Africa Semester Project

Description of Unit:

Africa as a sociocultural region has contributed much to the historical and cultural heritage of our country. The contributions are not just historical and political, but also artistic and cultural. Morocco was the first country to recognize the United States as a country. Many of our musical roots are a part of our culture, jazz and swing have its roots in the Sub-Saharan dances and rhythms.

Africa as an area/historical study is an important part of the seventh grade social studies curriculum. This unit is designed to target seventh grade social studies students at various levels of ability.

This Unit plan is designed to end in a semester project around the culture and arts of sub-Saharan Africa. It will cover an introduction to the continent of Africa and its major geographic and climatic regions, and the effect that this has on the lifestyles and cultures of Africa. The different styles and uses of African art will be introduced.

Because African art is not primarily designed for aesthetic uses, but for a practical use, each student as a culminating project will be required to design and construct an original African mask. Each student will need to present this mask and their research into the mask and the uses for that particular mask to the class.
**Unit Objectives:**

**Overview:**

Students will understand:

1. Major trends in Eurasia and Africa from 4000-1000 BCE.
2. The development of agricultural societies and new states in tropical Africa.
3. The interrelationships of art, cultures, and religion among the peoples of Africa, 1500-1750.

**Objectives:**

Students will be able to:

1. Identify areas of Africa where cities and dense farming populations appeared between 4000 and 1000 BCE and analyze connections between the spread of agriculture and the acceleration of world population growth.
2. Understand state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples.
3. Identify and analyze artistic, ceremonial, and religious styles that spread among the peoples of sub-Saharan Africa.
**Resources used from Institute:**

1. Information passed on verbally by David Iyams about geography, culture and societies discussed.
2. Masks worksheet handout for student use from Africa materials workshop, "Creating a Mask."
3. Internet sites for students to investigate will be listed for student to use as a resource.
4. Slides obtained from curriculum guides purchased at the Fowler Museum store about Africa and Africa studies.
5. Information on masks from lecture by Mary Nooter Roberts on African Art.

**Materials:**

3. *Mapping Africa.* SPICE. Geography Handout
4. Mask Project Handouts and project sheets.
5. Pictures of Masks
6. Mask Grading Rubric
7. Sample masks
8. Internet Sites Handout
9. Slides on African Art and geography

**Day 1:**

**Objectives:**
Students will be able to understand the introduction to the unit on Sub-Saharan Africa and the requirements for the unit project.

Materials:

2. Study pictures of masks.
3. Mask Project handouts and project sheets.

Procedure:

1. Introduction to Unit on Africa: Chapter 5: p. 104 - 108.
3. Pass out Mask project sheets and handouts.
4. Discussion of African masks and how some of them are used. The examples used will be the Chi Wara and other styles of masks that use the antelope as the emblem or the Janus-type mask. There will be pictures of each style discussed.
5. Present project and discuss requirements and pass out handouts that help explain how to make different types of masks.
6. Mask Project involves students researching on Internet and in library to find out about African art and masks. Students will design and make their own African masks and present to the class the results of their research orally.
7. Teacher will answer student questions about the Mask project.
8. Students will have 2 months to complete the masks and research. One month of this time will be over the winter break at home. Project will be due within one or weeks after the end of the winter break.
Day 2:

Objectives:
1. Students will be able to identify and label 18 different physiographic features of Africa.

Materials:
1. Geography Map Activity # 9
2. Discussion of important points about African climate/geography and how it affects the life styles of the indigenous peoples from lecture by David Iyams in Institute.
3. History Alive #3. "Understanding the geography of sub-Saharan Africa"
5. "Across the Centuries," p. 109, 137. 147, & 525.

Procedure:
1. Teacher will review and answer questions about the project. Students will start to decide which cultural group in Africa their mask will come from.
3. Student Handouts: "Mapping Questions". Students will write down the answer to each question as the teacher presents and discusses each geographical area on each slide.
4. Students will divide into pairs and use the answers to the questions to help them to fill out the Physiographic Map of Africa. Students will work with a partner to fill out map. Use maps in text.
Homework:
1. Physiographic Map Hunt: handout - students will find answers to questions. Use maps in text.

Evaluation:
1. Mapping Questions and physiographic map will be collected and graded for accuracy. Both sets, pairs and homework.

Day 3 & 4:

Objective:
1. Students will be able to locate and use sources from the internet to help them research and design their African mask.

Materials:
1. Handout with Internet sites and links.

Procedure:
1. Teacher will need to reserve the computer lab with enough seats and stations to accommodate the class and can give Internet access.
2. Students will meet at the lab.
3. Teacher will distribute handouts: "Creating a Mask" & "Nigeria: Humor & Politics" to students.
4. Read the story: "Nigeria: Humor & Politics" orally and discuss the purpose of masks.
5. Read and review, "Creating a Mask."
6. Teacher will distribute the Internet handouts and review the possible resources available on the Internet and how to access them.
7. Teacher will answer student questions.
8. Students can work independently or in pairs. Teacher and lab assistants will circulate and help individual students with problems.
9. Students can print out their findings or download to take home.

Homework:
1. Each student will present the teacher with a choice of ethnic group and mask style for the project. Each student will prepare a brief overview about plans for the project. Choice will be due in 5 school days.

Evaluation:
1. Choice is to be turned in on time and reviewed by the teacher.

Day 5 - 7:

Objective:
1. Students will be able to identify the subject, materials used, and function of selections of African art.

Materials:
1. 19 slides of African art.
2. "History Alive," art matrix forms

Procedure:
1. Pass out matrix forms to students.
2. Discuss elements of African art as an overview. Discuss the types of materials generally used and the purpose and use for most types of African art.
3. Demonstrate how to analyze a piece of African art. Show how to fill out the form during the slide presentation. Answer any question the students may have.

4. Students must draw a quick simple sketch of the art piece, determine the materials that were used, describe what they see, and guess at its function or purpose.

5. Teacher will show each slide without comment. Students will fill out each form. Then after the students are finished, the teacher will go over each slide and point out its relevant points.

**Evaluation:**
The student matrix will be handed in for evaluation.

**Day 8 - 9:**

**Objective:**
Students will be able to present their completed mask projects.

**Materials:**
1. Teacher created grading rubric.
2. Student masks.

**Procedure:**
1. Teacher will distribute student grade rubrics for students to fill out their names, date project was turned in, and mask style.
2. Teacher will collect grade rubrics and begin to grade student projects.
3. Students will present individual projects.
Debrief:
Students will discuss the results of their research and present their project to the class. Selected pieces from each class will be displayed in the school library and in the class display case.

Evaluation:
Results of student projects and points accumulated in the project will determine the grade.
Suggested Internet Resources

Here are some sites that you may investigate in your search for an African Style mask. You will be expected to investigate further if you are unable to find a mask that meets your satisfaction. When you have found the mask style you wish to recreate, you are to give the name to your instructor.

African Links

http://www.h-net.msu.edu/~artsweb/
http://www.sas.upenn.edu/African_Studies/Face_Masks/menu_Face_Mask.html
http://www.sas.upenn.edu/African_Studies/Home_Page/AFR_GIDE.html
http://www.isop.ucla.edu/jscasc/wwwlinks/wwwst.htm
http://www.sas.upenn.edu/African_Studies/Face_M..ican_12509.html
http://cygnus.sas.upenn.edu/African_Studies/Face_Masks/
http://www.sas.upenn.edu/African_Studies/Face_M...Face_Mask.html
http://www.chaos.com/learn/AMASK.html
http://www.sas.upenn.edu/African_Studies/Face_Masks/menu_Face_Mask.html
http://www.woyaa.com
African Mask Project.

I. Design and Construct an African Mask
   A. It must be hard
   B. Size of your face or a medium-sized inflated balloon, so you can wear it.
   C. Must have a hook.
   D. Must be dry when turned in, and can't be fragile enough to break at a touch (it must be durable).
   E. It must be decorated.

II. Presentation
   A. Need to name the style of mask (or type) and purpose of mask.
   B. Explain how you made the mask.
   C. Due: January
   D. Pg 114 examples of masks
   E. You will need to research in the library "African Masks"
African Mask Evaluation

Name: __________________________

Date: __________________________

Period: _________________________

Type of Mask: ______________________

Mask Style: (Dance, Spirit, Funeral, Coming-of-Age, Harvest, Shaman, Other)

1. Mask:
   (20) Quality of Workmanship
   (20) Effort & Degree of Difficulty
   (20) Visual Appeal
   (20) Overall Creativity
   (20) Done in African Style

4. Presentation:
   (10) Type of mask stated
   (15) Explained how mask was made
   (10) Composure
   (15) Attitude during presentation

5. Audience behavior: (Behavior during presentations of other masks)
   (_______) Point Deductions for behavior problems

Comments: _____________________________________________________________

4. Total: (150) Letter Grade: __________________________