

Lesson Plans: SS 06 Geo LPQ4 036 African Languages

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Grade Level : Grade 6

Subject : Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grade 6

Florida Sunshine State Standards

Geography

2: Understand physical and cultural characteristics of places.

SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

Description/Abstract of Lesson: To analyze the languages of Africa by exploring their differences and similarities through the use of vocabulary, pronunciations, location, history, and maps.

Essential Question-Scope & Sequence: **How is Africa changing and growing?**

Technology Connections and Teacher Materials: http://www.ethnologue.com/show_map.asp?name=africa
<https://www.britannica.com/topic/Khoisan-languages>
<http://goafrica.about.com/od/peopleandculture/a/swahili.htm>

Technology Connections and Student Materials: This lesson will use the book "World Geography" as the student guideline for the initial concepts regarding African geography and history, but the lesson itself is computer based. The classroom lesson will use the projector and audio system; students should take notes, ask questions, and discuss what they are learning.

Vocabulary: Diversity Colonial Swahili Language Ethnic group Culture

Steps to Deliver Initial Instruction:

- Introduce the lesson by briefly reviewing the creation of modern African nations and their development following the era of European colonialism.
 - Students should understand that the borders and human composition of African nations were based on the European division of Africa following the Berlin Conference of 1884.
 - At that time, European nations divided Africa into zones of European influence and control. The divisions ignored the ethnic and cultural background of the native people.
 - What resulted were some colonies composed of; long-standing bitter enemies; some colonies with parts of an ethnic group but other parts of the people living in totally separate colonies.
 - This division of native people made it easier for the Europeans to control the native population, but made it much more difficult for these colonies to become effective and strong independent nations.
- Map – compare an ethnic group map of Africa with a language map of Africa.

- Each child should receive a blank political map of Africa. They should also have an atlas with a political map of Africa for reference to help them with this activity. Suggest you use one or two specific African countries to study regarding languages. The following website is to be used for languages (for location, languages spoken, and ethnic groups):
http://www.ethnologue.com/show_map.asp?name=africa
- It begins with a map showing the living languages of Africa. These languages are signified by red dots. This would be a good piece to show students just how many languages are spoken before going into a focus country. This will reflect the size and diversity of the continent and all of its countries. Click on the list by country and it will bring up a list of the African countries. Once you have brought up the list, it is your choice with country or two you would like to focus on.
 - For example: Algeria as focus country. click on Algeria to bring information regarding languages in the country. You can then view languages, dialects, and locations. For further information on a specific language, click on the more information link and it will bring up specific information on one language that is spoken in that country, including such items as religions that use the language.
- Use the information provided about the location to plot the languages on a map.

Guided Practice with Mini Lesson #2 History of African Languages

Feedback:

- Have students answer the following questions as a basic introduction to African language families:
 - What are the four main language families?
 - How many languages have been identified in Africa?
 - Where is the Afro-Asiatic language family spoken?
 - What is Ethiopia's official language?
 - Why is the Niger-Congo language family the most widely distributed?
 - What are the two main subgroups in the Niger-Congo language family?
 - Where is the Nilo-Saharan language family spoken?
 - Where is the Khoisan language family spoken?
 - What other major languages are spoken throughout Africa?
- Next have the students take a closer look at the Khoisan language family. This family is unique because it is made up of a series of "click" sounds.
 - Read over with the students, and try to pronounce the words.
 - For a listening example of the language, refer to the following site:
<https://www.britannica.com/topic/Khoisan-languages>
There are six audio examples to choose from. This will allow your students to hear the "Click" language spoken.

Mini-Lesson #3 Learning Swahili

- Teach your students how to say certain words or phrases in the best known African language of Swahili.

Mini-Lesson #4 African Language in America

- For a brief yet detailed history of African words that influenced American English, which includes specific examples, refer to the following site:
http://www.slaveryinamerica.org/history/hs_es_languages.htm
 - Use this information as an introduction or discussion point in regards to how other languages influenced American English.
 - For a specific and unique example of African language alive in America, that

would be Gullah. Gullah is a unique language and culture that combines West African with Elizabethan English found to this day along the coast of South Carolina.

Mini-Lesson #5 Colonial Influence/Affect on African Languages

- For two maps, one showing African language locations and the other showing Colonial language locations, refer to the following site: <http://exploringafrica.matrix.msu.edu//teachers/curriculum/m8/activity2.php>
 - Each map has questions for students to answer and accompanying discussion points. Use these to demonstrate how European colonial languages became a part of African countries and culture.

ESE/ESOL Accommodations & Strategies: 1. vocabulary terms should be identified and defined before reading 2. students could work in small groups instead of individually.

ESE/ESOL Strategies:

Assessment with Clear & Compelling Product Standards: **Research Project** Students will pick an individual African country and identify the following:
Ethnic groups Languages spoken Map location of ethnic groups and languages A poster with example words of a language from their country with phonetic pronunciation

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