

Title: African Culture and History Influences Play Across Time
Author/School: Ethel M. Moore, Iowa Maple Elementary
Course: Social Studies
Grade level: 5th
Standards Met:

A. Introduction

Africa's rich and varied culture has greatly influenced modern American culture. In this unit students will be introduced to the Slave trade era and how enslaved blacks influenced modern American culture.

Students basic knowledge will include the fact that the Africans came from well developed cultures; civilizations which had been in place for centuries as stated in the Black Communities In South Carolina History: Prior to 1820.

Africa was an agricultural economy; however there were many skilled workers. They specialized in artisans, and an industrious trade network over large geographical areas. As a result of this blacks that were brought to South Carolina had many agricultural,

artistic, and language skills.

In Africa many languages and dialects were spoken. However the languages were similar enough in speech patterns and usage to communicate with other communities. Few languages were written which made oral communication a tradition.

B. Objectives

Students will:

*identify areas in Africa from which Africans were brought to America during the colonial period.

*examine traditional games and toys and their relationship to the economy and environment.

*make time line

C. Activities

* Draw a map identifying points of orient

*Make a cornhusk doll

*Make and Play Wari an West African Game

D. Background Readings and Supportive Materials

1. Background Readings

a. Black Communities In South Carolina

In 1526, Lucas Vasquez de Ayllon led his second expedition to present day South Carolina and founded the first European settlement in the United States. Ayllon left Santo Domingo with six ships with 500 colonists, men, women, and children. There were a few enslaved blacks and 89 horses. This settlement was racked by disease, Indian attacks, and slave revolt. In early 1527 the 150 survivors headed for home. The former slaves stayed thus becoming the first settlers in the area 144 years before the founding of Charles Town.

The first Africans to settle under English colonization in the United States were purchased as slaves in Jamestown, Virginia in 1619, a year before the Pilgrims landed at Plymouth Rock. From that very beginning, African based traditions have helped shape American culture in speech patterns, oral literature, music, foods, games, toys, and religion.

Lesson one introduces map skills

We can see the influences through play, dolls, and games.

Lesson one & two– Map Skills

Scope - two 40 minute periods or one 80 minute

Standard – Creates a timeline and explains the cause / effect relationships of individuals and group

Objective - Students will trace slave ships journey from West Africa to Charleston, South Carolina.

Materials – overhead projector

World map

Map of Coastal Origins of Enslaved Africans, attached

United States Map, class sets

Chronology of Major Events: 1619 – 1819

1866 - 1984

Procedures

- Using overhead show and discuss location of Africa and Charleston, South Carolina
- Discuss distance over time
- Traveling conditions
- Compare climates
- Make class time line using sentence strips
- Divide class into pairs
- Pass out Time lines to each pair
- Each pair make a time line

- Collect line for grading

Assessment:

- Show four important years
- Identify important events
- Ordered & information correctly
- Neatness

Lesson two - Time line

Standard – Creates a time line and explain the cause and effect relationships of individuals or groups

Objective - identify areas in Africa from which Africans were brought to America during the colonial period.

Materials: *Sentence strips
*markers
*crayons
*pencils

Background information

The Gullah
Rice, Slavery, and the Sierra Leone-American
Connection
By Joseph A. Opala

From Slavery to Freedom
By John Hope Franklin

Introduction

Concept: Geography topography influence activities, and our behavior, is in part determined by the type of community in which we live; and more specifically, different environments give rise to different games and toys. Making connection past with present.

Lesson three – Ring Dancing

Standard Make inferences of cultural groups, experiences, and opportunities past/present

Scope – 40 to 80 minutes

Materials – Shake It To The One You Love The Best
Play Songs and Lullables from Black Musical
Traditions

Collected by Cheryl Warren Mattox

Procedures

- Discuss background (Down by the Riverside)

Questions – In what sort of environment would you guess this game to be played most often?

What games do you play that are similar to this game?

How do you think a board game like this might have gotten started?

- Demonstrate Little Sally Walker pg 8 & 9 using 5 students
- Divide class into small groups of 5 or 6
- Students can pick another ring dance using reference book

Assessments:

Each group demonstrates game and share with class

Lesson Four & five

Introduction Corn Silk dolls and Root dolls close in nature.

Questions for discussion . How are they alike? What might be another type of doll or toy may have been used?

Standard Make inferences of cultural groups, experiences, and opportunities past/present.

Use directions included.