Ashley Proietti

African Lesson Plan

**-Title of Lesson: Investigating Social Justice & Empowerment in the African Folktale *The Huntermen and the Crocodile***

**-Title of Book:** *The Huntermen and the Crocodile* by: Baba Wague Diakite

**-Instructors:**

* + Ashley Proietti

**-Age Level and Group Size:**

* + K-2 Self Contained 8:1:1 classroom.

**-Time Estimate:**

* + 30 minutes (pending student engagement and behavior, time might be extended by 15 minutes resulting in a 45 minute lesson)

**-Learning Outcomes:**

* + Students will demonstrate an understanding that learning about other cultures outside of their own.
  + Students will demonstrate an understanding that different cultures exist outside of their own is important.
  + Students will explore the parameters of a folktale and recognize the differences between real and make believe.
  + Students will explore illustrations for uniqueness and cultural significance.
  + Students will recognize that the spoken and written word can be translated into various languages- specifically from an African language to English

**-Rationale for Choosing the Book:**

* + Students have initially been exposed to the idea that other cultures exist outside of their own. Students are familiar with the concept of folktales, but have never been exposed to international folktales. This book was chosen to provide an African cultural perspective. Additionally since the classroom is all boys, I felt that they would enjoy the content of the story.

**-Rational for Lesson: Critical Literacy Lens Addressed-Social Justice & Empowerment:** This lesson addresses the Critical Literacy lens of **Social Justice & Empowerment.** The critical literacy of **Social Justice** is relevant to this text because A) students have probably not read a wide variety of authentic text from other cultures and, do not have a deep understanding of folktales outside of the ones they are familiar with. B) students are not aware of the cultural bias of the text available to them in their classroom, school, and public libraries. The concept of social bias which includes: culture, race, gender, and religious depictions is a tough concept to try to convey to students at a young age; however, using the critical literacy lens of **Social Justice** to read the book and look at the illustrations facilitates the post-reading activity which offers students the opportunity to observe the social bias in their immediate world; the books they read and come into contact with everyday. By comparing the themes and illustrations in the books they read everyday, to the folktale from Africa, students will begin to recognize that they A) have not/do not have access to a wide variety of authentic texts from other cultures B) often people read books with themes, pictures, etc. that relate to the location and people that surround them C) why reading authentic texts from other cultures is important, answering the **culminating question, Why is it important for people to learn about other people? Why should we in Mt. Morris read the story from Africa?** By extension, the critical literacy lens of Social Justice lends itself to the critical literacy of **Empowerment,** by answering the culminating question.

**-Common Core Standards:**

* + Key Ideas and Details
    - 1. Ask and answer questions about key details in a text
  + Craft and Structure
    - 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
  + Integration of Knowledge and Ideas
    - 7. Use illustrations and details in a story to describe its characters, settings or events
    - 9. Compare and contrast the adventures and experiences of characters in stories
      * A. with prompting and support, students will make cultural connects to text and self.

**-Materials:**

* + Interactive whiteboard
  + Common Core English Language Arts Standards
  + Online Children’s Library <http://en.childrenslibrary.org/>
  + *The Huntermen and the Crocodile* by Baba Wague Diakite
  + Books in the classroom library
  + Computer with e-mail accessibility

**-Pre-reading:**

* We have spent some time in class learning about folktales around the world. Remember, a folktale is a made up story that is special to a certain culture. We have looked at folktales from Spain, El Salvador, America, and India. Now we will spend some time exploring a folk tale from Africa. Let’s take a look at a map together so that I can show you where the continent of Africa is located. (Show students the distance from our continent and the African continent to convey the message that we live in a huge world) Draw student’s attention to front cover and ask them what they notice about the characters, colors, and shapes. Ask students, do the illustrations look similar or different to the stories that we have in our classroom or at home? What do you notice about the way the man is dressed on the front cover? Is that outfit something you would see in Mount Morris. What about the crocodiles? Have you ever seen a crocodile walking on two legs? (social justice/empowerment)
* There are many, many other African folktales told by people in the country. I do not know anything about Africa because I never read a book about Africa. Has anyone here ever read a book about Africa? Reading stories from other cultures or books about other cultures is an excellent way to learn about and become familiar with people and places that we have never seen or been to.

**-During reading:**

* What is unique about the crocodiles in this picture? Page. 4-5
  + *Has anyone everyone ever seen a crocodile like this? The crocodile is portrayed in a special way in African Folktales, sometimes showing human qualities such as walking on two legs.* (**social justice/empowerment**)
* What do you notice about Donso and how he is carrying the crocodiles? Do you think that this real or make believe? P. 8-9 **Bloom’s Synthesis.**
* How do the crocodiles trick Donso? Why do you think that they would do this? P. 12-13 **Bloom’s Comprehension/ Common Core: “Text Based Question”**
* What do you notice about the animals portrayed in this picture? Have you ever seen animals drawn this way before? P. 14-15 (**Social Justice/Empowerment)**
* What do you notice about the village that Donso lives in? What is different about these houses compared to the house you live in? P. 26-27 **(Social Justice/Empowerment)**
* *Look at this picture. What do you notice about the landscape in Africa (Remind students that the landscape is the scenery and includes the: trees, ground, plants, flowers, and sky? How does the landscape in Africa look? How is the landscape in Africa different than the landscape in Mt. Morris?* (**social justice/empowerment**) P. 24-25**; Teachers will point out/ask students to point out variations in the landscape in Africa throughout the book.**

**-Post Reading Questions:**

* What did you learn about African folktales from reading this book? **\*If needed, remind students to think about the difference between reality and fantasy if they are confusing the two** (**social justice/empowerment**).
* Why is it important for people to learn about other people? Why should we in Mt. Morris read the story from Africa to learn about their culture?=

**-Post-reading Activity with additional Post Reading Questions:**

* In an attempt to forge students inquiry of other cultures through reading authentic text from those cultures/countries students will recall the books in their classroom library and determine which books discuss the people of other cultures and places around the world, answering the question; are there any books in the classroom library that teach me about Africa or another country? Has my teacher ever read me a folktale from another country? Have I ever checked a book out from the library about another country? After answering and discussing these questions, students will be asked whether or not they want to see more books about other countries in their classroom and school libraries. Students will identify the countries they want to read about and the facts they want to learn. Students will determine whom to send an e-mail to (the principal or school librarian) to ask for more books to be available about other countries. Students will dictate an e-mail, typed by the teacher, which states: **A) the book that they read in class today B) two facts they learned about Africa through reading the book C) Why they believe it is important for people to learn about other cultures outside of their culture D) one book about a country in the world they would like the school to purchase for the school library.**

-Extensions to other subject areas: Music

* + **MUSIC EXTENSION:** Students will listen to songs that they are familiar with in English: the alphabet song, Happy Birthday, and the Itsy Bitsy Spider in Spanish to determine that the melody is the same across both languages except the words are different.