ARTS OF GLOBAL AFRICA
MEMPHIS BROOKS MUSEUM OF ART PERMANENT COLLECTION TOUR

Lesson Plan | Grades K-12
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Cover Photo:
Unrecorded Ndwedwe (Zulu) artist, New Hanover region, South Africa, Bridal ensemble worn by Ntomblýise Mandwandwe Shiza, 1960s , Varied materials (plastic beads, leather, cotton thread, cloth, wire, tin buttons, safety pins), Newark Museum, Purchase 2009 Membership Endowment Fund, 2009.11.5.1-8

July 2019
Lesson Plan

Grade Level: K-12th grade

Number of Students: 30 maximum

Learning Standards

The following standards are met by the museum tour and the classroom activities.

TN State Standards in Visual Art:
Visual Arts-Creating: Conceiving and developing new artistic ideas and work
Visual Arts-Presenting: Interpreting and sharing artistic work
Visual Arts- Responding: Understanding and evaluating how the arts convey meaning
Visual Arts-Connecting: Relating artistic ideas and work with personal meaning and external context

TN State Standards in English Language Arts:
Comprehension and Collaboration Standard 1 SL.CC.1: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing one’s own ideas clearly and persuasively.

Comprehension and Collaboration Standard 2 SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Comprehension and Collaboration Standard 3 SL.CC.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

K-5.RL.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K-8 Write narratives to develop real or imagined experiences or events.

Tennessee Academic Standards for Science:
LS2: Ecosystems: Interactions, energy and dynamics

Tennessee Academic Standards for Math:
K.CC. Know number names and the counting sequence.
K.G.A. Describe objects in the environment using names of shapes.
1-2.G.A. Reason about shapes and their attributes.

Tennessee Academic Standards for Social Studies:
3.06 Identify and locate major continents and oceans using maps and globes.
7.21-26 Students will analyze the geographic, political, economic, and cultural structures of West Africa.
Arts of Global Africa is a long-term installation organized by Christa Clarke, Senior Curator, Arts of Global Africa at the Newark Museum, for the Brooks Museum. This tour seeks to provide students with an introduction to the rich artistic expressions of Africa. The arts of Africa are as varied as the continent itself, which encompasses over fifty independent countries and thousands of languages. Bringing together historic and contemporary works in a range of different media, the selection of works presents an expansive vision of Africa’s artistry.

Goals of the Tour Experience

Tour Objectives

Students will:
- Analyze the visual features present in a variety of African art works
- Learn about the customs of several African cultures
- Consider the rich diversity of artist styles present in Africa

Unrecorded Yoruba artist, Ìgbómìnà region, Nigeria, Èsú figures, early to mid-20th century, Wood, cowrie shells, leather, pigment, Newark Museum, Gift of Bernard and Patricia Wagner, 2006.39.3
The learner will…

Remember Recall that Africa is continent made up of 54 countries with a rich and diverse array of artistic expression.

Understand Expand their understanding of African art to include a wide variety of art forms, both historic and contemporary.

Apply View, identify, and describe elements of art, such as shape, line, and color, present in African art.

Analyze Compare and contrast art work created in different regions of Africa.

Evaluate Consider the purpose and function of art in African cultures.

Create Use their knowledge of African artistic practices to create a work of art.
Classroom Preparation prior to Visit

- Introduce your students to the tour vocabulary by using the Arts of Global Africa PowerPoint.

- Review Museum Guidelines with students and chaperones, which can be found here: http://www.brooksmuseum.org/school-tours#MuseumGuidelines
  Refer to the “Welcome to the Brooks” PowerPoint for a visual teaching aid.

Teacher Resources

Suggested Websites:
1. 23 Children’s Books set in South Africa: This website provides an extensive list of books: https://coloursofus.com/23-childrens-books-set-south-africa
2. See Kuosi Society Elephant Masks, similar to the one in the Brook’s collection, in action: https://www.youtube.com/watch?v=ycEY8fXafQY
3. This video features Bwa masks as seen in Arts of Global Africa, in use: https://www.youtube.com/watch?v=ZBXOg30xPaQ
4. The Brooks Museum Collection Online: This extension of the museum’s website provides images of art works owned by the Brooks, as well as information about each work’s: artist, date, medium, dimensions, and if the work is currently on display. http://emuseum.brooksmuseum.org
5. PBS’s video The Expansion of Islam and Trade in Africa from their Africa’s Great Civilizations series: https://tn.pbslearningmedia.org/resource/a12a7d79-ca45-42db-8299-f009a9f3d0a0/the-expansion-of-islam-and-trade-in-africa
6. Cultures of West Africa: This website is full of great information: https://www.culturesofwestafrica.com

Suggested Reading:
### Art Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td><strong>Pattern</strong></td>
<td>A regular or repetitive form, order, or arrangement.</td>
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<tr>
<td><strong>Symmetry</strong></td>
<td>Is another word for balance. If a design is symmetrical, the shapes and details on each side of an imaginary center line are the same. Asymmetrical is the opposite of symmetrical.</td>
</tr>
<tr>
<td><strong>Shapes</strong></td>
<td>Shapes are created when a line catches its tail. Shapes can be geometric, such as triangles and squares, or unrecognizable organic shapes.</td>
</tr>
<tr>
<td><strong>Lines</strong></td>
<td>A continuous mark made on a surface. Lines can vary in length, width, direction, and curve. Lines can be used alone or combined to create shapes.</td>
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<tr>
<td><strong>Sculpture</strong></td>
<td>The art of creating three dimensional forms. The two main processes for creating sculptural forms are:</td>
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<td></td>
<td>• Carving (Subtractive) - The removal of unwanted or excess material to free the form.</td>
</tr>
<tr>
<td></td>
<td>• Constructing (Additive) - Creation of a form by gluing, sewing, nailing, soldering, etc. various materials together.</td>
</tr>
<tr>
<td><strong>Abstraction</strong></td>
<td>The process of taking something you see and changing it so that it looks different. There are many ways to abstract what we see. African art uses the abstraction techniques of simplification, exaggeration and elongation.</td>
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<tr>
<td><strong>Mural</strong></td>
<td>A work of art done directly on a wall.</td>
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<tr>
<td><strong>Calligraphy</strong></td>
<td>Writing created as a form of art.</td>
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<tr>
<td><strong>Weaving</strong></td>
<td>The process of creating cloth on a wood frame called a loom. The warp thread is strung over the loom vertically, and holds the tension. The weft thread is woven between, around and over the warp threads, creating patterns and design.</td>
</tr>
<tr>
<td><strong>Nsibidi</strong></td>
<td>An ancient Nigerian writing system made up of nearly a thousand symbols. These symbols can be drawn on the ground, skin, textiles, or masks. Nsibidi was a source of inspiration for the muralist Victor Ekpuk.</td>
</tr>
</tbody>
</table>
Cultural and Religious Vocabulary

Dyula- (pronounced joola)
The name Dyula refers to communities of Mande-speaking Muslims who today primarily live in Cote D'Ivoire, Ghana, Burkina Faso, Guinea-Bissau, and Mali. The Dyula people have a long history in West Africa. Beginning in the 14th century, the Dyula participated in the Trans-Saharan trade networks that spanned from West to North Africa, and ultimately connected with caravans traveling to the Middle East and beyond. In fact, the word Dyula means professional long distance trader in Mande. The Dyula traded items such as gold, millet, and kola nuts, as well as cloth they produced themselves. Today Dyula communities still create cloth for export and trade using both traditional strip weaving methods and more modern tools such as sewing machines and industrial thread spinners.

Igbo
Numbering over 30 million, the Igbo people live in autonomous independent communities mainly in Nigeria, Cameroon, Sierra Leone, Equatorial Guinea, and São Tomé. The Igbo are socially and culturally diverse, consisting of many subgroups. Igbo is also a shared language with many regional dialects. The Igbo are one of the cultures that use the writing system of nsibidi. The Igbo were heavily targeted by the Transatlantic slave trade. The word okra comes from the Igbo word okwuru. Chinua Achebe is a well-known Igbo author, famous for his book Things Fall Apart.

Islam
Islam was first introduced to Somalia in the 7th century, and by the 10th century it had spread across the Horn of Africa to North and West Africa. Islam teaches that there is only one God, Allah, and that Mohammed is the messenger of God. Islam's holy text is the Qur'an.
Masks play an important role in west and central Africa. Masks can entertain, discipline, educate, and inform. During seasonal ceremonies masks summon nature spirits who will ensure a good harvest. For funeral ceremonies, masks represent spirits and ancestors that will help the dead pass over into the next world. When wearing a mask the dancer’s individual identity disappears and he becomes the spirit of the mask, serving as a link to the spiritual world.

In Africa, people of all ages belong to specific societies that function not only as a form of social cohesion, but as an establishment in which its members may continue to educate and better themselves and their fellows. In order to join, each person must undergo a period of initiation in which they are intensely instructed.

The Yoruba are one of the largest ethnic groups in Africa with over 25 million people, the majority of whom are concentrated in southwestern Nigeria. The city of Ife is the spiritual home of the Yoruba. The Yoruba religion has a supreme creator who is served by over 400 lesser deities. One such divinity is Èsù, the divine messenger and guardian of the crossroads.

Historically, the Zulu people followed a semi-nomadic lifestyle in what is now called South Africa. By the late eighteenth century political consolidation began to occur, with a number of powerful chiefdoms emerging. The most well-known of these chiefs is warrior-king Shaka, who conquered all the groups in Zululand and united them into a single powerful Zulu nation, that made its influence felt over southern and central Africa. Shaka ruled from 1816 until 1828, when he was assassinated by his brothers. Great Britain colonized Zululand in the late 1800s, eventually annexing it to South Africa. Today Zulu culture is preserved through the widely spoken language of IsiZulu, folklore, and the traditions practiced during transitional ceremonies such as births and weddings. While many Zulus converted to Christianity under colonialism, traditional beliefs such as ancestor worship and the use of magic are still prevalent.
Classroom Activities

Activity 1 | English Language Arts Connection
West Africa is known for its trickster tales. One of these famous tricksters is the spider Anansi, featured in Ashanti stories from Ghana. Read several Anansi stories to your class.

Here are a few options:

Then ask your students to complete an Anansi character web. See the following pages for an accompanying handout. If time allows challenge your students to write their own Anansi story.

More Anansi activity ideas can be found here:
- https://tn.pbslearningmedia.org/resource/vtl07.la.rv.genre.lppourquoi/identifying-characteristics-anansi-the-spider

Tennessee Academic Standards for English Language Arts:
K-5.RL.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K-8 Write narratives to develop real or imagined experiences or events.

Activity 2 | English Language Arts Connection
Verna Aardema’s West African tale, Why Mosquitoes Buzz in People’s Ears, is a great resource for teaching cause and effect. Read the story to your students and ask them to illustrate 2 cause and effects that happen in the story. See the following pages for an accompanying handout. More activity ideas can be found here: https://www.scholastic.com/teachers/lesson-plans/teaching-content/why-mosquitoes-buzz-peoples-ears-discussion-guide

Tennessee Academic Standards for English Language Arts:
K-5.RL.KID.2 Determine central ideas or themes of a text
K-5.RL.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Activity 3 | Math Connection
Ifeoma Onyefulu’s book *Emeka’s Gift* is a helpful resource for reinforcing counting concepts. As a young boy named Emeka travels through a Nigerian market he counts what he sees, such as six necklaces and seven musical instruments. For a counting book set in South Africa read *Kathryn Cave’s One Child, One Seed*.

Tennessee Academic Standards for Mathematics:
K.CC. Know number names and the counting sequence
Activity 4 | Science Connection
The geographic regions featured in Arts of Global Africa have vastly different habitats. Ask your students to compare and contrast the Saharan desert habitat of North Africa and the savanna habitat of West Africa. Challenge your students to illustrate each habitat. See the following pages for an accompanying handout. Here are some videos to show your students to provide them with background information:
- African Habitats Virtual Field Trip: https://www.youtube.com/watch?v=_EisbpmGmDk
- Life on the African Savanna: https://www.youtube.com/watch?v=9bQNRVyl4I0
- The Sahara Desert: https://www.youtube.com/watch?v=L7XrabWYHSg

Tennessee Academic Standards for Science:
LS2: Ecosystems: Interactions, energy and dynamics

Activity 5 | Visual Arts Connection
The Dyula people of West Africa are well known for their beautiful woven cloth. Use the Arts of Global Africa PowerPoint to provide cultural information about the Dyula and to guide your students in a paper weaving project.

Activity 6 | Visual Arts Connection
The Zulu people are known for their intricate beadwork. Refer to the PowerPoint for information about the Zulu people and directions for creating two Zulu inspired necklaces and bracelets.

TN State Standards in Visual Art:
Visual Arts-Creating: Conceiving and developing new artistic ideas and work
Visual Arts-Presenting: Interpreting and sharing artistic work

Activity 7 | Social Studies Connection [Grades 6-8]
Arts of Global Africa features cloth woven by the Dyula people of West Africa. The Dyula were Muslim traders who participated in the Trans-Saharan caravan trade. Show your student’s PBS’s video The Expansion of Islam and Trade in Africa from their Africa’s Great Civilizations series. Discuss with your students why Islam was widely adopted in West Africa and how it was adapted to local customs. Find the video here: https://tn.pbslearningmedia.org/resource/a12a7d79-ca45-42db-8299-f009a9f5d0a0/the-expansion-of-islam-and-trade-in-africa

Activity 8 | Social Studies Connection [Grades 6-8]
A great way to learn about history is to read primary sources. Both Omar Ibn Sa’id and Cudjo Lewis were enslaved and brought to the United States from West Africa. We can learn about their experiences from their firsthand accounts. Omar Ibn Sai’d’s autobiography is available on the Library of Congress. Cudjo Lewis was interviewed by Zora Thurston Lewis. Use these links to learn more:
https://www.loc.gov/collections/omar-ibn-said-collection/about-this-collection
http://www.encyclopediaofalabama.org/article/h-1403
Anansi the Spider Character Web

Draw Anansi in the center of the web. Think about the stories you heard. What is Anansi like?
Write words to describe him in the web.
Why Mosquitoes Buzz in People’s Ears Cause and Effect
Fill in the missing effects. Use the boxes to draw illustrations for each cause and effect pair.

- **Cause:** Mosquito lied to Iguana about the Farmer’s Yams
  - **Effect:**
    - 
    - 
    - 

- **Cause:** Mother Owl doesn’t want to wake the sun
  - **Effect:**
    - 
    - 
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Name: ________________________________
Activity 3

The Savanna Habitat

In the Savanna habitat I would see ________________________________

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