



Exploring Africa through Reading

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Barringer Academic Center

This curriculum unit is recommended for:
Language Arts/Social Studies/3rd Grade/4th Grade

Keywords: Africa, Goods, Services, Countries, Compare, Contrast, Economics, Create, Similarity, Difference, Schools, Meals, Refugee, Kenya, Namibia, Malawi, Egypt, Tanzania, Botswana, Ghana, Nigeria, Morocco, South Africa, Cameroon, Holidays, Games, Recipe, Comprehension Skills, Map, Location, United States, Comparison, Maps, Location

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this curriculum unit, third graders will be engaged in different activities that teach them about a few countries in Africa. The students will be able to compare and contrast themselves to African children. Throughout the unit, the students will compose a book of facts on Africa. The facts will come from the completion of the different activities throughout the unit. By the end of the unit, they will create a good or service that can be used in a country in Africa. The purpose of the unit is to incorporate African literature into the Language Arts class. The activities can be used throughout the school year or consecutively within a few weeks.

I plan to teach this unit during the coming year in 2015-2016 to 20 third grade students in Language Arts.

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Exploring Africa through Reading

Sadé Wright

Introduction

I have been teaching for eight years. I am originally from Norfolk, Virginia. This is my second year in Charlotte Mecklenburg Schools. Charlotte Mecklenburg Schools is located in Charlotte, NC. The school district is a very diverse district with over 178 schools.

I teach 3rd Grade at Barringer Academic Center located in the West Zone of the district. Barringer Academic Center is a very special school. Barringer Academic Center is a partially gifted school and more recently Title I school. The school is a neighborhood school with two additional programs. The programs include the Talent and Development program and the Horizons program. Both programs focus on students who are academically gifted. Therefore, we go between two very different extremes. We have students living in poverty to students from affluent families. Along with the financial aspect, we have a range of academic abilities. Some students are two to three grade levels behind and some students are two to three grade levels ahead. In addition, parental support varies widely. Some parents are not involved in their student's education, while some parents are very supportive.

For the 2015-2016 school year, Barringer Academic Center has become a partial Title I school. I teach students from the neighborhood. Even within my class, I have a range of abilities. I have students who are on or above grade level, while I have students who are one or more grade levels behind. Therefore, when you come into my classroom, you will see a lot of differentiation, ability grouping, and cooperative groups. The students work better in smaller ability groups. I have very low readers. A majority of my students are able to read fluently, but their comprehension is low. Seventy-five percent of my students are not on grade level in reading comprehension. Sixty-five percent of my students are two or more grade levels below in comprehension. Therefore, they need more practice in reading comprehension. The unit will focus more on learning about Africa through different language arts standards.

Purpose

I wanted to create a unit that exposed students to Africa. I want the students to understand that Africa is made up of different countries rather than the misconception that Africa is one big country. From the unit, they will understand that Africa is made up of different countries that are all unique in their own way. In

addition, the unit's purpose is to help students understand that they have some similarities to the students living in Africa. From the movies we watch and the books we read, Africa is portrayed as a different world. From the unit, the students will see how similar they are to African children of the same age.

A majority of the students in my class have only seen their neighborhoods. They do not get a chance to travel even within the city. Therefore, the unit will expand their knowledge of the world outside of Charlotte, NC. In addition, the unit will allow students to get rid of some of the stereotypes they have acquired about Africa. The unit will not focus on stereotypes, however, it will expose the students to a different way of thinking when it comes to Africa.

The goal of the unit is to incorporate African literature into the Language Arts class. Third grade is a very important year for students because they are transitioning into high-stakes testing. Therefore, the unit will allow teachers to incorporate African literature with comprehension skills. The lessons can be taught throughout the year allowing flexibility for the different classroom needs. The unit is similar to a menu. The teacher can pick and choose the activities he or she would like to teach.

Background

As you teach the curriculum unit, the goal is to move beyond the stereotypes of Africa. Students get stereotypes from books, movies, teachers, media, and family. In order to help move beyond the stereotypes, I focused on three different articles. The articles will expose some of the stereotypes you may have about Africa and didn't realize. The goal is to become more aware of the stereotypes so that we are not pushing them onto students.

[I Didn't Know There Were Cities in Africa](#)¹

When we look at movies, books, or television shows, there are always wild animals such as elephants, giraffes, and lions roaming around freely. In this article, they discuss how the majority of Africans have not seen mass amounts of wildlife. This fact goes against the stereotype of Africa being a land with roaming wildlife everywhere. There are only a few countries that elephants, giraffes, and lions populate. Most of those animals are in national parks.

Africans are often portrayed as living in poverty. However, some students come to school more prepared than some students living in the United States. Africans range in wealth just like in the United States and North America.

The article pushes educators to challenge themselves to go beyond the stereotypes about Africa. Stereotypes can be passed on from educators to students. As an

educator, the thought should be about how the students will use this information later in life. The article pointed out a few reasons why students should be taught beyond the stereotypes of Africa. One reason that stood out to me was how stereotypes of Africans were transferred to African-Americans. Therefore in America, African-Americans are looked down upon because of the negative views other races have of Africans.

Children are exposed to stereotypes at a very early age through books and movies such as *The Lion King* or *Madagascar*. In order to teach beyond the stereotypes, we need to expose students more to the real Africa. The books and movies can be used along with more accurate examples and knowledge from the teacher.

[How to Write about Africa²](#)

In this article, Binyavanga Wainaina provides a viewpoint of how not to write about Africa through sarcasm. It gives examples of how you can talk about Africans as primates that eat some of the weirdest things like brains. They mention how you shouldn't talk about love between Africans or even school-age children who don't have a disease. The article is supposed to be a joke, however, these are things people think about when they think about Africa. We have all seen the commercials asking for money to be sent to starving children. The article really makes you take a step back and consider some of the stereotypes you have about Africans.

[Stereotypes³](#)

This article is about how young Africans come together to show the real Africa on Social Media through the hashtag #TheAfricaTheMediaNeverShowsYou. They showed beautiful images of people, fashion, architecture, and stadiums. Diana Salah spoke about how war and poverty is an issue in parts of Africa but it is not the entire continent. She discussed how she used to be embarrassed of her country and continent growing up. The article shows amazing pictures that can be shown to students. The images can be shown without the name and the students can guess where the pictures are located. At the end of the unit, the pictures can be revisited and the students can be told that the pictures are of Africa. The young Africans hope the hashtags will show the diversity of Africa.

Content Objectives

The unit will focus on four reading objectives. The four objectives deal with context clues, character traits, text features, and comparisons.

RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- Student Objective Statement: I will use context clues to determine the meaning of unknown words.
- Throughout the read-aloud, the teacher will ask a few questions dealing with the meaning of words or phrases based on how they are used in the context of the reading. In order to teach this standard, the teacher can model context clues as needed to find the meaning of the unfamiliar words.

RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Student Objective Statements: I can describe characters in a story and explain how their actions affect the story. I will describe how each person in the story feels about what is happening.
- The students will read and hear stories about different characters living in or from Africa. The students will describe the characters and their traits using evidence from the story. The students will answer questions about the characters and the motivations of the characters.

RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Student Objective Statements: I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how. I can use the parts of a text that stand out to find information quickly. I can find the answers to specific questions within the stories that I read.
- The students will read a few nonfiction books and websites on countries in Africa. The students will use the illustrations to help comprehend the text. The students will show comprehension by writing and drawing about the information learned.

RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- Student Objective Statement: I can compare and contrast the most important ideas and details in two pieces of information.
- The students will compare and contrast with every activity in the unit. The students will constantly compare and contrast the different countries in Africa to the United States. The students will compare and contrast themselves to children in Africa. The comparisons will allow the students to see that they have some similarities to the African children their age.

Teaching Strategies

Read-Aloud

The students enjoy coming to the carpet and hearing the teacher read a story aloud to them. The strategy allows the students to move from their desk and sit with a different group of students. The students are able to turn and talk to a partner. During turn and talk, the students are posed a question, given time to think about the question, and then discuss the answer with a partner. A read-aloud is a time where the teacher can model thinking about the reading while reading the text aloud to students.

Turn and Talk

The students love to turn and talk to a partner. The strategy allows all students to be able to share their answer or idea with a partner. The teacher poses a question and the students will turn and talk to their partner. Unfortunately, we aren't able to call on all students for every question. However, the strategy allows students to be able to share their thoughts even if the thoughts aren't told to the entire class.

Graphic Organizers

The students will use Venn diagrams to compare and contrast different concepts throughout the unit. Comparing and contrasting is a very important skill in reading; therefore, we will be comparing books, countries, and ourselves. The students will complete story maps. The students will complete a KWL chart. The KWL chart tells what the students know, want to know, and learned about Africa. The KWL chart will be used after each lesson. The students should be learning something new about Africa each time they complete an activity. Therefore, they will add to the last section, what I learned each activity.

Questioning with Text Evidence

Throughout the lesson, the teacher will read aloud a few books. During and after the read aloud, the students are asked questions about the text. The students must give evidence from the text that supports the answer.

Introductory Activity

Purpose: The purpose of the introductory activity is to get the students thinking about what they already know about Africa. In addition, the activity will get the students thinking about questions they may have about Africa. The activity allows the students to recall the location of Africa in reference to North America.

Materials:

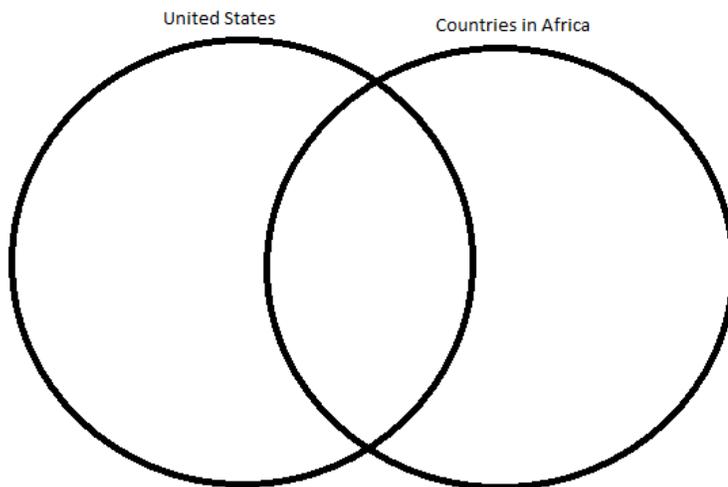
- KWL charts for each child (KWL-What I **K**now, What I **W**ant to Know, What I **L**earned)
- KWL chart for the class
- Map of the World
- Map of United States
- Map of Africa
- Venn Diagram

1. Pre-assessment- KWL on Africa: The teacher will give the students about five minutes to write everything thing they know and want to know about Africa on their individual KWL chart. The KWL should be glued in their notebook or placed in a folder that is easily accessible to the students. They will constantly add information as they learn more about Africa.

Africa

What I Know	What I Want to Know	What I Learned

2. As a class, discuss what the students already know and want to know. Record the information on the class chart.
3. Show a map of the world. Locate the United States and Africa on the map.
4. Hand out the Venn diagram (US and Countries in Africa). Have the students glue it in their notebook or place in a folder. The Venn diagram should be in a place that is easily assessable to students each day. The students will constantly add information to the Venn diagram and the KWL.



5. Revisit the map. Ask the students if they can find at least one difference between the United States and countries in Africa. Add the information to the Venn diagram. The students can write about the size or relative location.

Activity 1

Purpose: The purpose of the activity is to get the students to see how meals are similar and different around the world. Namibia is the featured African country in the book and thus is the focus for meals in Africa. The book explains that one favorite meal in Namibia is scrambled ostrich eggs.

Materials

- *Morning Meals Around the World*⁴
 - Venn diagram (United States and Other Countries) for class while reading
 - Venn diagram (United States and Namibia) for small groups
 - KWL on Africa
 - Venn diagram (United States and Countries in Africa)
 - Africa folder or notebook
1. What did you eat for breakfast this morning? What is your favorite breakfast meal?
 2. Explain to the students that they will listen to a book about meals in different countries. As they read, they should be thinking about how the meals are similar and different from meals in the United States.
 3. Read the book aloud to students. Stop at each country and discuss how it is similar and different to meals in the United States. As a class, add the information to the class Venn diagram (US and other countries). Do not add information about Namibia to the class Venn diagram. The students will work in small groups to discuss Namibia.
 4. Explain to students that Namibia is a country in Africa. In small groups, the students will complete a Venn diagram comparing meals in the United States and meals in Namibia. Pages 20-21 should be displayed on the document camera or easily accessible for the students to reference while completing the comparison chart.
 5. As a class, discuss how meals in Namibia are similar and different from meals in the United States. In both Namibia and the United States, they eat scrambled eggs. In Namibia, they eat ostrich eggs. In the United States, they eat chicken eggs.
 6. Display the picture of a desert in Namibia to the students. Have the students make observations on what they spy in the picture. [Circles in Namibia](#)⁵
 7. Exit Ticket: Add information to KWL on Africa and Venn diagram (US and Countries in Africa).

Activity 2

Purpose: The purpose of the activity is to get the students to see the similarities and differences of schools around the world. *Schools Around the World*⁶ focuses on schools in different countries around the world. Kenya is the featured African country in the book and thus is the focus for schools in Africa. The students will get more examples of schools in Africa later in Activity 5. The students will learn that many students in Kenya walk to school, unlike students in the United States. The students in Kenya get to school before the teacher to prepare the classroom. The students in Kenya learn many languages. After lunch, some students go home, while other students stay at school. The students who stay at school must pay extra.

Materials

- *Schools Around the World*
 - Venn diagram (United States and Other Countries) for class while reading
 - Venn diagram (United States and Kenya) for small groups
 - KWL on Africa
 - Venn diagram (United States and Countries in Africa)
 - Africa folder or notebook
1. Who has attended another school? How is it similar or different to our school?
 2. Explain to the students that they will listen to a book about schools in different countries. As they read, they should be thinking about how the schools are similar and different from schools in the United States.
 3. Read the book aloud to students. Stop at each country and discuss how it is similar and different to school in the United States. As a class, add the information to the class Venn diagram (US and other countries). Be sure to discuss pages 8-9 in detail. The pages offer different school options for students living in the United States. For example, the book discusses colleges, trade schools, special schools, religious schools, and home schools. Do not add information about Kenya to the class Venn diagram. The students will discuss Kenya in small groups.
 4. Explain to students that yesterday, they learned about meals in Namibia, a country in Africa. Today, they will discuss schools in another country in Africa called Kenya. In small groups, the students will complete a Venn diagram comparing schools in the United States and schools in Kenya. Pages 20-21 should be displayed on the document camera or easily accessible for the students to reference while completing the comparison chart.
 5. Each group will share information from their group Venn diagram. The teacher will add the information to the class Venn diagram (US and Other Countries).

- Exit Ticket: Add information to KWL on Africa and Venn diagram (US and Countries in Africa).

Activity 3

Purpose: The purpose of the activity is to have the students understand what is like to move from Africa to the United States. The activity will introduce students to refugees. The main character of the book *My Name is Sangoel*⁷ is a refugee who fled to the United States.

Materials:

- *My Name is Sangoel*
 - KWL on Africa
 - Venn diagram (United States and Countries in Africa)
 - Africa folder or notebook
- Before reading, ask the students how they would feel if they had to leave their country and move to another country that they had never been to before.
 - Read the book aloud to students stopping to ask during reading comprehension questions.

During Reading Questions

- What is a sky boat? (page 6)
- How do you think Sangoel and his family feel about leaving their country? Give evidence from the text. (page 6)
- Sangoel and his family are new to America. What does he mean when he says the stairs moved and the door opened magically? (page 7)
- Why does Sangoel shake his head and keep his eyes on the floor after Mrs. Johnson says his name? (page 9)
- Mrs. Johnson had to teach the family new things. How is that similar and different from you and your parents? (page 12)
- How is Sangoel adjusting to America? (page 20)
- What do you think Sangoel wrote on the almost-white shirt? (page 22)
- How did Sangoel's feelings change from the beginning of the story when he first moved to the United States to the end of the story?

- The students will work with a partner to complete a story map. The students will fold their paper into fourths. Then, they will label and complete each section with their partner.

Title

Main Character(s)	Setting
Problem	Solution

4. The students will come back together and discuss the story map.
5. The teacher will read and discuss the Author's Note on refugees. It will give more detailed information on refugees.
6. Exit Ticket: Write about how you would feel if you were a refugee and had to flee your country. Add information to KWL on Africa and Venn diagram (US and Countries in Africa).

Activity 4

Purpose: The purpose of the activity is to have students follow the exploration and determination of a child in Africa. The child is determined to find wire to make his *galimoto* push-toy so he explores his village for the wire. At the end of the lesson, the students will create their own object from wire. In addition, the lesson offers comprehension questions that allow the students to read for detail and make inferences.

Materials

- *Galimoto*⁸
- pipe cleaners (about 10 per student)
- KWL on Africa
- Venn diagram (United States and Countries in Africa)
- Africa folder or notebook

1. Show the students the cover of *Galimoto*. Have the students make a prediction on what the story will be about based on the cover. What do you think the boy is doing in the picture?
2. Read *Galimoto* aloud. After reading ask the guided questions.

Guided Questions

1. What word(s) best describes Kondi? Give evidence from the reading.
2. Why did they call Kondi a thief when he took the wire from the trash heap behind the bike repair shop?
3. The word barter means to exchange goods or services. How did Kondi barter in the story? Give evidence from the reading.
4. At the end of the story, what was everyone's reaction to Kondi's *galimoto*?
5. What might Kondi make tomorrow?

3. Give the students 10 pipe cleaners and have them create something. The students will describe what they made on an index card. The creations and

- index cards will be displayed around the room for other students to see and read.
4. Exit Ticket: Add information to KWL on Africa and Venn diagram (US and Countries in Africa).

[Additional Galimoto resources](#)⁹

The resource will give different themes in the book and ways that the book can be incorporated in other subjects areas.

Activity 5: Africa Countries Quest

Purpose: The purpose of the activity is to have the students learn about life in different countries in Africa. In addition, the students can compare those things to life in the United States. The websites allow the students to move past the stereotypical idea of life in Africa. The activity page in [Appendix 3](#) shows what information the students should research for each country.

Materials

- [African County Quest](#) (The activity will have URLs and QR codes.)
 - iPads/Computers/Chromebooks (The students will have the use of technology to reference information.)
1. Explain to students that they will be searching different websites to research different counties in Africa.
 2. Explain that from each website, they will be required to record different information in their Africa notebook or blank sheet of paper.
 3. Students can work in small groups, pairs or independently. However, each student must complete their own paper for recording the information.

The following country can be modeled in whole group.

1. Display the website on [Egypt](#)¹⁰ to the students.
 2. Explain that they are responsible for finding out what paintings and carvings are in Egypt. The students are also responsible for writing about a child's life in Egypt and the animals located in Egypt.
 3. Read and discuss the website as a group. As a class discuss the paintings, carvings, animals, and children.
 4. Explain to students that since the activity has three different areas, then they will have to split their paper in thirds. The students will label the three sections. Lastly, they will draw and write the information they learned about the three topics on Egypt.
- The same process will take place for each section of the chart.
 - The activity can be ongoing throughout the unit allowing students time to work independently or in small groups.

Activity 6

Purpose: The purpose of the activity is to have the students explore and learn about a few holidays celebrated in Africa. In addition, they will explore and learn about some games played in Africa. As a bonus, the students will make two African recipes in Health class.

Materials

- iPads/Computers/Chromebooks (The students will have the use of technology to reference information.)
 - [Africa Culture Quest World Tour](#)¹¹ website
1. In small groups, the students will read the assigned section of the website.
 2. The students will work together in small groups to teach the class about the holiday or game. The students can create a poster, song, presentation or act it out.
 3. The students will present to the class.

Small Groups

1. Holidays (Kenya)
 2. Holidays (South Africa)
 3. Games (Kenya) –need materials 10-15 nuts (rocks or marbles)
 4. Games (South Africa)- play at recess
 5. Games (Ghana)
4. As a class, we will make [Sukuma Wiki](#)¹² in Health class. Sukuma Wiki is a Kenyan recipe with collard greens. The students will make [Fufu balls](#).¹³ It is a recipe from Ghana made with yams.

Activity 7

Purpose: The purpose of the activity is to learn about a boy in Malawi who built a windmill out of scrap parts to bring electricity to his village.

Materials

- *The Boy Who Harnessed the Wind*¹⁴
- KWL on Africa
- Venn diagram (United States and Countries in Africa)
- Africa folder or notebook
- [Pinwheel](#)¹⁵ directions
- [Read Works](#)¹⁶ website

1. Show the cover of the book to students: What do you think the boy will do with the wind?
2. Read the book aloud. How did William use the wind to help village in Malawi?
3. After reading, ask the following (Text-to-Text Connection) question to the students. What do Kondi (*Galimoto*) and William have in common?
4. The students will work independently to complete a story map. The students will fold their paper into fourths. Then they will label and complete each section.

Title	
Main Character(s)	Setting
Problem	Solution

5. After they have completed the story map, the students will make a [pinwheel](#). The pinwheel will have directions for students to follow on how to make it.
6. The teacher will show the video from the [Moving Windmills](#)¹⁷ website to the students. The video is about William Kamkwamba, the boy who harnessed the wind. The video will give more details than the book about William's journey to creating electricity in his village.
7. Exit Ticket: Add information to KWL on Africa and Venn diagram (US and Countries in Africa).

Additional Resources for *The Boy Who Harnessed the Wind*

The [Read Works](#) website provides a detailed lesson plan for the book. The lesson plan includes graphic organizers and comprehension questions. The lesson plan provides modeling and questioning.

Activity 8: Project

Purpose: The purpose of the activity is to create a good or service that can be used by children in Africa.

Materials

- [Malawi Project](#)¹⁸ website (The website provides information on the children of Malawi.)
 - [World Atlas](#)¹⁹ website (The website provides facts and information on Malawi.)
 - [Goods and Services questions](#) located in Appendix 2
1. The teacher will display and discuss the [Malawi Project](#) website with students.

2. The teacher will read and discuss facts on Malawi from the [World Atlas](#) website.
3. Review goods and services with students.
4. Explain that the students will create a good or service that the children their ages in Malawi or another African country that we studied can use.
5. In small groups, the students will brainstorm ideas and agree on one. The students will complete the questions about their good or service.
6. If materials are available, the students will make the good. As a group, they will create a poster board presentation for the good or service.

End of Unit Assessment

Materials:

- markers (different colors for each member of the small group)
 - white paper with the word Africa written in the middle (1 sheet of paper for each small group)
 - Class KWL chart
 - Timer (approximately 5 minutes)
1. Explain to students that each member of the group will be given a different color marker to draw and record everything they know about Africa on their group paper. Explain that they should draw pictures and write words that represent what they have learned about Africa. They are not allowed to talk with group members. They should draw and write until the timer goes off.
 2. After completion of the graffiti activity, the students will share their work of art with the class and describe what they have learned about Africa.
 3. The students will glue the graffiti papers under the “What I Learned” section of the class KWL.

Appendix 1-Teaching Standards

The unit will focus on four reading objectives. The four objectives deal with context clues, character traits, text features, and comparisons.

RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- Student Objective Statement: I will use context clues to determine the meaning of unknown words.
- Throughout the read-aloud, the teacher will ask a few questions dealing with the meaning of words or phrases based on how they are used in the context of the reading. In order to teach this standard, the teacher can model context clues as needed to find the meaning of the unfamiliar words.

RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Student Objective Statements: I can describe characters in a story and explain how their actions affect the story. I will describe how each person in the story feels about what is happening.
- The students will read and hear stories about different characters living in or from Africa. The students will describe the characters and their traits using evidence from the story. The students will answer questions about the characters and the motivations of the characters.

RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Student Objective Statements: I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how. I can use the parts of a text that stand out to find information quickly. I can find the answers to specific questions within the stories that I read.
- The students will read a few nonfiction books and websites on countries in Africa. The students will use the illustrations to help comprehend the text. The students will show comprehension by writing and drawing about the information learned.

RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- Student Objective Statement: I can compare and contrast the most important ideas and details in two pieces of information.
- The students will compare and contrast with every activity in the unit. The students will constantly compare and contrast the different countries in Africa to the United States. The students will compare and contrast

themselves to children in Africa. The comparisons will allow the students to see that they have some similarities to the African children their age.

Appendix 2

Malawi Goods and Services

Group Members

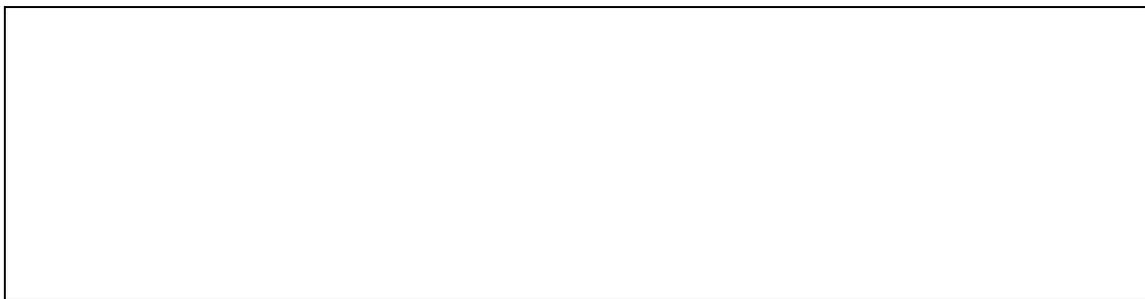
1. _____ 2. _____ 3. _____ 4. _____

1. Will you make a good or provide a service? _____

2. What is the good or service you will provide to the children in Malawi?

3. How will the good or service help the students in Malawi? _____

4. Draw a picture of the good or service you will provide students in Malawi.



Appendix 3

African Countries Quest

1. Choose a country and go to the website.
2. Read about the country.
3. On a blank piece of paper, write 1-2 sentences about the topics listed in the section on the country. Draw a picture.

<p>Egypt http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg 1. Paintings and Carvings 2. A Child's Life 3. Animals</p>	<p>Tanzania http://kids.nationalgeographic.com/explore/countries/tanzania/#tanzania-masai.jpg 1. Sports 2. Animals 3. Marriage</p>	<p>Botswana http://kids.nationalgeographic.com/explore/countries/botswana/#botswana-huts.jpg 1. School 2. Geography 3. Animals</p>
<p>Ghana http://kids.nationalgeographic.com/explore/countries/ghana/#ghana-huts.jpg 1. Sports 2. Clothing 3. Animals 4. School</p>	<p>Nigeria http://kids.nationalgeographic.com/explore/countries/nigeria/#nigeria-national-mosque.jpg 1. Geography-How does the savanna look today?</p>	<p>Morocco http://kids.nationalgeographic.com/explore/countries/morocco/#morocco-marrakech-market.jpg 1. School 2. Tea 3. Goats http://kids.nationalgeographic.com/explore/moment-of-galleries/moment-of-huh/#climbing-goats-of-morocco.jpg</p>
<p>Kenya http://kids.nationalgeographic.com/explore/countries/kenya/#kenya-reserve.jpg 1. A Child's Life 2. Geography</p>	<p>South Africa http://kids.nationalgeographic.com/explore/countries/south-africa/#south-africa-johannesburg.jpg 1. Sports 2. Animals</p>	<p>Cameroon http://kids.nationalgeographic.com/explore/countries/cameroon/#Cameroon-gorilla.jpg 1. Animals</p>

African Countries Quest

1. Choose a country and go to the website.
2. Read about the country.
3. On a blank piece of paper, write 1-2 sentences about the topics listed in the section on the country. Draw a picture.

<p>Egypt</p>  <ol style="list-style-type: none">1. Paintings and Carvings2. A Child's Life3. Animals	<p>Tanzania</p>  <ol style="list-style-type: none">1. Sports2. Animals3. Marriage	<p>Botswana</p>  <ol style="list-style-type: none">1. School2. Geography3. Animals
<p>Ghana</p>  <ol style="list-style-type: none">1. Sports2. Clothing3. Animals4. School	<p>Nigeria</p>  <ol style="list-style-type: none">1. Geography- How does the savanna look today?	<p>Morocco</p>  <ol style="list-style-type: none">1. School2. Tea3. Goats
<p>Kenya</p>  <ol style="list-style-type: none">1. A Child's Life2. Geography	<p>South Africa</p>  <ol style="list-style-type: none">1. Sports2. Animals	<p>Cameroon</p>  <ol style="list-style-type: none">1. Animals

Appendix 4

Student Resources

"Egypt Country Profile - National Geographic Kids." Egypt Country Profile - National Geographic Kids. <http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg>. (Accessed October 7, 2015). The website provides facts on Egypt.

Gregoire, Maryellen, and Jeff Yesh. *Morning Meals Around the World*. Minneapolis, Minn.: Picture Window Books, 2004. *Morning Meals Around the World* is a book that shows the morning meals of different countries. The countries featured in the book are the United States, Namibia, Germany, France, Japan, Russia, Italy, Vietnam, Mexico, and Nicaragua.

Kamkwamba, William, and Bryan Mealer. *The Boy Who Harnessed the Wind*. New York, NY: Penguin Group, 2012. *The Boy Who Harnessed the Wind* is a book about a boy who builds a windmill. He builds the windmill to create electricity in his village in Malawi.

"Moment of Huh?" National Geographic Kids. <http://kids.nationalgeographic.com/explore/moment-of-galleries/moment-of-huh/#fairycircles-in-namibia.jpg> (Accessed October 7, 2015). The website shows a unique picture of a desert in Namibia.

Rice, Dona. *School Around the World*. Huntington Beach, CA: Teacher Created Materials, 2012. *Schools Around the World* is a book that shows schools around the world. The books shows how schools are similar and different in the countries featured around the world. The countries featured in the book are the United States, Kenya, Canada, Australia, China, Mexico, and Japan.

Williams, Karen Lynn, and Catherine Stock. *Galimoto*. New York, NY: Lothrop, Lee & Shepard Books, 1990. *Galimoto* is a book about a little boy who goes around his African village to find wire to make a toy. The toy is called a *galimoto*.

Williams, Karen Lynn, and Khadra Mohammed. *My Name Is Sangoel*. Grand Rapids, Mich.: Eerdmans Books for Young Readers, 2009. *My Name is Sangoel* is a book about a boy, Sangoel, who has to flee to the United States from Africa. Sangoel and his family are refugees. Sangoel is not adjusting well to the United States especially since people keep saying his name wrong. He creates a way for people to remember his name.

Teacher Resources

"AFRICA." Ipl2. <http://www.ipl.org/div/cquest/africa/africa.html>. (Accessed October 7, 2015). The website provides information on holidays and games in Ghana, Kenya and South Africa.

"AFRICA." Ipl2. <http://www.ipl.org/div/cquest/africa/afrecipes.html>. (Accessed October 7, 2015). The website provides a recipe for Sukuma Wiki. Sukuma Wiki is a Kenyan recipe with collard greens.

"AFRICA." Ipl2. <http://www.ipl.org/div/cquest/africa/ghrec.html>. (Accessed October 7, 2015). The website provides a recipe for Fufu balls. It is a recipe from Ghana made with yams.

"Africans Share Powerfully Positive Images to Combat Media Stereotypes." GOOD Magazine. June 30, 2015. Accessed October 15, 2015. The article is about how young Africans come together to show the real Africa on Social Media through a hashtag.

"Children." The Malawi Project Inc. <http://malawiproject.org/about-malawi/children> (Accessed October 7, 2015). The website provides information on the children of Malawi.

Binyavanga Wainaina, "How to Write about Africa," *Granta: The Magazine of New Writing* 92 (2005). Accessed October 15, 2015. The article provides a view point of how not to write about Africa through sarcasm.

Teaching Tolerance: A Project of the Southern Poverty Law Center, "I Didn't Know There Were Cities in Africa!" (Number 34: Fall 2008). Accessed October 15, 2015. Accessed October 15, 2015. The article pushes educators to challenge themselves to go beyond the stereotypes about Africa. The article discusses the different stereotypes about Africa.

"Kenya." National Geographic Kids. <http://kids.nationalgeographic.com/explore/countries/kenya/#kenya-reserve.jpg>. (Accessed October 7, 2015). The website provides facts on Kenya.

"Malawi." World Atlas. <http://www.worldatlas.com/webimage/countrys/africa/mw.htm>. (Accessed October 7, 2015). The website provides facts and information on Malawi.

"Pinwheel." First Palette. http://www.firstpalette.com/Craft_themes/Nature/pinwheel/pinwheel.html. (Accessed October 7, 2015). The website provides instructions for making the pinwheel.

"ReadWorks.org | The Boy Who Harnessed the Wind." ReadWorks.org.
<http://www.readworks.org/lessons/grade3/boy-who-harnessed-wind/read-aloud-lesson>.
(Accessed October 6, 2015). The website provides a detailed lesson plan for the book. The lesson plan includes graphic organizers and comprehension questions. The lesson plan provides modeling and questioning.

"William and the Windmill." Moving Windmills.
<http://movingwindmills.org/documentary>. (Accessed October 7, 2015). The website shows a video of William, the boy from the book *The Boy Who Harnessed the Wind*. The website provides more details on William's path to building a windmill.

Williams, Karen Lynn. "Williams Writes."
http://www.karenlynnwilliams.com/files/galimoto_guide.pdf. (Accessed October 7, 2015). The website provides different themes for *Galimoto* and ways that the book can be incorporated in other subjects areas.

¹ Teaching Tolerance: A Project of the Southern Poverty Law Center, "I Didn't Know There Were Cities in Africa!" (Number 34: Fall 2008). Accessed October 15, 2015.

² Binyavanga Wainaina, "How to Write about Africa," *Granta: The Magazine of New Writing* 92 (2005). Accessed October 15, 2015.

³ Heather Dockray, "Africans Take to Social Media to Combat Negative Cultural Stereotypes," *GOOD: A magazine for the global citizen* (June 30, 2015). Accessed October 15, 2015.

⁴ Gregoire, Maryellen, and Jeff Yesh. *Morning Meals Around the World*. Minneapolis, Minn.: Picture Window Books, 2004.

⁵ "Moment of Huh?" National Geographic Kids.
<http://kids.nationalgeographic.com/explore/moment-of-galleries/moment-of-huh/#fairy-circles-in-namibia.jpg> (Accessed October 7, 2015).

⁶ Rice, Dona. *School Around the World*. Huntington Beach, CA: Teacher Created Materials, 2012.

⁷ Williams, Karen Lynn, and Khadra Mohammed. *My Name Is Sangoel*. Grand Rapids, Mich.: Eerdmans Books for Young Readers, 2009.

⁸ Williams, Karen Lynn, and Catherine Stock. *Galimoto*. New York, NY: Lothrop, Lee & Shepard Books, 1990.

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- ⁹ Williams, Karen Lynn. "Williams Writes."
http://www.karenlynnwilliams.com/files/galimoto_guide.pdf. (Accessed October 7, 2015).
- ¹⁰ "Egypt Country Profile - National Geographic Kids." Egypt Country Profile - National Geographic Kids. <http://kids.nationalgeographic.com/explore/countries/egypt/#egypt-pyramids.jpg>. (Accessed October 7, 2015). The website provides facts on Egypt.
- ¹¹ "AFRICA." Ipl2. <http://www.ipl.org/div/cquest/africa/africa.html>. (Accessed October 7, 2015).
- ¹² "AFRICA." Ipl2. <http://www.ipl.org/div/cquest/africa/afrecipes.html>. (Accessed October 7, 2015).
- ¹³ "AFRICA." Ipl2. <http://www.ipl.org/div/cquest/africa/ghrec.html>. (Accessed October 7, 2015).
- ¹⁴ Kamkwamba, William and Bryan Mealer. *The Boy Who Harnessed the Wind* (Picture Book Edition). Dial Books, 2012.
- ¹⁵ "Pinwheel." First Palette.
http://www.firstpalette.com/Craft_themes/Nature/pinwheel/pinwheel.html. (Accessed October 7, 2015).
- ¹⁶ "ReadWorks.org | The Boy Who Harnessed the Wind." ReadWorks.org.
<http://www.readworks.org/lessons/grade3/boy-who-harnessed-wind/read-aloud-lesson>. (Accessed October 6, 2015).
- ¹⁷ "William and the Windmill." Moving Windmills.
<http://movingwindmills.org/documentary>. (Accessed October 7, 2015).
- ¹⁸ "Children." The Malawi Project Inc. <http://malawiproject.org/about-malawi/children> (Accessed October 7, 2015).
- ¹⁹ "Malawi." World Atlas.
<http://www.worldatlas.com/webimage/countrys/africa/mw.htm>. (Accessed October 7, 2015).