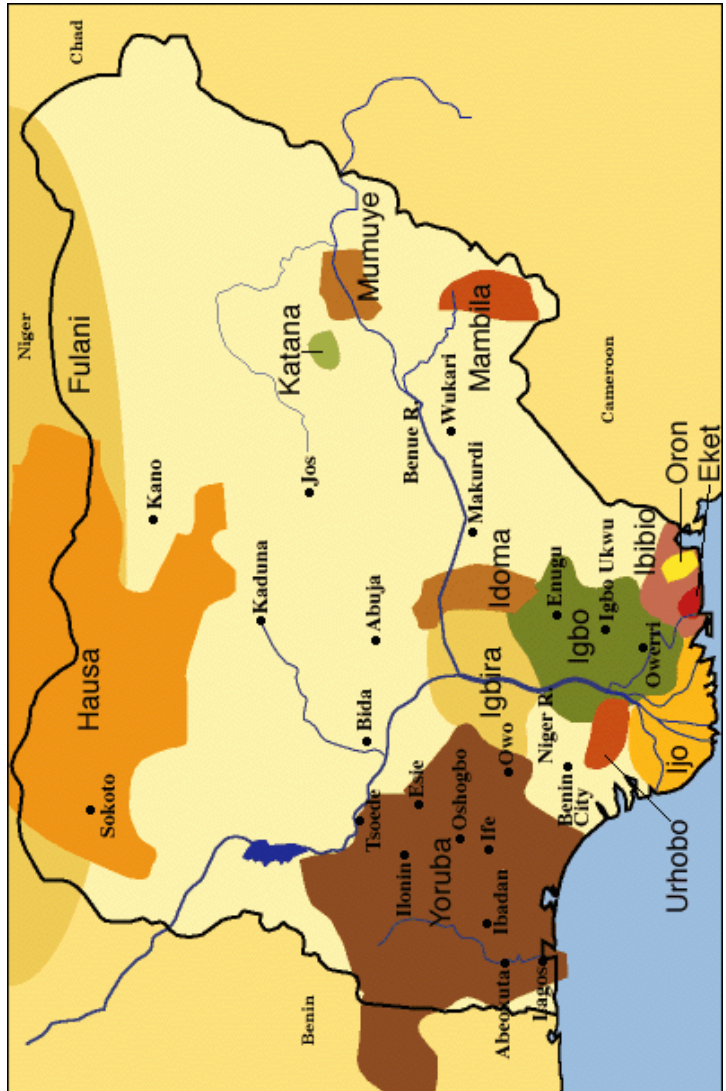
ABOUT THE SUGGESTED FINAL PROJECTS

Illustrated Shape Book

By the end of this unit of study, each student will create an illustrated shape book that explains the “ten most important things to know about Nigeria.” Each student will select ten topics from the following categories: geography, daily life, religion, art, music, literature, people, food, clothing, history, climate and vegetation, animals, plants and natural resources. Students may include no more than two pages per category.

In order to complete this project, it is expected that students will first be immersed in the genre of “All About...” books, and then will move through the steps of the writing process to complete their own book.

This project will require students to take notes on their research, categorize information they collect, and prioritize that information based on themes and big ideas discussed in class. Students will select a shape for their book that represents one of the major topics presented inside. (For example, the modern day border of Nigeria, or an article of clothing. We have provided an outline shape of Nigeria as an example.) Using note cards or other tools, students will organize their information into categories. They will create illustrations and text for each page of their book.



Simulated Nigerian Marketplace

By the end of this unit of study, each student will participate in the creation and presentation of a simulated Nigerian marketplace. Students will work in groups to research and create a part of the marketplace, such as food, crafts, music.

This project will require students to work collaboratively to research a typical Nigerian marketplace, including typical goods that are traded, and currency and bartering systems. They will create props and labels based on the information they collect, and design a market stall to present what they have learned.

In groups, students will select a topic for their market stall (such as arts, music, food, clothing, etc.), and a cultural group (Igbo, Hausa-Fulani, or Yoruba).



Biomes-Habitats

By the end of this unit, students will create a 3-D shadow box of one of three biomes in Nigeria – desert, rainforest, savanna. Students will first work independently to see the various characteristics of a specific animal. (Downloads available on www.enchantedlearning.com). They will then collaborate to make a chart comparing similarities and differences of characteristics of the respective animals. Students can also include a column on human interaction.

Students will then design and create a mockup/3D shadow box of their biome that will include the land, vegetation and animals. This could include interactive informational activities.



**NIGERIA: SHAPE BOOK
RUBRIC**

| CATEGORY | 4 | 3 | 2 | 1 |
|--|--|--|--|--|
| Writing & Organization | Each page is well organized. One topic is presented per page, topic sentences are used and supporting facts and details follow in a logical order. | Almost every page is well organized. One topic is presented, topic sentences are used and supporting facts and details follow in a logical order. | At least half of the book is well organized. One topic is presented per page, topic sentences are used and supporting facts and details follow in a logical order. | Less than half the book is well organized. One topic is presented per page, topic sentences are used and supporting facts and details follow in a logical order. |
| Content & Accuracy | All of the directions were followed. The facts on every page of the shape book are accurate and in your own words. | Most of the directions were followed. Most of the facts in the shape book are accurate and in your own words. | Some of the directions were followed. Several pages of your shape book include inaccurate information or are not in your own words. | Few of the directions were followed. Many pages of your shape book include inaccurate information or are not in your own words. |
| Attractiveness & Presentation | Your book shows that you took great care to make it beautiful and easy to read. Your shape book includes a table of contents, page numbers, index, and list of sources. Every part is neat, clear, and complete. | Your book is formatted neatly and clearly. You included all the parts in an organized way (table of contents, page numbers, index, and list of sources). | The book shows that you made an attempt to format and organize the information neatly and clearly. Some parts are included, but may be incomplete, missing, or disorganized. | The book's format and organization are confusing to the reader. You are missing several parts (table of contents, page numbers, index, list of sources, etc.) |
| Research process | Your research packet includes detailed notes, and a list of all the sources that you used to complete your research. You used a variety of books, pictures, and on-line sources. | Your research packet includes most of your notes, and a list of the sources you used. You used more than one kind of source. | Your research packet includes some of your notes, but it might be unclear where you got your information. You may have used only one type of source, or very few sources. | Your research packet includes very little notes. It is very difficult to tell where you got your information from. You may have used only one source. |

Adapted from RubiStar: <http://rubistar.4teachers.org/index.php>

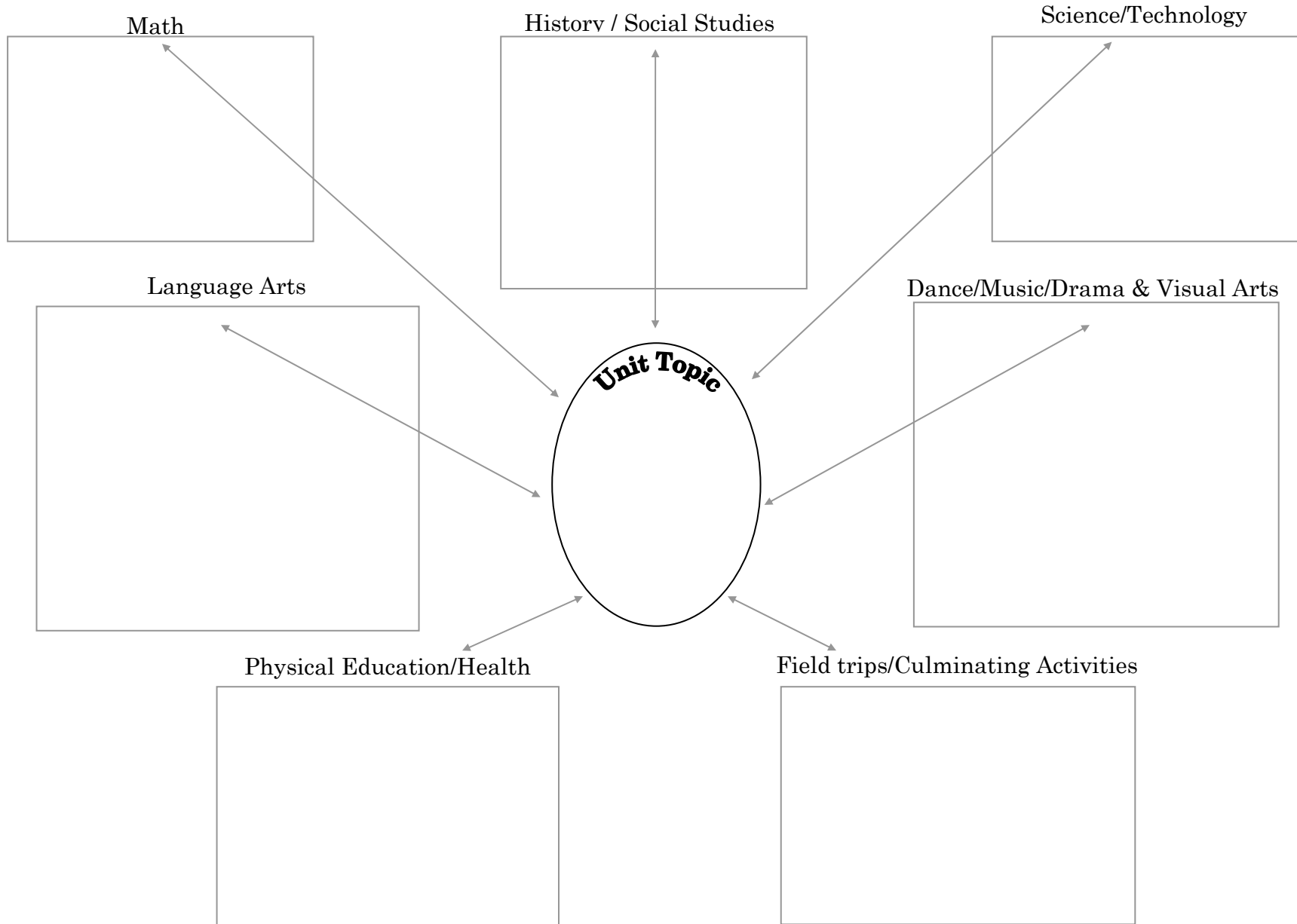
LEARNING AND PERFORMANCE STANDARDS

| New York State Social Studies Learning Standards | NYC New Performance Standards in ELA | Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below |
|--|--|---|
| <p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> | <p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> E-1: Reading</p> <p><input type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage for the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading nonfiction, note-taking, and journal writing (authentic diary).</p> | <p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <hr/> <p>What <i>specific</i> social studies strategies will this unit focus on?</p> <p>Use research through fiction/nonfiction texts and primary sources to write a journal that is based on real events and/or problems from colonial New York, and present a problem-solution that is based on historically accurate events and facts.</p> |

Templates/ Resources



BRAINSTORM WEB TEMPLATE



INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX TEMPLATE

| <u>Focus Questions</u> 1. 2. 3. | Disciplines | I. Initial activities that introduce, build and engage students with content knowledge, concept, skill | II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill | III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests | <u>Resources to Support Unit of Study</u> |
|---|-----------------------|---|---|---|--|
| 4. 5. | Literacy | | | | |
| Content Outcomes: The student will: | Math/Science | | | | |
| Process Outcomes: The student will: | Social Studies | | | | |
| Affective Outcomes: The student will: | The Arts | | | | |
| | | | | | <u>Student Assessment</u> <i>Use different methods as outlined on state packet</i> |

**TEXT SELECTION PLANNER
TO FACILITATE INTERDISCIPLINARY CONNECTIONS**

Text Title: _____

Author: _____ **Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

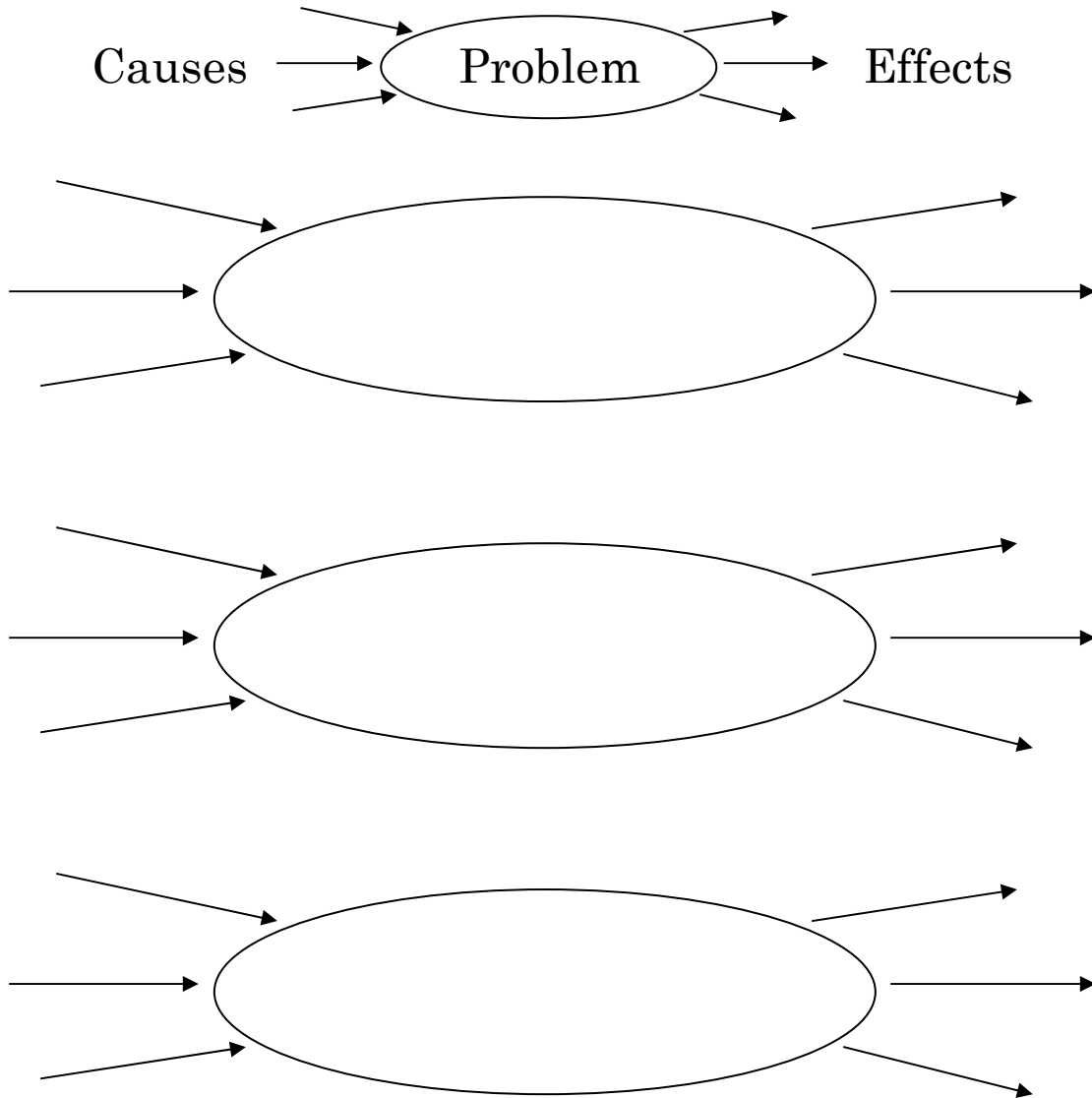
ELA Outcomes: What are the specific ELA outcomes? (e.g. main idea, cause/effect, visualizing)

-
-
-

What will students do to interpret this text?

-
-

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-
-

SAMPLE CLASS CHART

Nigeria

| Chapter Title | Notes |
|----------------------|--------------|
| | |
| | |
| | |
| | |
| | |
| | |

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says "Words to Help Identify Main Idea."
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

WHAT'S THE POINT? LOOKING FOR THE MAIN IDEA

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____

Date _____

Text _____

| The Actual Text Reads... | In my own words... |
|--------------------------|--------------------|
| | |

OPINION/PROOF THINK SHEET

Name _____

Date _____

Text _____

| What I think | Evidence |
|---------------------------------------|------------------------|
| I think the author is stating that... | I know this because... |

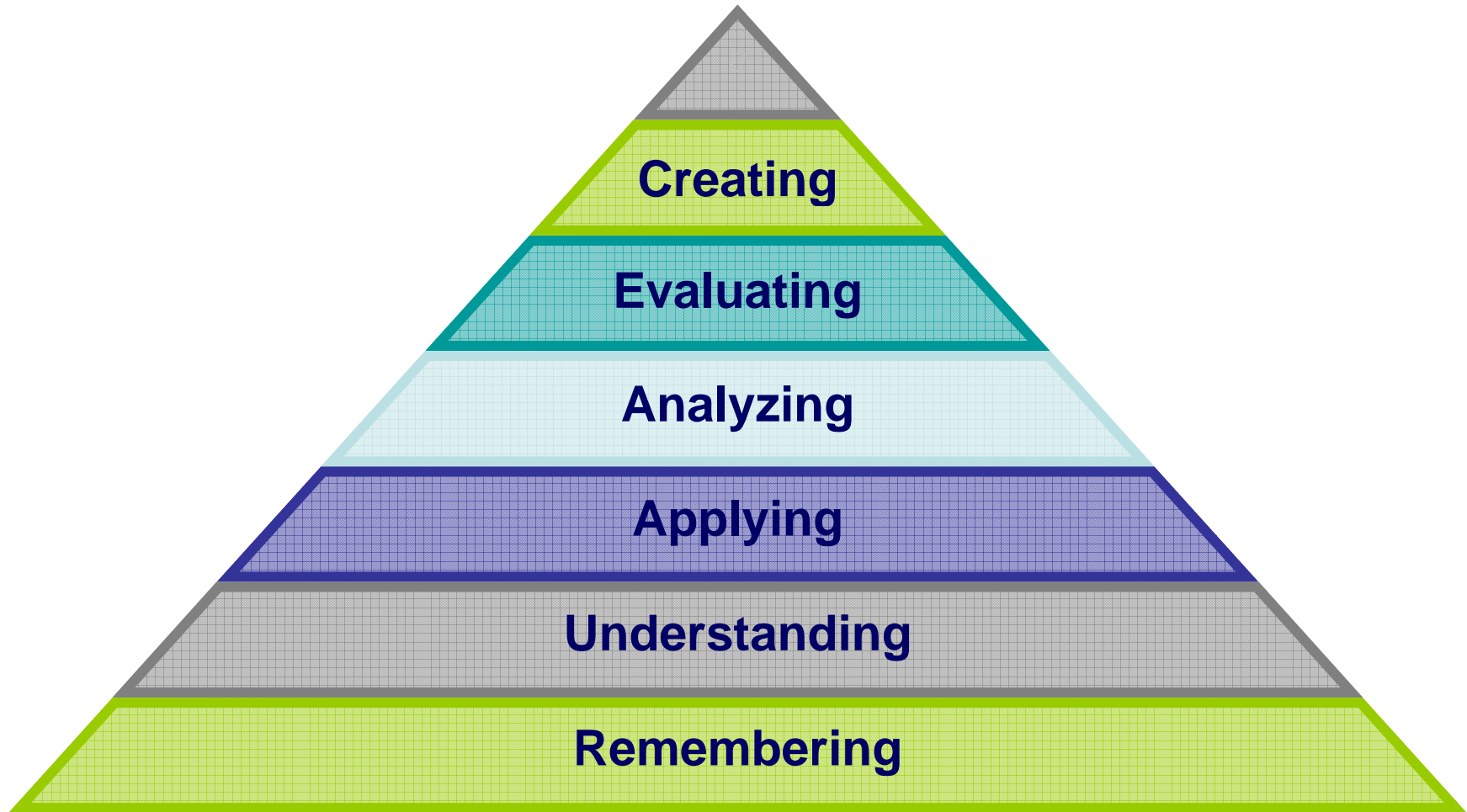
BLOOM'S TAXONOMY

Benjamin Bloom created this taxonomy and hierarchy levels in the cognitive domain. The taxonomy provides a useful structure in which to classify cognitive skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

| Skill/Competence | Skills Demonstrated |
|---|---|
| <p>Knowledge Recall of information, learned material</p> | <ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter <p><i>(words that ask students to find out: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, match, read, record, view, state)</i></p> |
| <p>Comprehension To grasp the meaning of information</p> | <ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences <p><i>(words that ask students to understand: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, cite, classify, identify, label, paraphrase, restate, trace, understand, make sense of)</i></p> |
| <p>Application The use of previously learned information in new situations</p> | <ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge <p><i>(words that ask students to use application skills: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, act, administer, control, chart, collect, discover, develop, implement, prepare, transfer)</i></p> |

| Skill/Competence | Skills Demonstrated |
|---|---|
| <p>Analysis Breaking down information and examining to more fully understand</p> | <ul style="list-style-type: none"> • recognizing patterns • organization of parts • recognition of hidden meanings • identification of components <p><i>(words that ask students to analyze: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, correlate, illustrate, outline, recognize, diagram)</i></p> |
| <p>Synthesis Creating or applying prior knowledge to produce something new or original</p> | <ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions <p><i>(words that ask students to synthesize: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite, initiate, construct, rearrange, compile, compare, incorporate)</i></p> |
| <p>Evaluation Judging the value of something based on personal values/opinions</p> | <ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity <p><i>(words that ask students to evaluate: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, appraise, justify, defend, support, reframe)</i></p> |

Source: Benjamin S. Bloom. *Taxonomy of Educational Objective*



BLOOM'S REVISED TAXONOMY

ACTIVITIES & PRODUCTS USING BLOOM'S TAXONOMY

You can utilize the following to develop additional Learning Center Activity Cards.

| <i>Knowledge</i> | |
|---|--|
| <i>Sample Question Starters</i> | <i>Possible activities and products</i> |
| What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...? | Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the ... in the story. Make a chart showing... Make an acrostic. Recite a poem. |
| <i>Comprehension</i> | |
| <i>Sample Question Starters</i> | <i>Possible activities and products</i> |
| Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...? | Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book. |
| <i>Application</i> | |
| <i>Sample Question Starters</i> | <i>Possible activities and products</i> |
| Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...? | Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others. |

| <i>Analysis</i> | |
|--|---|
| <i>Sample Question Starters</i> | <i>Possible activities and products</i> |
| Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...? | Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, color and texture. |
| <i>Synthesis</i> | |
| <i>Sample Question Starters</i> | <i>Possible activities and products</i> |
| Can you design a... to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...? | Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody. |
| <i>Evaluation</i> | |
| <i>Sample Question Starters</i> | <i>Possible activities and products</i> |
| Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...? | Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to... advising on changes needed at... Write a half yearly report about... Prepare a case to present your view about... |

RESOURCES

Country Maps

http://www.m-w.com/maps/images/maps/nigeria_map.gif



<http://www.theodora.com/maps/new4/nigeria2.gif>



http://www.theodora.com/maps/new9/nigeria_physical_shaded_relief_map.gif



http://geographic.org/maps/nigeria_maps.html



http://geographic.org/maps/nigeria_maps.html



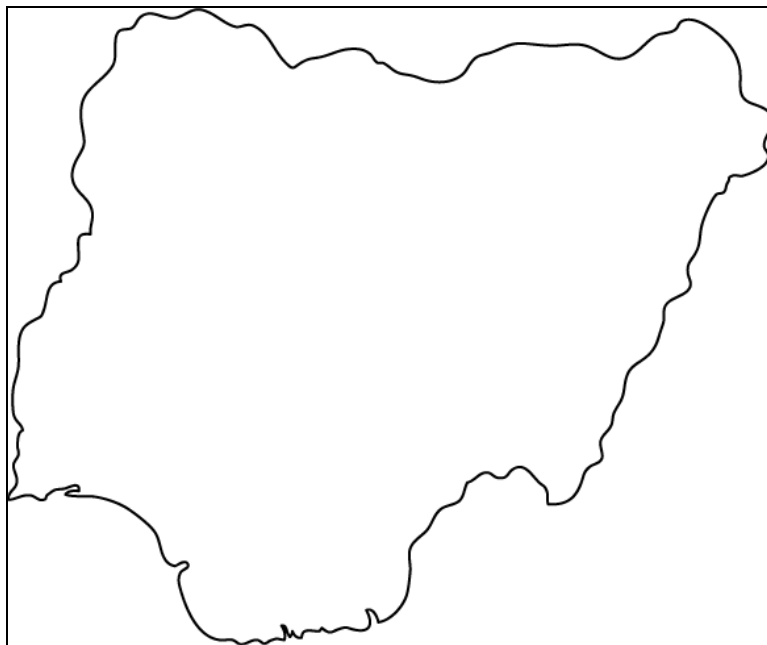
<http://cia.gov/cia/publications/factbook/geos/ni.html>



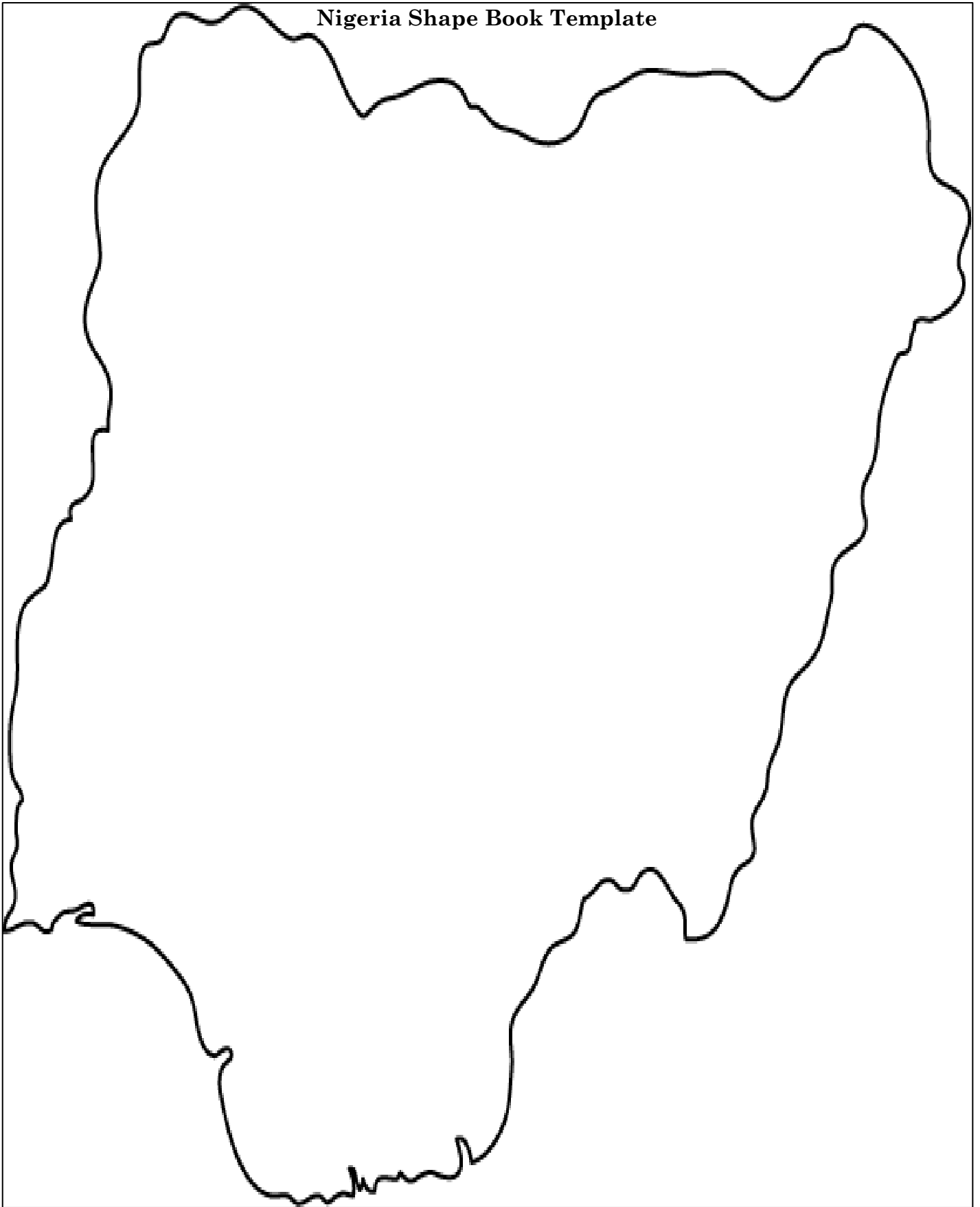
<http://www.enchantedlearning.com/africa/nigeria/outlinemap/index.shtml>



<http://worldatlas.com/webimage/countrys/africa/outline/ngout.gif>



Nigeria Shape Book Template



Books

Achebe, Chinua. Things Fall Apart, Knopf, 1992.

Arnott, Kathleen. African Myths and Legends, H. Z. Walck, 1963.

Bryan, Ashley. Beat the Story Drum, Pum-Pum, Atheneum, 1980.

Gerson, Mary-Joan and Carla Golembe (Illustrator). Why the Sky is Far Away: A Nigerian Folktale, Little, Brown, 1992.

Hamilton, Janice. Nigeria in Pictures, Lerner, 1995.

Harmon, Daniel E. Nigeria: 1880 To the Present: The Struggle, the Tragedy, the Promise (Exploration of Africa: the Emerging Nations), Chelsea House, 2001.

Herreman, Frank. Facing the Mask, Museum for African Art, 2002.

Onyefulu, Ifeoma. Ogbo: Sharing Life in an African Village, Harcourt Children's Books, 1996.

Rupert, Janet E. The African Mask, Clarion Books, 1994.

Siegelson, K. and Pinkney, B. (Illustrator). In the Time of the Drums, Jump at the Sun/Hyperion Books for Children, 1999.

Stern, Anita. Tales From Many Lands An Anthology of Multicultural Folk Literature ("The Giant Bird"), National Textbook Co., 1996.

The Yoruba of West Africa, Calliope World History for Kids, February 1998.

Websites

http://www.sas.upenn.edu/African_Studies/AS.html

African Studies Center at the University of Pennsylvania

http://www.sas.upenn.edu/African_Studies/Country_Specific/Nigeria.html

African Studies Center at the University of Pennsylvania, Nigeria page

<http://edcintl.cr.usgs.gov/sahel.html>

U.S. Geological Survey International Program. Images and text regarding land use and environmental issues in West Africa.

<http://pbskids.org/africa/>

PBS – Africa for Kids

<http://www.artsedge.kennedy-center.org/aoi/artsedge.html>

Kennedy Center African Odyssey

<http://www.enchantedlearning.com>

Child friendly site on Biomes/Habitats with pictures and information on animals adaptations to environments

<http://www.metmuseum.org>

The entire Metropolitan Museum collection. Can be searched by category, theme, etc. Over 11,000 pieces of African Art.

<http://www.AfricanArt.org>

Wonderful accompaniment to book *Facing the Mask*, online activities, background on African/masks/history, etc.

<http://www.MotherlandNigeria.com>

Fantastic site giving links to all kinds of Nigerian of Nigeria folktales broken down by themes such as jealousy, friendship, forgiveness, etc. and Nigeria

<http://www.fa.indiana.edu/%7Econner/africart/home.html>

On-line art exhibit with extensive background text of Yoruban and Akan art

<http://www.uiowa.edu/~africart/toc/countries/Nigeria.html>

Map of and general information on Nigeria

<http://nigeriatoday.com/>

Nigeria's major newspapers and magazines available online free of charge

<http://www.mapquest.com/atlas/main.adp?region=nigeria>

Map and brief country statistics

<http://www.cia.gov/cia/publications/factbook/geos/ni.html>

Map and detailed country statistics

<http://artsedge.kennedy-center.org/aoi/artsedge.html>

Kennedy Center African Odyssey

Please note: Web addresses and information contained in the Web sites may be subject to change without notice. All information was accurate as of the date of printing of this publication.

