



Teaching Tip: Unpacking the Directions and Assigning Handouts

Below are teacher directions that correspond with the linked slides and handouts. [Click here for the Spanish](#) translation of the curriculum

Case Study 1: Africa

Guiding Question: What do we know about Africa and how has our opinion changed from the beginning of the lesson to the end of the lesson?



Learning Target: I can analyze artifacts to identify the diversity, rich histories and traditions that Africa has always had.

Teacher Resources

[Day 1 Case Study](#)
[Slide Deck for Day 1](#)

Share with Students

[Partner activity handout](#)
[Exit Ticket](#) [Click here for the Spanish](#)

Case Study 2: Gallery Walk

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?

Case Study 3: Common Source Analysis

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?

Case Study 4: Jigsaw Source Sets Analysis

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?

Case Study 5: Restorative Circle

Guiding Question: What does it feel like to discuss hard history?

Case Study 1: Africa

Based on a 30–45 minute class.

Guiding Question: What do we know about Africa and how has our opinion changed from the beginning of the lesson to the end of the lesson?

Social Studies Framework Reference

4.5 In Search of Freedom and a Call for Change: Different groups of people did not have equal rights and freedoms. People worked to bring about change.

7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

S.S. Practice: Geographic Reasoning -- Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

New York State Standards: English Language Arts

4R7: Identify information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

Teaching Tolerance Standards

Justice 14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics

JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.

Diversity 8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way

DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Diversity 10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Justice 11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Ju.3-5.11 I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

Social Studies Practice: Geographic Reasoning

Overview

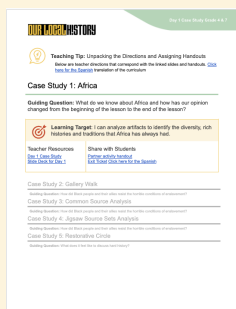
Students will analyze multiple sources including images, photographs, and artifacts through a zoom in zoom out activity and a 3-2-1 partner activity. Writing down what they notice, wonder, and infer, students can also draw on background knowledge they have about Africa. Students will begin to develop new questions and understanding about Africa. This analysis of sources is intended to broaden and perhaps complicate their understanding of Africa as they describe relationships between the sources and consider location, as well as the culture and traditions of Africa. This analysis will allow students to see the rich culture, history, development, and diversity all present in Africa, a perspective on the continent that is not always presented.

Learning diversity,

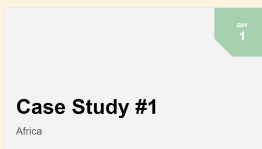


Target: I can analyze images and artifacts to identify the rich histories and traditions that Africa has always had.

Teacher Resources

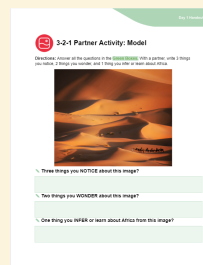


Day 1 Case Study

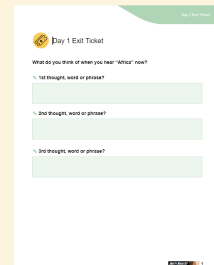


[Day 1 Case Study Slide Deck](#)

Share with Students



[Partner Activity Handout](#)



[Day 1 Exit Ticket](#)

Sequence of Instruction

Pre-Teaching/Introduction

Consider the following instructional strategies and suggestions as part of this Case Study.



Vocabulary Teaching Tip

Students may benefit from an Anchor Chart that introduces the vocabulary for the case study. Consider picture books, flash cards and other scaffolds that best meet the needs of your learners. Here is a list of terms, concepts, and ideas for all case studies.

Vocabulary			
Africa	Continent	Sahara	Mosque



Social-Emotional Teaching Tip

Students may not be familiar with Africa, and what they have seen, heard or learned may not be accurate. Throughout this case study, students may unintentionally say something that is inappropriate and may cause harm to other students. It is important to monitor students by paying attention to their language and gently correct statements that can be hurtful.



Figure 1: Framework for Systemic Social and Emotional Learning.
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[2A.2a](#). Identify verbal, physical, and situational cues that indicate how others may feel.

It is also important to emphasize the positive contributions, incredibly rich culture and history of Africa as students examine these sources. These sources are designed to highlight these aspects of Africa and its people.

[2B.2a](#). Identify differences among, and contributions of, various social and cultural groups.



Culturally Responsive Teaching Tip **[Critical Step]**

It is important that we begin anyone's story from a place of strength. The goal of this lesson is to start with an asset and strength-based approach. "By making all cultures matter, our students' cultures can be positioned as strengths and as the foundation of empowering, rigorous, and innovative learning" [NYS CR-SF](#), 11.

Before talking with students about a topic like African culture and history in which students might raise stereotypes, unintentional racist comments, and bias, it is helpful to assess your own comfort level and implicit bias (see p. 20 of The Learning for Justice '[Let's Talk](#)' guide). The NYS CRSE Framework encourages teachers to continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community (p.28). Reflect on the implicit and explicit messages you may have heard or been taught about Africa. It can be very powerful to tell students you do not know an answer, and that together we can explore an answer. Learning for Justice also has some very helpful strategies that can help students who may have difficult emotions and need a strategy to regulate their emotions. It is important to cultivate a classroom rooted in curiosity, of respectful listening and non judgmental questioning (TT Diversity 8).

Some alternative options to use in the classroom to help students see the beauty and rich diversity in Africa is to incorporate picture books from the library.

Picture Book Recommendations:

Nelson Mandela by Kadir Nelson

Africa, Amazing Africa Country by Country by Atinuke

Sulwe by Lupita Nyong'o

Class Activity 1/5: Learning Target - Stop and Jot - Notices and Wonders (Teacher Led)

5–10 minutes

Teacher directions are directly connected to the slides in the slide deck.

Slide 4: Students will analyze the Learning Target for the Case Study. Teachers can guide this analysis by focusing on words and activities which are embedded in the Learning Target. Here is the Learning Target:

identify
always



Learning Target: I can analyze images and artifacts to the diversity, rich histories and traditions that Africa has had.

Slide 5: Introduce students to the group norms protocol. Let students know that these group norms will be followed throughout these Case Studies and that the norms can be added to or adapted. Teachers might also choose to select the norms that are best suited for their classes; all norms are not necessarily needed. Introduce students to the following group norms and ask what else they need in order to feel supported, safe, and challenged during our unit. Here are some possible norms and ways to explain them.

Norm	How to explain or model for students
Speak your truth (I Statements)	We're going to own our opinions by saying 'I think... or In my opinion' instead of assuming what we think is what everyone else does.
Be respectful	Consider asking students what this looks like and sounds like during social studies
Stay engaged	Consider asking students what this looks like and sounds like during social studies
Expect to experience discomfort	In this unit some things might make us feel uncomfortable or will be hard to learn about. That's ok. We're in this together.
Be aware of intent; own your impact	We're going to assume good intentions with one another, but when someone says something that bothers us it is ok to say so. It's also ok to have someone let you know that despite good intentions your words bothered them. We can choose to see these moments as a chance to group. Let's try these sentence starters: "Thank you for telling me that, I need to think about it" "Hey that bothered me, could you tell what you meant by that?"
Be curious	Encourage students to ask questions of one another, the primary sources, etc.
Step up, step back	If you're someone who tends to be a little quieter in class discussions I want you to agree to be brave and share your brilliant thoughts. If you're someone who loves to share a lot please consider stepping back to make space for others to share, or invite others to step up.
Stories stay, lessons leave	Any personal stories will stay here in our safe space, but the lessons and important things we learn from those stories should leave with us.

Slide 6: Share with students that this lesson uses the social studies practice of geographic reasoning. Explain that throughout this lesson they will have opportunities to learn about the geography of Africa by analyzing maps, describing locations, and making connections between places familiar and possibly unfamiliar to them.

Stop and Jot (5 minutes)

Slide 7: Students will jot down (or type if using digital slides) their thoughts and ideas to the following question. Read the question aloud to students and give them time to jot down their first 3 thoughts, ideas or phrases that come to their mind. There is no right or wrong answer to this question.

“What do you think of when you hear the word Africa?”

Slide 8: Introduce students to Notices and Wonders by explaining that “notices” are anything they can see when looking at the source. Notices are anything they can see with your eyes. Wonders are the questions that you have before, during or after looking at the source. Model this protocol for students by showing slide 5 and reading the questions aloud.

“What do you notice about this picture?”

“What do you wonder?”

“What do you learn about Africa?”

It is important to give students time to think before asking them to share-out. After a few moments, call on students to share a few of their notices, then call on a few students to share their wonders. Finally, have students share some of their conclusions about Africa and what they learn from this source.

Slide 9-10: Share slides 8 and 9 with the class and read the 2 interesting facts listed on the slides. Survey the class to see if anyone had similar notices, or if any wonders had now been answered.

Slide 11: Show slide 10, a world map highlighting all the continents. Point out to students where Africa is in relation to where we are in North American and New York specifically. Ask them to compare the relative size of Africa to the US. Ground students back to the learning target and remind them that we will be exploring Africa continuing to use the notices and wonders protocol.

Class Activity 2/5: Zoom In - Zoom Out

10 minutes

Slides 13-22: These slides are part of a Zoom In - Zoom Out protocol that reveals four parts of the same image in stages.

MYSTERY SOURCE - 4 QUADRANTS ([Alternative Queen Nzinga of Angola Mystery Source](#))

Slide 14-17: Project the first quadrant of the Mystery Source. Have students share observations of what they see and suggest any wonders they might have. It is also a good opportunity to see if students can guess the subject of the image. Continue on to each of the four quadrants, reading student engagement to guide the pacing. Use one or more of the questions on the slide to direct students:

What do you notice?

What do you wonder?



Teaching Tip

When students offer a guess or inference, it is wise not to affirm or correct any student participation. Preserving the mystery is essential as an instructional strategy. If students have trouble at this stage, emphasize that observations and looking carefully at the source is the right work and is hard work.

The introduction of the Mystery Source Quadrants (Slides 12-21) can be viewed away from student desks (at the rug, for example) where there may be less distractions. Furthermore, students can bring sticky notes with them to make notes and observations away from their desks. Then they can take their sticky notes back to the poster paper.

Slide 18: Reveal the full image without the title. Ask students to share notices and wonders, but also add the question 'What can you infer or learn about Africa from the image?'

Slide 19: After the 4 Quadrant analysis is concluded, reveal the mystery source and display the full image of Emperor Mansa Musa with the title. Invite students to consider and perhaps react to the

following statement from an article on Mansa Musa: “Imagine how much money the richest person in history would have. Now add a couple hundred billion, and you’ve probably gotten closer to how much wealth Mansa Musa had during the 14th century.”

Slide 20: This slide shows the four quadrants that have been revealed and is an opportunity to ask students what they see in the full picture that they did not in the four quadrants and/or inquire about what they saw in the analysis that they might not have seen if they were only shown the complete picture.

Slide 22: Show students the location in West Africa of Mansa Musa’s empire on the map. Encourage students to use geographic reasoning by asking them to compare the size of the Mali Empire to current day New York State, which is 9 times smaller than the Mali Empire under Mansa Musa.

Slide 22: Share the [Ted Ed Video Mansa Musa](#). The goal is to challenge students' assumptions and possible stereotypes about Africa by starting with arguably the wealthiest person who has ever lived in history--Mansa Musa who lived in West Africa. Before we discuss enslavement on day 2 of this unit, we want students to understand the wealth, resources, and cultural diversity that have always been part of the history of Africa. Black history does not start in the United States with enslavement. After the video, invite students to share what they learned about Africa and what surprised them. The Ted Ed video mentions that Mansua Musa enslaved people. Consider sharing the important context below from the Smithsonian's National Museum of African American History and Culture

In the era of Mansua Musa (1300s-1400s) Africans did not see themselves as “African.” The continent included many city and nation-states and like Europe, it was made up of diverse societies. The people of one region might have little in common with their neighbors. During this time Slavery was everywhere in the world (Although many people chose not to enslave others), slavery was not based on perceptions of race, and slavery was temporary.

It is important to help students understand that while any form of enslavement is wrong, the chattel slavery practiced in the United States was not equivalent to what Mansa Musa practiced. American Slavery was raced based, it was usually permanent, and children were legally born into slavery. Learning for Justice’s [Teaching Hard History: American Slavery](#) is a great resource to learn more.

Class Activity 3/5: 3-2-1 Partner Activity (10 minutes)

Slide 23-49: Explain to students that they will be exploring the diversity and richness of Africa past and present through a series of artifacts and images using the notice and wonder protocol (3-2-1 partner activity) to draw conclusions about Africa.

Slide 23: MODEL THE ACTIVITY: - Use the image on slide 22 to model what they will be doing. Students will work in partner groups during this time. Explain that they will be continuing this same protocol with their partner to write down notices, wonders, and what they can infer about Africa based on several images included in the student handouts. Remind students that they should have at least 3 notices, 2 wonders, and 1 inference about what they learn about Africa per group.

Slide 24: After class discussion about the image including some guesses of what exactly they think they might be seeing in the image, reveal the answer as the “Sahara Desert” and note the fact about the Sahara being the largest hot desert in the world. Slide 23 reveals the geographic location and students can react to the comparison of its size to the entire United States.

Slides 25: ASSIGN HANDOUTS - Display the directions and assign each pair of students at least one of the eight (A-H) Handouts. Consider the time in class as well as student engagement when assigning Handouts.

Slide 26-49: Break students up into groups of two or three and give each group at least one image to analyze.

Here is an **ANSWER REFERENCE GUIDE** for all 8 Handouts. Debrief Slide #s are included.

Handout A: SANKORE MOSQUE AND UNIVERSITY, Mali, Early 14th Century [SLIDES 25-27]

About: The Sankore Mosque and University was attended by thousands of students who studied religion, math, and science. It was home to one of the world's largest libraries.

Handout B: HIGH ATLAS MOUNTAINS, Morocco [SLIDES 28-30]

About: The High Atlas Mountain Range is North Africa's highest mountain range and spans over 350 miles. This image provides another image of Africa that most students will not be expecting and that is cold and snow.

Handout C: KOFAR MATA DYE PITS, Nigeria 1498-present [SLIDES 31-33]

About: These dye pits are centuries old and said to be the oldest in history. They show students traditions that have been handed down through the generations. Ancient techniques were used to dye clothing indigo blue by using natural ingredients and nothing artificial. The dye took about a month to make, and lasted about a year.

Handout D: IFE HEAD, Nigeria, 1300s-1400s C.E. [SLIDES 34-36]

About: This bronze sculpture made by the Yoruba people in Nigeria demonstrates incredible artistic talent. Learn more here.

Handout E: PYRAMIDS AT GIZA, Egypt, Built around 2500 B.C.E. [SLIDES 37-39]

About: The Pyramid of Giza is one of the last remaining of the 7 wonders of the world. Students might not realize that there are pyramids in Africa. This gives students more perspective on the culture, history and beauty of Africa.

Handout F: GREAT ZIMBABWE, Zimbabwe, 1000s-1400s, C.E. [SLIDES 40-42]

About: Great Zimbabwe is the name for the stone remains of a city in southeastern Africa. It is believed to have been a royal residence or a place to store grain.

Handout G: ADINKRA SYMBOLS, Ghana, 1600S-present [SLIDES 43-45]

About: In this image a man named Anthony Boakye prints the Adinkra symbol for strength on an Adinkra cloth in Ntonso, Ghana. The Asante peoples of Ghana have used Adinkra to express the connection between the verbal and the visual in Akan culture for the last 400 years. Historically, Adinkra was only used for Asante kings, but today it is used by many in Ghana.

Handout H: JOHANNESBURG SOUTH AFRICA, South Africa, present [SLIDES 46-48]

About: Johannesburg is the largest city in South Africa. It began as a gold mining settlement in the late 1800s and quickly grew in size. In 2010 it hosted the FIFA World Cup.

Class Activity 4/5: Whole Group Share-Out, Discussion, and Reveal

Slides 26-49: When all groups/pairs have completed their work, lead a class discussion and sharing for each of the 8 Handouts. The slide deck can be used for the debrief and follows this pattern:

1. IMAGE with the central question, "What do we learn about Africa?"
2. REVEAL what the image is and helpful and interesting information.
3. GEOGRAPHIC LOCATION of where the image can be located in Africa.

The goal is to challenge stereotypes and assumptions students might have about Africa.

Debrief Guidance:

1. Consider calling on a variety of students to share their work. Questions could include NOTICES and WONDERS but could also jump right to INFERENCES to focus on what each group learned about Africa from the image.
 2. Having each group GUESS what they think the image is just before the reveal of the answer and quick facts can keep the engagement high.
 3. Finally, the debrief also includes a focus on GEOGRAPHY and location. Use the “Answer Reference Guide” above in the debrief if helpful.
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Class Activity 5/5: Check for Understanding

Exit Ticket

Slide 51: Ask the whole class “What do you think of when you hear “Africa” now? This can be done verbally as a whole class or by having students record their thinking on the Exit Ticket Handout. This is a final question for students to answer if they would like to share their thoughts and hopefully reveal new insights and new thinking about Africa after the analysis of these images.
