

Getting to Know African Refugees in Our Public School Systems

Elizabeth Bazan
Bonham Elementary

INTRODUCTION

In taking this seminar, *African History: Ancient Times to the Atlantic Slave Trade Era*, I have created a curriculum unit that will give students the opportunity to learn about the amazing continent of Africa, the cradle of civilization, and the hidden history that comes from its many marvelous countries. So few of our students are aware of the people of Africa, who are unique from coast to coast; their languages, of which there are so many; the music which will set your soul on fire; and their cultures, so rich and intriguing. Africa is a continent full of historical events that have been either hidden from many or misquoted by many.

I have been teaching for twenty-seven years, and I am presently teaching an ESL kindergarten class at Bonham Elementary in Houston, Texas. With the large number of African refugees that have come into the United States over the past ten years, quite a few schools across the nation are experiencing a high rate of African students entering their schools. The elementary school at which I teach has 1,065 students in attendance. Over the past five years, we have had refugees entering our school from over ten different countries. About one third of the student population is refugee students from Africa. The other two thirds of the population are as follows: one third are Hispanic students (many of whom are in bilingual classes), and the final third is largely African-American students. About two percent of the total population is White and Asian. We are a Title 1 school, which means that we serve a population of students whose family income is in the low range, allowing 94% of the students to receive free breakfast and lunch. There are special services available, such as our intervention program, to ensure that our students who are at risk (84%) can succeed. There are also special allocations available to buy supplies needed for certain subject areas.

The majority of my students are refugees from all across Africa. I have students from at least six different countries in Africa: Sierra Leone, Nigeria, Liberia, Sudan, Somalia, and Burundi (it should be noted that the students from Nigeria are not refugees). I also have two African-American students and three ESL Hispanic students. This has been the typical make-up of my ESL kindergarten class over the last five years. Every year is a new adventure, and I love every minute of it! These students came from halfway around the world, and in many cases their families were fleeing from disastrous situations, but somehow they managed to come to a new country and begin to put their lives back together again. The transition is not an easy one, and I am hoping that this curriculum unit will help the students in our public schools to adapt to a new country and a new environment and to feel at ease in our public schools. The students and teachers using this curriculum unit will be able to expand their cultural awareness and broaden their knowledge of Africa, the second largest continent in the world.

OBJECTIVES

This curriculum unit helps teachers and students learn about the great continent of Africa and its history through lessons on geography, flags, and the many languages in Africa. The students will also learn about the customs of the various African cultures by being exposed to music, arts and

crafts, and foods from various African countries. The students are given the opportunity to learn about the origins of personal names in Africa and their meanings.

Language Arts

The students will listen attentively and engage actively in a variety of oral language experiences. The students are expected to determine the purpose(s) for listening, such as to get information, to solve problems, and to enjoy and appreciate, participate in rhymes, songs and conversations, and discussion (**TEKS 110.2b.1.A&C**). They will also listen critically to interpret and evaluate information on Africa. The students will listen and speak to gain knowledge of his culture, the cultures of others and the common elements of cultures. The students are expected to connect experiences and ideas with those of others through speaking and listening (**TEKS 110.2b.2A**); and compare language and oral traditions (family stories) that reflect customs, regions, and cultures (**TEKS110.2b.2.B**). They will do this by their engagement in classroom activities and lessons that can be place in workstations after an introductory lesson on the various languages spoken in Africa.

Social Studies/Geography

This unit is designed to give the students the opportunity to participate in geography lessons using the following tools: a map of Africa, a floor puzzle of Africa, an atlas, and the *Around the World Sticker Atlas*. They will learn to identify the continent of Africa. They will color a map of Africa and identify various countries on the map. They will learn that there are seven continents and that Africa is the second largest one. They will learn the names of the bodies of water around Africa, which are the Atlantic Ocean, the Indian Ocean and the Mediterranean Sea. They will be introduced to the Nile River and will learn that it is the longest river in the world. They will learn to identify the equator, and identify the countries on a map or globe that students in the class come from or countries that the teacher chooses to study about (**TEKS 113.2b.5A**). The students will be given the opportunity to learn how flags were created with a purpose of that particular country becoming an independent state and /or Republic and what the colors of the flags mean. They will learn to identify their own country's flag

The students will learn to understand how people learn about themselves through family customs and traditions, and the students are expected to identify family customs and traditions and explain their importance (**TEKS 113.2b.12.A**). The students will compare family customs and traditions (**TEKS 113.2b.12.B**). These objectives will be used in the lessons on the languages of Africa, when learning about the different cultures of the different students in their class, and when learning about and sharing how names were given to the children of their country.

Fine Arts

The students are given the opportunity to explore the history of African art by looking at books on six African countries and comparing similarities and differences of various artifacts, and the beautiful patterns and designs found on clothing, pottery and different types of artwork (**TEKS 117.2.a.1**). They will participate in making a friendship quilt and will have to bring in or design 4-5 squares of material for the quilt. They will add their names to the quilt on designated squares and even add a picture of their country's flag (**TEKS 117.2.b.2.c**). The students will be given the opportunity to listen to music from six African countries when they are making the quilt. The students will be allowed to sing any songs they know from their country including demonstrating any dances they might know (**TEKS 117.3.b.3.A**).

RATIONALE

Given the large number of African refugees that have come into the United States over the past ten years in urban schools, there is a need for educators to learn about the customs and beliefs of these families so that they can better meet the students' educational needs. The cultural awareness that one will develop by using this curriculum unit will be a valuable tool for teaching not only African students but also other students. This curriculum unit is designed to give a well rounded view of the rich cultures that come from Africa along with amazing historical facts that connect us all to Africa, "the cradle of civilization" and the place where human language was first developed.

I would like to use this unit to help my kindergarten students learn about the geography of Africa, the culture and history of Africa, as well as exposing each other to the music, art, and languages from the different countries from which they come. I would also like the students to sample foods from the various countries. I truly believe that these students must always remember where they are from and how their differences may enlighten others. By exploring the history of Africa through these media, teachers and students will be able to learn to appreciate where the African students are from and to better understand their lifestyles, hardships, and traditions of this great continent and its ancestors.

This curriculum unit can be adapted to fit any age level. Cultural awareness is a very important part of any educational curriculum, and it is a bridge for others to cross so that they will be more aware of and better informed about likenesses and differences of each others' cultures. So many of our students come from situations where difficulties in their lives caused them trauma and grief, whether it be through war, politics, prejudice, greed, religion, or divorce. This unit will encourage students to learn about different countries and cultures in a positive way. Using art and music projects in the classroom always brings a new light into the elementary curriculum. Food always entices the appetite and broadens the horizons of the students as they taste the various breads and rice dishes that come from their countries, not to mention any other dish that they may be introduced to through this unit. I would like the students to be exposed to greetings from each country, how to count from 1 – 10 in each of the languages, and perhaps how to say 6 – 8 colors in each of their languages. They will also be given a list of words from each of the three languages that will be introduced in this unit to broaden their vocabulary.

One of the most surprising things I learned teaching my African students is that most of them, at age five and six, are able to speak two or three languages. My students often help translate information to other students by speaking to them in their language. My students are always eager to tell the class how to say a given word in their language. The lesson on the languages most frequently used in Africa will be one that I know that the students will enjoy. The lesson on the geography of Africa will teach students how to read a map and identify different countries on that map. They will make a flag of the country that their family came from. This unit will be a thematic unit in that it will cover many subject areas as the students share information about their countries.

As I have been teaching the refugee students over the past five years, I have experienced the special love and joy these students have in their hearts. I have heard about the division and prejudice that they have been exposed to as they had to live in and then flee from their country, not to mention the exposure to the hardships of living in a refugee camp. This unit will bring a new awareness to these students that we all go through rough trials in our lives, and that through communication, special ways of cooking food, and expressions of sorrow and joy through art and music, we all learn how to survive and overcome the obstacles that have been set before us. The students will learn to recognize each others' differences and even be exposed to similarities of their various cultures. They will sing, dance, and do art projects related to African countries that

we study. They will work together as a team in our classroom to help set up these lessons. These lessons will help the students remember the positive aspects of their culture and learn to share them with others. It is important for each student to understand where they came from and to learn about the uplifting forces that helped their ancestors survive the hardest of times.

UNIT BACKGROUND

History

A brief history of each country will be given to the user of this curriculum so that the teacher can use that information to better prepare or enhance the lessons for this unit. The countries focused on will be Sierra Leone, Liberia, Nigeria, Sudan, Somalia, and Burundi.

Sierra Leone

Sierra Leone is located on the west coast of Africa next to Liberia. The name of this country was originally derived from the words Sierra Lya, which means the “Lion Mountains” (Bromwell 26). During the slave trade era, this country had the third-largest natural harbor in the world. The Portuguese and the British began exploring the region and they began sending their trading ships to the coast of Sierra Leone. They were very interested in establishing trade there, not to mention the slaves they obtained to work for them. During the end of the slave trade, at around 1787, the British decided to abolish slavery and founded Freetown. This town was established as a safe haven for the slaves that were now freed.

Sierra Leone became a colony in 1808. They attempted to build a government that efficiently helped the people of this country, but the leaders were too distracted as they struggled for power. Before they knew it, the army officials had taken control of the government (1967). That only lasted about a year when the military government was overthrown in 1968, and a man named Siaka Stevens became the head of the civilian government. This government was in existence for about seven years, and then a man named Major General Joseph Momoh took over. Between 1991 and 1992, a lot of fighting went on to control the country’s government, mostly because of the great diamond resources that were at stake. The control of this country went back and forth from the military power to civilian government for the next ten years. During this time, 50,000 lives were taken and many families had to flee the country (“Sierra Leone” 452). That is why many people of Sierra Leone have come to the United States.

Sierra Leone is now one of the world’s top diamond producers. Eighty percent of Sierra Leone’s income is derived from mineral exports. Other minerals that bring in revenue are bauxite and rutile – an important type of titanium (Branwell 26). Freetown is the capital of Sierra Leone. The population of Sierra Leone is now at 5.3 million. In the *Children’s World Atlas*, it is stated that this country has the highest birth rate in the world, which is fifty five births per 1,000 people, in comparison to the world average of twenty-one. This country also has the highest death rate in the world, with an estimated 25 deaths per 1,000 people, in comparison to the world average of nine per 1,000 people. The deaths are due to diseases which are rapidly spread, harsh climates (which cause difficulties growing crops), and lack of purified drinking water. The languages spoken in this country are English, French, Mende, Temne, and Krio. Presently, Sierra Leone is under a republic government.

Liberia

According to the book *Countries of the World: Liberia*, Liberia is a special country because it is the oldest republic of Africa. Before Liberia came into existence, it was the home to Mande, Kru and other African people who spoke the same language. It is believed that many of these people migrated from Sudan. The people who existed back in the twelfth and thirteenth century were farmers and hunters. By the middle of the thirteenth century, the people living in this area found

themselves trading slaves, gold, and kola nuts with the people in the great Sudanic empires of Mali and Songhai (Rosario 10).

The first Europeans came into Liberia in 1461. The Europeans were interested in the many of Liberia's resources such as Meleguete pepper, which became known as the "Grains of Paradise," gold, palm oil, and slaves (Rosario 10). Between the 1600s and the 1800s, the transatlantic slave trade was productive revenue for the Europeans and the people living near the coast Liberia. Near the first part of the 1800s, slaves were being freed in the U.S.A. Liberia is derived from the Latin word "free land," and it was founded in 1816 by the American Colonization Society. Many of the free Blacks were sent back to Liberia. During this time frame, the American Colonization Society sent back around 12,000 people, but life was not exactly as they expected it to be. The families that were returned expecting freedom found themselves in contact with the indigenous Liberians. The immigrants from the United States of America were referred to as the Americo-Liberians. Between 1822 and 1875, there were outbreaks of division amongst the indigenous Liberians and the Americo-Liberians. The indigenous Liberians were very unhappy because they found themselves being taxed by the government and even used as laborers which closely resembled the plantation societies that the Americo-Liberians left behind. The Americo-Liberians felt like they should have political power and took complete charge (Rosario 11-15). Liberia also found itself in quite a financial bind because it borrowed money from the Europeans and the Americans. Unfortunately, Liberia was unable to pay back the monies it borrowed, so it had to turn over much of its revenue to Europe and to America. It was not until 1944, when William Tubman became president, that special reforms were created to bridge the gaps between the indigenous Liberians and the Americo-Liberians. These reforms also helped the economy improve. Between 1989 and 1996 Liberia was involved in a serious civil war which caused many of their families to flee the country. More than 200,000 people were killed as the result of the civil war and about one million people escaped to refugee camps in neighboring countries ("Liberia" 232). Even now, the country is suffering because of this civil unrest, and there is a great shortage of teachers and medical professionals. Many Liberians have come to the United States hoping for a brighter future.

The primary language in Liberia is English, but there are many ethnic groups within Liberia that have their own territory and languages. Liberia is the only country in Africa that was never under colonial rule (Bromwell 27). Liberia's income relies heavily on its revenues from the farmers who live in the rural areas. Up to this date, Liberia is fighting hard to rebuild its government, its economy, and good relations among the people who reside there. Liberia is located on the west coast of Africa next to Sierra Leone.

Nigeria

Before Nigeria became a nation, it was comprised of ethnic groups and large kingdoms and Islamic empires. When the British gave them freedom in 1960, there were many disputes among themselves over what form of government would be best for all. The Atlantic slave trade had a big impact in the southern regions, which served as a source of many captives who ended up in the Americas. Once slavery ended in West Africa, the Europeans wanted a sound government to run the country for their own protection so they helped create a protectorate. This occurred in 1914. The government formed back then is the foundation of the government that is still used today (Levy 17-25).

Now it is the most highly populated country in Africa. Presently, there are almost 114 million people in Nigeria. The capital of Nigeria at this time is Abuja, but formerly, the capital was the city of Lagos which is one of the largest cities south of the Sahara. Lagos is well-known for commercial and industrial income for the country. The government that it is now under is a Republic. Nigeria has over 250 ethnic groups. The four largest ethnic groups are Hausa and

Fulani in the north, the Yoruba located in the southwest, and the Igbo located in the southeast. The languages spoken there are English, Hausa, Yoruba, and Igbo (Bramwell 30).

Nigeria's biggest revenue comes from its oil industry in southwest Nigeria. It also has many mineral resources, too, such as coal, iron, ore, zinc, and lead. It is a land rich in resources, such as fishing, timber, food processing, and the production of cement, fertilizers, chemicals, steel, and various textiles. Many of these products were exported by businesses that had been formed and run by the Europeans. The Europeans had a great influence on how Nigeria's businesses were run and how the government existed. It was not until October 1, 1963, that Nigeria became independent. Unfortunately for the next forty years, the Nigerian government would exist in turmoil. Currently, the people who live in urban Nigeria live life much like we do here in the United States, but people who live in rural areas live the traditional agricultural lifestyle of Nigerians. From 1966 through 1999, there has been civil unrest in Nigeria. Governments were overthrown by the military time and time again. Military governments were never very stable, either. Fighting over oil profits and the land has continued on for years. Also, since the adoption of Shari'ah (Islamic Law) in Northern Nigeria, there has been major disputes between Muslims and Christians ("Nigeria" 418).

The languages in Nigeria are many, but the four languages most widely used are English, Hausa, Yoruba, and Igbo. There are more than 100 languages in northern Nigeria, and in the Igbo language there are a wide variety of dialects (Levy 89). So as one can see, the language situation in Nigeria is very complicated. English is now the language taught in all public schools. At first, English was taught only in the southern regions, and Hausa was still the main language used in the schools. Nigeria is located on the west coast of Africa between Benin and Cameroon.

Sudan

Sudan is the largest country in Africa by area. The northern part of Africa is two vast deserts, the Libyan Desert and the Nubian Desert. The Nile River is an important resource for the Sudanese people in that the people farm in the fertile areas near the Nile River, the White Nile and the Blue Nile. Sudan is located in the eastern part of Africa just below Egypt. According to Martin Bramwell, 80% of the people living in Sudan reside in rural areas with the other 20% living in the city (14).

Sudan, before it actually became the nation of Sudan, was the home of a lost culture, Kush. This was in northern Sudan. Archaeologists found evidence of life in this region from eight thousand years ago. They found gold objects, jewelry, art objects, pottery, and even weapons. In 2400 B.C., the Kushites were in major competition with Egypt over trading done in central Africa. Egypt took the Kushites by defeating them in 1500 B.C. Egypt burned down the city of Kerma and began using the Kushites as slaves. Many years later, in the eighth century, the Kushites slowly regained their independence. The whole region followed the Christian faith, but by 700 A.D (Davis DiPiazza 21-22) Arab armies moved into Nubia bringing the Islamic faith into the country. The Muslims decided not to force the people into the Islamic faith; instead, they made peace with the Christian kingdoms in return for an annual "tax" of war captives which were used as slaves or soldiers. The Islamic faith began taking over in great numbers, and by the 17th century Christianity had largely disappeared. The Muslims lived in this area for the next three hundred years (Davis DiPiazza 23). It wasn't until the British moved in and wanted to occupy this region that major changes started taking place. They allowed the Islamic faith to exist as long as the people did not interfere with British law. There were still major conflicts with the people who lived in northern Sudan with those who lived in southern Sudan. As the British moved into the south, Christianity began to spread again.

In the 1800s, before the British arrived, the Egyptians controlled Sudan. In the 1820s, the slave trade flourished. This slave trade was actually conducted by the government. Many slaves were used as soldiers. They were beaten and mistreated and then sold in the market covered with wounds and scars. Mohammad Ali Pasha came into power in Egypt in 1805 (Harmon 45). Although slavery was supposed to be abolished, he continued the business of slavery, even allowing others to get in on the business for “a small fee.” The sad part about the slave trading that continued is that although selling the slaves to other countries decreased, slave trading within the continent flourished. Labor was needed to operate the ivory business during this period. The Turks took over after Mohammad Ali and his sons were killed by rebels, and this led to the appointment of Ismail Pasha in Sudan. He still continued the business of slavery while others tapped into his “business” as he tried to move into Egypt to gain control of a larger region. The Turks found themselves in deep debt with Egypt and the British were finally able to get Ismail out of control of Sudan. The British began losing their grip over the people of Sudan, especially when a local leader took over. His name was Muhammad Ahmad ibn Abd Allah. He became known as Mahdi —“the divinely guided one.” This occurred in 1881, and he led the people for a good sixteen years before England and Egypt joined forces and took back control of Sudan (Harmon 25-26).

The British forced the people in the southern Sudan to separate themselves from the northerners. The British government oppressed the people of the south by preventing them from moving to northern Sudan where the job market was more lucrative. This division continued until the 1940s. It was during this time period that the British government became weak because of World War II (1939-1945). It wasn't until 1954 that Sudan won its independence with the help of The National Unionist Party. The leader of the newly formed colonial government was Ismail al-Azhari. For years after that, the government of Sudan faced problem after problem due to the sharp divisions between the north and the south, never really stabilizing to be a strong and effective government. The people lived in constant fear of their lives never knowing what would happen next. For a short period, the cotton industry flourished in Sudan, but soon there was an overproduction of cotton which seriously hampered the business' profits. By January 1, 1956, Sudan gained its independence but soon found itself being controlled by army leaders. This happened because the people in Southern Sudan did not trust the people of Northern Sudan. They felt like their independent government would be controlled by the people in the north. They also did not want Arabic to be the official language of the country because they feared that they would have to conform to the Muslim lifestyle. All of this distrust and disagreement on the language and who was going to control the government caused the civil war to continue. There is still civil unrest in this country up until today, and many people of Sudan have fled the country to search for freedom and peace. There was a huge violent eruption in 2003 in Darfur all due to ethnic tension, disease, and starvation. Thousands of people have died, and over a million people have lost their homes. This situation has gone down in history as the largest humanitarian disaster in the world (Davis DiPiazza 7). Many families waited for the government to stabilize and almost 300,000 lost their lives in violence, starvation or disease. Over 200,000 fled the country as refugees. Many had to wait years and years, but eventually many families were allowed to come to the United States.

Somalia

Somalia is a country that has been in distress for many years, For over thirty years, Somalia has dealt with serious droughts (which killed nearly half a million people), major conflicts with Ethiopia, and civil war within the country causing the biggest devastation (Bromwell 16). Somalia is located in East Africa in “the Horn of Africa.” It is one of the poorest countries in Africa. The people have gone through so much turmoil over the years, and they found themselves fleeing their country and then never allowed to go back. Somalia is a hot and dry

region with the savanna grasslands covering most of the country. The official languages in Somalia are Somaali, Arabic, and English. Many of the people in Somalia were herders and nomads. The land was much too dry to farm so they raised sheep, goats, cattle, and camels. Even today, you will find these nomads traveling the country trying to survive.

Somalis who were living in southern Ethiopia eventually moved into southern Somalia and began moving northward as their numbers quickly increased. As Muslims from Saudi Arabia moved into Somalia, the people found themselves being converted into the Islamic religion. Richard Burton, who was a British explorer, led expeditions into Somalia in 1854. He was intrigued by the poetry and storytelling of the country (Nnoromelle 8-11). Once the outside countries came in and explored, Britain eventually took over the northern part of Somalia. Somalia became a British protectorate some thirty years later in 1884. Four years later, in 1888, Southern Somalia was taken over by the Italians (Hassig 26). As the Italians tried to move northward, the British defeated them and ran them out of Somalia and Ethiopia. By 1947, the British government gave back the Ogaden region to the Ethiopians, and by 1955 they returned the Haud region to Ethiopia. In 1964, the British turned Northern Somalia over to Kenya. Then, in 1970, the French Somaliland decided to become a separate nation which they named the Republic of Djibouti. Thus, the Somali people were divided into three separate nations. For years on end, Somali peoples would fight with Ethiopia to get back the regions that were given to them. From 1969 to 1991, Somalia was under military dictatorship and even the Soviet Union took control of portions of Somalia. A man by the name of Mohammed Siad Barre helped take control of the country and then declared himself to be head of state (Hassig 32). Somalia fought long and hard to have control over the land and government, but between 1978 and 1981, they faced an even bigger crisis, a severe drought that took the lives of many. When the rains finally came in 1981, there were floods to contend with because the land was too dry to hold the water. People continue to die of malnutrition. Despite all these odds, the Somalis continue to survive and fight for their right to live free from an oppressive government. Between the fights that occurred between clans, which took the lives of tens of thousands of Somalis (Hassig 37), and the civil wars that took place off and on in Somalia, the people of Somalia have lived in such a crisis that not even the nations that came in to help them were able to rectify the problems with the unstable leadership and government. The families of the Somali are tight-knit group, and their politics are organized around key families or clans (Hassig 3). The Somalis adopted their flag in 1954, but they didn't gain true independence from Italy until 1960.

Burundi

Burundi is a small country located in central Africa. This country, just like Liberia and Sierra Leone, was devastated by a civil war (or rather genocide) in the 1990s. It is a poor country with a population of 5.7 million people. There are three major ethnic groups in Burundi: the Hutus, the Tutsis, and the Twas. The Hutus and the Tutsis speak the same language and share much of the same culture. According to the *World Book Encyclopedia*, 85% of the Burundi people are Hutus, 14% are Tutsis, and most of the rest of the people belong to a pygmy group called Twas (13). There was a great division created between the Hutus and the Tutsis as the Tutsis were given favor by the Belgian colonizers as far as jobs and governmental positions were concerned. In the early 1990s anger about the Tutsi (and fear of an invasion from Tutsi exiled in Uganda) caused the outbreak of ethnic violence. This violence took the lives of more than 100,000 people.

The Twas were the first ethnic group to enter into Burundi during the prehistoric times. The second group to enter were the Hutus who were farmers. The Tutsis may have entered into Northern Burundi somewhere between the 1300s and the 1400s. A group of people called the Ganwa who were of Tutsi descent, but who didn't consider themselves to be a part of either one of Hutus or Tutsis groups, ran the country for many years. The Ganwas became very wealthy as they led the country. By 1897, the Germans occupied what is now considered Burundi and

Rwanda. They occupied the territory until 1916. Belgium took over after that in 1916. By the year 1962, Burundi became independent from Rwanda, but the fighting between the Hutus and the Tutsis continued. In 1972, over 100,000 Hutus and Tutsis died in the first revolt. Only since July, 2005 have the two Ethnic groups have been settling their differences as they are continuing to balance out their roles in governmental positions (“Burundi” 13).

We now have refugees from Burundi moving into our schools. These people have gone through some troubled times, but the students I met thus far love school, singing and dancing and sports. The official languages of this country are Kirundi, French, and English.

Geography of Africa

Africa is a continent that needs to be studied, for one will learn about the many historical treasures found in the second largest continent in the world and about the wonderful people that come from this continent. This continent is so large that the following six countries can fit within its boundaries: the United States (which will fit within the Sahara Desert), Argentina, India, Europe, New Zealand, and China. The area of Africa is about 11.7 million square miles (“Africa”). Africa is famous for having the biggest crack in the Earth which is called the Great Rift Valley. This rift is so enormous that an astronaut can see it all the way on the moon! This deep valley can be found on the east side of Africa between huge mountainous lands in between Ethiopia, Rwanda, Zambia, Somalia, Kenya, Burundi, Tanzania, and Mozambique.

The Nile River is the longest river in the world, and it became a great source for trade as the people of Africa began to travel up and down the river to transport goods to sell or trade. Diamonds, copper, gold, and salt are a few of the resources that made Africa a wealthy continent for many, many years until greed took over and European countries began to invade Africa for these resources. This was after the Europeans had already invaded the lives of the African people by taking them into the slave trade (1500s – 1800s).

In the book *Africa Is Not a Country*, Margie Burns Knight starts her book off with the statement, “Africa is not a country – it is a vast continent made up of 53 nations.” She also lets us know that it is the only continent with land in all four hemispheres. Africa is cut almost exactly in half by the equator. Africa is a very special continent because it has been proven by archeologists that it is the cradle of civilization. Man was created in Africa! It is in fact the place where language was developed. There are so many interesting facts about this unique continent that need to be exposed to people, all people. My first lesson in this unit will be used to introduce the students to the continent of Africa; this will be done through a geography lesson using a large floor puzzle of Africa, a globe and the *Around the World Sticker Atlas Play and Learn Pack* that will be used to enable the students to learn how to use these three tools to obtain exciting and interesting facts about Africa. The students will begin to be exposed to mapping skills as they learn how to identify different countries on a map of Africa and the oceans and seas around Africa. They will also learn how to identify Africa on a globe and even the country they come from. The atlas will be used to learn the names of the seven continents along with exciting tidbits from any continent that my students may come from.

The History of African Flags

In the second lesson, the students will then be exposed to the various flags of the countries in Africa. In this lesson they will learn why we have flags for our countries and how long ago that each country came into existence. Each student will be asked to name the country that they or the family comes from and then using books and the Internet, they will look up flags from Africa or any other country that we may be studying. The students will then be asked to make a replica of their flags using an 8x10 sheet of paper along with pencils and crayons. They could also draw their flags on white squares of material to add to the quilt.

Flags were created in Africa as a symbol of freedom after the countries obtained independence from colonial rule. After years of struggling and fighting, the countries slowly gained back their freedom, thus becoming states or republics. I was able to get great historical background on when each of the six countries became independent and what the design and the colors of the flags represent from the books listed in the bibliography section. I did come across a superior website called *WorldFlags101.com* that gave me a quick background on each of the flags that I would be teaching. Some of the information on the flags and the meanings of the colors of the flags were taken from this document.

Liberia was the first country to gain its independence on July 26, 1847. When slaves were freed in America, they were shipped back to Africa. These slaves settled in Liberia in the early 1800s. Liberia is a word that means liberty. Their flag is very similar to the United States flag. It has six red stripes and five white stripes with a white star in a blue square in the top left hand corner of the flag. The Liberians had a declaration of independence and each of the stripes on the flag represents one of the signatures on that document. The red and white stripes on the flag stand for courage and moral excellence. The white star stands alone on the flag reminding the people of the new found freedom as they came back to Africa. The blue on the flag represents the mainland of Africa. Its official name is Republic of Liberia.

Somalia gained its independence on October 12, 1954. The United Nations played an important role in seeing that Somalia was given its freedom. So many European countries took over the area and even Ethiopia and Kenya wanted portions of the land. The one star in the middle of the light blue flag represents freedom. Each point on the star gives reference to each of the five regions that went down in history. The regions where the Somalis struggled to live in are as follows: Italian Somaliland, which is in Somalia; British Somaliland, which is also in Somalia; French Somaliland (which is now Djibouti); the region called Ogaden, which is part of Ethiopia; and north Kenya. The blue portion of the flag came from the United Nations flag and it represents the blue skies over Somalia. The official name of Somalia is Somali Democratic Republic.

Nigeria gained its independence from the British on October 1, 1960. A Nigerian student named Michael Taiwo Akinkunmi designed the flag, and his flag was chosen out of the 3,000 people who had entered the contest. The flag is very sacred and the people follow similar rules of the United States in that the flag cannot be defaced or get old. The flag has three vertical stripes on it. The two outside stripes are green and represent the agriculture industry and the lush vegetation. The white strip in the middle stands for peace and unity that the country has longed for. The official name of Nigeria is the Federal Republic of Nigeria.

Sierra Leone gained its independence from the British on April 27, 1961. The flag has three horizontal stripes on it. The top stripe is green and represents agriculture which is Somalia's main source of income and the beautiful mountains found in Somalia; the stripe in the middle is white and it stands for justice and unity; and the bottom strip is blue and it stands for the blue waters of the Atlantic Ocean and the Harbor of Freetown. The official name of Sierra Leone is Sierra Leone.

Burundi gained its independence from Belgium on July 1, 1962, but the flag wasn't adopted until five years later on June 28, 1967. Burundi's flag has a unique representation of colors and meanings. It is interesting to find the one little flag could stand for so much. There are three colors in this flag which are green, red and white. There is a white X going through the middle of the flag and within the center of that X is a circle with three six pointed stars in a triangular formation. The top and bottom portions of the flag are red and the side portions are green. The three stars represent two separate entities, one refers to the three words in national motto which are written in French and the other is for three ethnic groups found in Burundi. The three words

in the national motto which is written in French are “*Unité, Travail, and Progrés.*” The English translation of these words is “Unity, Work, and Progress.” The three ethnic groups represented in this flag are the Hutus, the Tutsis and the Twa. The red portion of the flag stands for the long struggle for independence that Burundi was faced with. The white, once again, stands for peace. The green in this flag stands for hope. The Burundi flag can only be displayed by the people on holidays. Only the President of this country has the right to use this flag on buildings for special purposes, otherwise the flag is solely used by the military or to represent Burundi.

Sudan’s flag is unique in that the Arab people had a lot to do with the creation of the flag and what the colors represent. Sudan won its independence from Britain and Egypt on January 1, 1956, but the flag wasn’t adopted until May 20, 1970. The flag has three horizontal stripes which are red white and black from top to bottom. On the left-hand side of the flag there is a green sideways triangle. The colors of the flag are connected to the Arab people and to the Islamic religion of the people. The red stripe represents the long struggle for freedom and for the deaths of those who died for their country. The white stripe stands for peace, light, and an optimistic future. The word Sudan means “black” in Arabic and it represents the country and the struggles of its people. The green triangle represents three things: Islam, Sudan’s agriculture, and the prosperity of the land.

What’s in a Name?

What’s in a name? When a child is born or even conceived for that matter, the parents and family members in any culture spend a special amount of time contemplating and choosing a name that befits the child. The traditional way African cultures give names to newborn children is to pay respect to ancestors, spirits, and deities. A child is generally named any where from three to ten days after his or her birth. Although different countries may follow diverse traditions, naming a child is a very special and sacred event. Time plays an important factor in many of the African naming ceremonies. There are children who are given names depending on which day of the week they were born, what time of day they were born, and perhaps even what season they were born in. In some instances, children are named after historical events that may have been going on at the time of a child’s conception or birth. There are three books that I used to develop lessons in this area, and they are *African Names* by Julia Stewart, *The Book of African Names* by Chief Osuntoki, and *What’s in a Name?* by Leonard Ashley.

The Book of African Names is a book on names written by Chief Osuntoki. This book is beautifully written and gives detailed versions on how names are selected from coast to coast in this great continent. The naming of a child actually establishes the child’s personal identity. He wrote this book to let his people know the importance of bringing a child into the world and about the different ceremonies that various countries go through in their Naming Day Ceremony.

Chief Osuntoki gives detailed information on just exactly how different regions in Africa carry out these ceremonies. He speaks of the people in communities in West Africa who wait ten days to name their child at a special Name-Day Ceremony. Those women who are now giving births in hospitals have been advised to put the child’s surname on their child’s bracelet used to identify the child. Birth certificates are not filled out until the Name Day ceremony takes place. He tells of all the relatives who are invited to attend, and how the ceremony is generally held at the house of the parents. All guests leave a special item by the door that the child may need. The female relatives give gifts to the mother and the male relatives bring gifts for the father. Elders play an important role as they bless the room by sprinkling water toward the ceiling as an older women whisper the name of the child into his or her ear so that the baby’s name is embedded in his or her mind. Chief Osuntoki explains that the significance of this act is to separate the child from the spirit world where he is only an object, thus marking the child’s entry into the community of human beings. He goes on to explain that when the name has been

given the child has been introduced to life itself. The rest of the day is spent with the family participating in festive activities. There can't be a celebration without some food, so as you well know, a lovely feast is prepared and brought in by several of the guests. The family and friends sit around and reflecting on the name of the new child and making well wishes for the child.

Chief Osuntoki gives explicit instructions on how different cultures choose a particular name. The Yoruba people choose names depending on what significant event is occurring at the time the child may be born. An example of this is shown that during the time of planting, a child may be given a name meaning "planting" or "growing." The child might also be named after a family situation going on at the time of the child's birth. Two examples of this are as follows: *Ayodele* means "joy enters the house" and *Iyapo* means "many trials". An additional practice is to name a child after a deity that is worshipped by the family. If a family worships Shango, the god of thunder and lightning, then a child might be named *Shangobunmi* which means "child given by Shango." There are many examples given by Chief Osuntoki's book, *The Book of African Names*, of how different regions name their children.

In the book *African Names*, Julia Stewart tells how African languages play an important role on the naming of people and places in Africa. She states that languages also play an important function in the derivations of names and how they are chosen. Even outside the hundreds of African languages, French, English, Spanish, Portuguese, Afrikaans, and Arabic which are also spoken in Africa, down through history have added additional names to the long list of names. Julia Stewart's book is a great reference to be used in the lesson on names in this curriculum unit. I looked up several of my student's names and will give a few examples of what the names mean.

The first name that caught my attention in Julia Stewart's book is the name of the continent of Africa which has different theories on the origin of the name. Some people believe that it came from the name of the ancient Berber people who inhabited North Africa; others believe the word Africa means "grayish" referring to the color of the sand; another derivation of the word comes from the Phoenician word meaning "colony," since it was once a colony of the Roman Empire. When the word is spelled **Affrica**, it is a female name used in countries that speak Spanish and it means "pleasant."

In African nations with a high percentage of Muslims, a very popular last name and sometimes even a male first name is **Abdi**, which means "my servant" or **Abdullah**, which means "servant of Allah." **Hawa**, which is a female Swahili name, means "longing." **Haji**, which was a name of one of my favorite male Somali students, is a Swahili name for males born during the hajj, or the time period when Muslims go on their pilgrimage to Mecca. **Hassan** is a Muslim name which means "handsome." **Halima** means "gentle, humane and kind." This name is popular in Egypt and Somalia. **Ibrahim** means "father is exalted" and is a variation of the Hebrew name Abraham which means "father of multitude." The male name **Mohammed** or **Muhammed**, is very popular in North Africa; it is the name of the Muslim prophet Muhammed. It means "praised one." I had a great leader and problem solver in my kindergarten class, and his name was **Musa**. His name is a Muslim and Swahili name that means "mercy" or "saved from the water." This name comes from the name Moses in the Bible. Some Nigerian names are **Oji**, "the bearer of gifts"; **Oko**, which means "fire"; **Ifeoma**, a female name meaning "it's a good thing" and "beautiful." And there's **Edet**, a name for males born on market day. The list of name goes on and on, and it is very interesting to read the different meaning of each name and where they came from (Stewart).

Additional references that I used were the books on the different countries in Africa such as the book on Nigeria that had the names of boys and girls depending on what day of the week they were born. The book *Cultures of the World Somalia* told how names are chosen according to the father's personal name and that of his father and so on. Their names are often long which tells

you something about their lineage although they don't always use their full names. In Somalia, the length of a child's name shows how close his ties are to his family. In Nigeria, if a child is born into a Muslim group (Hausa, Fulani and Kanuri), he or she will go through ceremonies under the Islamic law. A Hausa child is named on the seventh day and a ram is sacrificed at this time. A Fulani child is named according to what day he or she was born. The child is referred as "it" until he or she is given a name. This child is considered not to have an identity until he or she is given a name (Hassig). So as one can see, tradition and special occasions play an important role in the celebration of naming an African child. It is a sacred event that is cherished by many.

CONCLUSION

The purpose of this curriculum unit is to give students and teachers the opportunity to be exposed to the history of Africa and the rich cultures that exist there. I would like this curriculum unit to be one that unites people from Africa with those who live here in America so they learn about each other's cultures and family history. The students will be exposed to many exciting lessons that will be remembered for a lifetime. This curriculum unit covers a great deal of information on the history of Africa, and it should be noted that not every bit of this whole unit has to be used all at once. The person using this curriculum should feel free to use it as she or he feels fit, for every classroom is unique in its own way. The students will learn about the vast geography of Africa. This curriculum unit has lessons that will expose the students to foods eaten in Africa, music derived from Africa, how flags represent the country that they came from, not to mention the teamwork that is going to be needed to make the friendship quilt. It is important for all of us to learn about the country that we are born in and how cultures have likenesses and differences that we have to live with and appreciate. The history of Africa is one that has not properly been presented in our educational system here in the United States and even in other countries. Since Africa has proven to be the continent from which human life and language were actually created and developed, we should all realize that all of us have some linkage to Africa in some form or fashion. Therefore, this curriculum unit has been created for those who are interested in learning about the history of Africa and its cultures and for the school districts that have the honor of working with the refugee families that have entered the United States of America.

LESSON PLANS

Lesson Plan One: Geography of Africa

The students will be introduced to the great continent of Africa by using a variety of resources such as a globe, a sticker atlas, world atlas, and a large floor puzzle to locate Africa and all the countries that the students in any given class come from.

Objectives: The students will learn how to use the resources listed below to learn about the names of the many countries that the students in the class come from, including the name of the continents. They will learn the names of the bodies of water surrounding Africa. The students will learn about the terrain in Africa and what type of climate they come from.

Key Concepts: The students will use these resources to learn how to use each one as they become familiar with the various countries that they come from. They will learn how to identify various continents, countries in Africa, and various countries from around the world.

Key Questions:

Where is your family from?

Can you learn the names of the resources used in this lesson?

Can you learn the names of the seven continents?

Can you locate Africa and/or the country that you came from on the globe, sticker atlas, and on the floor puzzle?

Key Terms and Vocabulary:

map globe atlas continents Africa Asia Australia
North America South America Europe Antarctica equator The Nile River
Atlantic Ocean The Indian Ocean The Red Sea The Mediterranean Sea

Lesson Summary: The students will learn how to use these resources as they learn the names of the seven continents. We will list all the countries that each student's family comes from. They will learn how to use a map and a globe and how to identify African countries and the continents.

Assessment: The students will be assessed by their participation in the lesson and by being able to locate on any one of the resources where their family comes from. They will also be given the opportunity to learn the names of the seven continents.

Unit Resources, Materials, and Equipment: a globe, the atlas, and the floor puzzles (ones of Africa and one of the United States) and *Around the World Sticker Atlas Play and Learn Pack*.

Lesson Plan Two: History of African Flags

The students will use the Internet to find pictures of flags from the countries that they come from. They will then use the pictures to make their own flag. They will write a little paragraph telling who they are, what continent they come from, and what country they come from. These will then be posted out in the hall for all to see. Each country represented will also have pictures of the students by each one.

Objectives:

TSW learn why we have flags that represent the country we live in and when their countries flag came into existence.

TSW learn to identify the flag from their own country.

TSW make a flag representing their country's flag.

Key Concepts: The students will experience how we can get information from the Internet, they will learn about each other's flags and what countries they represent, and they will practice their writing skills to complete this lesson.

Key Questions:

Why do we have flags? What do the symbols and the colors of the flags mean?

Where can we get information on flags?

Which flag is the flag that your family comes from?

Key Terms and Vocabulary:

flags Internet flag poster continent country represent

Lesson Summary: The teacher will start a discussion on why we have flags by using the United States flag and the Texas flag to give the students the opportunity to tell why they think we have flags. We will then go to the Internet to see if United Streaming has any resources on flags from different countries. After this is done, we will pull up pictures of flags from the countries that the students in the class come from. I will then pop out with my poster on flags from around the world to see if the students can identify their flag. After this is done, the students will draw their flags, do the writing assignment, take pictures, and then display their work out in the hall.

Assessment: The students will be assessed by their participation in the lesson and by their finished product.

Unit Resources, Materials, and Equipment: United States flag, Texas flag, computer, internet, flag poster, white construction paper, pencils, and crayons.

Lesson Plan Three: What Is In a Name?

The students will learn how different cultures in Africa choose names for their children. The students will also learn the meaning of their own names.

Objectives:

The students will be given the opportunity work with their families, their teacher, and their classmates as they learn about how their names were given to them at their births. They will also learn the meaning of their name and the names of their classmates. They will learn how different cultures choose names for their children and they will learn how their culture is the same or different from their classmates' cultures.

Key Concepts: The students will ask their parents if any special ceremony was celebrated during the giving of their names or if the child was given a name for a particular reason. They will learn how different cultures in Africa name their children and will investigate whether traditional methods were used when they were given their names. The teacher will help the student find out the meaning of his or her name using the book *African Names* by Julia Stewart. The students will try to find out what day they were born on to see what their names might be according to this tradition.

Key Questions:

What is your name? What day were you born on? Why were you given the name that you have? The students' parents can be given a questionnaire in order to find out the answers to these questions.

Key Terms and Vocabulary:

Name Day Ceremony culture language day of the week ancestors
special occasion or season relatives

Lesson Summary: The students will work with their family to find out how they were given their names as a homework assignment. The results will be shared in class with their classmates. The teacher will help research the meaning of the students' names. All students who found out what day they were born will be given a name according to that particular day.

Assessment: The students will be assessed according to their participation in this lesson.

Unit Resources, Materials, and Equipment: An African name book, such as *African Names* by Julia Stewart or *The Book of African Names* by Chief Osuntoki.

Lesson Plan Four: African Languages

The students will be introduced to greetings, number words, foods, animals in the Swahili, Somaali, and Arabic.

Objectives:

TSW connect experiences and ideas with those of others through speaking and listening **TSW** compare language and oral traditions (family stories) that reflect culture, regions, and cultures.

Key Concepts: The students will be exposed to how to say hello, good-bye, count from one to ten, learn color words, names of foods and other simple words or phrases in three languages.

Key Questions:

What languages do you speak at home?
Do you speak Swahili? Somaali? Arabic?

Key Terms and Vocabulary:

greetings hello good-bye counting: numbers one through ten foods
animals

Lesson Plan Summary: The students will learn how to pronounce these words in the languages listed above. They will make a number book and color book with the words from the different languages included in the book.

Assessment: The students will be assessed orally and by their participation in this lesson.

Unit Resources, Materials, and Equipment: Books with African words and pictures, paper, pencils, crayons.

Lesson Plan Five: The Friendship Quilt

The students will use this lesson to share their culture with other students from Africa. This quilt can be made out of paper on a bulletin board if necessary or made into a real quilt. African names, countries, flags, and patterns and designs will make up the patches on this quilt. There may be some parental involvement in the sewing of the quilt. This lesson is done to bring unity among the African students themselves and with the American students as well.

Objectives:

The students will look at various books on Africa and African art to view the patterns and designs that can be added to the quilt.

The students can make flags of their country on some of the patches.

The students will make an outline of a map of their country to add on the patches.

The students will add their names on some of the patches.

The students will work together as a team to complete this project.

The students will vote on how the quilt will be made and what to do with the finished project.

Key Concepts: The students will work together to come up with how big and how many patches may be added to the quilt using all that they have learned in this unit.

Key Questions:

What is a quilt? What should the patches on the quilt represent? How big should the quilt be?
Should we make it out of paper or material?

Key Terms and Vocabulary:

quilt represent paper material multicultural purpose

Lesson Summary: The students will work together as a team to add their countries, their countries flags, their names, and patterns and designs to the quilt. They will vote on if the quilt should be made out of paper or real material. They will decide as a team what to do with the quilt when the project is finished.

Assessment: The participation of each student will be used as an assessment in this lesson.

Unit Resources, Materials, and Equipment: Paper or material (various types of cloth), markers (regular or fabric permanent markers), books on African countries, books on quilts and how they are made, needle, thread and perhaps a sewing machine.

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Ashley, Leonard. *What’s in a Name?—Everything You Wanted to Know*. Baltimore, MD: Genealogical Publishing Company, 2000.

Bramwell, Martyn. *The World in Maps: AFRICA*. Minneapolis: Lerner Publications Company, 2000.

This book is an excellent resource for all kinds of information on all the countries in Africa. It gives the status of the country, the area, population, the capital, the languages, and the currency not to mention the land forms and resources found in each country.

“Burundi.” *The World Book Encyclopedia*, Vol. 2: 13.

Chief Osuntoki. *The Book of African Names*. Washington: Drum and Spear Press, 1970.

This book will be used to learn more about the derivation of African names.

Children’s World Atlas. Cotton Farm, Sywell: Igloo Books, Ltd., 2006.

This book will be used to show students all the flags of the world and to identify the flags of the African countries that my students come from. This book gives a wealth of information the facts about Africa from the geography of Africa to the languages of Africa. This reference will be used in the geography lesson, the lesson on flags, and on the culture of African countries.

Davis DiPiazza, Francesca. *Sudan in Pictures*. Minnesota: Twenty-first Century Books, 2006.

This book was used as a reference for my Unit Background.

Discovery Education streaming. 2008. <<http://www.streaming.discoveryeducation.com>>.

Excellent resource for information on African countries for children to view.

Harmon, Daniel E. *Sudan: Crossroads of a Continent in Conflict*. The Emerging Nations Series: Explorations of Africa. Philadelphia: Chelsea House Publishers, 2001.

Hassig, Susan M. *Cultures of the World Somalia*. New York: Marshall Cavendish, 1997.

This book was used as a reference for my Unit Background.

Knight, Margy Burns. *AFRICA Is Not A Country*. Brookfield, Connecticut, Millbrook Press, 2000.

This book will be placed in the students’ library center. This book has a wealth of information in it about different cultures and is a great book to read to the children.

Levy, Patricia. *Cultures of the World, Nigeria*. New York: Benchmark Books, 1996.

This book was used as a reference for my Unit Background.

“Liberia.” *World Book Encycloepdia*. Vol. 12: 232.

“Nigeria.” *World Book Encyclopedia*. Vol. 14: 418.

Nnoromele, Salmone C. *Somalia*. Chicago: Lucent Books, 2000.

This book was used as a reference for my Unit Background.

Rozario, Paul. *Countries of the World Liberia*. Singapore: Gareth Stevens Publishing, 2003.

This book was used as a reference for my Unit Background.

“Sierra Leone.” *World Book Encyclopedia*. Vol. 17: 452.

Stewart, Julia. *African Names*. New York: Carol Publishing Group, 1994.

Interesting facts on the derivation of African names can be found in this book.

WorldFlags101.com. <<http://www.worldflags101.com/>>.

I use this website for information on the adoption of African flags.

Supplemental Resources

Ayo, Yvonne. *AFRICA*. New York, New York: Dorling Kindersely Publishing, Inc., 1995.

This book has beautiful pictures of every aspect of Africa and historical information on each area it covers. From land, foods, sports and entertainment, rulers, religious beliefs, weapons, etc., this book can be used as a resource for every lesson plan and can also be placed in the students' library.

Childs, Tucker G. *An Introduction to African Languages*. Philadelphia: John Benjamin Publishing Company, 2003.

This book will be used as a reference for the lesson on African languages. It gives pertinent information on the many African languages and how they were developed.

D'Amato, Janet. *African Crafts for You to Make*. New York: Messner, 1969.

I will use this book as a resource for ideas on arts and craft activities.

Dendel, Esther Warner. *African Fabric Crafts: Sources of African Design and Technique*. New York: Taplinger, 1974.

This book will be used as a resource to learn about designs and fabrics from Africa. It will give the class ideas to make our quilt and to learn how different cultures work with fabrics and materials.

Gould, Roberta. *The Kid's Multicultural Craft Book*. Charlotte, Vermont: Williamson Publishing, 2004.

This book is great in that it has crafts from around the world and it can definitely be used in this unit for ideas for arts and craft lessons for every child in my class.

Haskins, Jim and Joann Biondi. *From Afar to Zulu: A Dictionary of African Cultures*. New York: Walker and Company, 1995.

This is a wonderful book in that it is a dictionary of African Cultures. It gives a beautiful breakdown of many of the cultures in African countries including the lost cultures. I will use this book as a resource to teach children to appreciate the different cultures that they come from and that one is not better than the other.

Haskins, Jim. *Count You Way Through Africa*. Minneapolis: Carolrhoda Books, Inc., Another source for vocabulary in Kiswhili.

Ibazebo, Isimeme. *Exploration into AFRICA*. Philadelphia: Chelsea Publishers, 1994.

This book will also be placed in the students' library. Great resource for teachers and students. Exciting historical facts can be found in this book along with wonderful pictures.

Kerina, Jane. *African Crafts*. New York: Lion Press, 1977.

This book will serve as a useful tool for arts and craft projects. It is an excellent Resources for an African arts and crafts fair.

Krebs, Laurie. *We All Went on Safari: A Counting Journey through Tanzania*. Cambridge, MA: Barefoot Books, 2003.

This book will be read to the students before the lesson on African Languages and used as a reference for this lesson using the Swahili language.

Onyefulu, Ifeoma. *A is for Africa*. New York: Puffin Books, 1993.

This book will be used in the language lesson which will introduce the students to library on Africa which will be used as a workstation for young students and a reference center for older students.

Webb, Victor and Kembo-Sure, ed. *African Voices*. Oxford, New York: Oxford University Press, 2000.

This book will be used as a reference to learn more about the languages that are used in Africa.

Wilson-Max, Ken. *Furaha Means Happy A Book of Swahili Words*. New York: Jump at the Sun, 2000.

This book will actually be read to the students as a focal point of one of the many languages found in Africa. The children will learn how to pronounce and write down the words they learn.