

LESSON PLAN

African Retentions in the Americas

Grades 9-12

Objectives:

Students will:

- explain a definition of an "African retention" or "Africanism"
- identify at least eight Africanisms found in the U.S. and Brazil

High School Social Studies Content Expectations:

4.3.1: Africa to 1500 -Describe the diverse characteristics of early African societies and the significant changes in African society

6.1.3: Increasing Global Interconnections –Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities

Materials:

Teacher Information: African Retentions in America

Student Information Sheet: Our African Past

African Retentions Worksheet

West African Proverbs Worksheet

Brazilian recipes (optional)

Hoppin' John recipe (optional)

Collard greens recipe (optional)

Words to Know:

African retention or

Africanism

-retained elements from African culture
transferred to the Americas

body percussion

- includes rhythmic combinations of the hands
and other parts of the body performed alone or to
accompany a song

Candomblé (Kahn-dom-BLAY)

- an African Brazilian religion

capoeira (Kop-o-way-ra) -

- a martial art disguised as a dance

call and response

- a melody is sung by one soloist; it is answered
or responded to by one or more singers

cuisine

- prepared food; style of cooking

culture	- the beliefs, arts, patterns of behavior of a group of people
polyrhythms	- two or more different rhythms are played at once
oral tradition	-proverbs, folktales, storied, song, history passed from one generation to another

Introduction:

Write the following definition on the board: **African Retention (Africanism) = retained elements of traditional African culture.** Ask students to read the definition and explain what they think it means. For 60 seconds ask students to "popcorn" or shout out examples of some Africanisms. Ask for one volunteer to record the answers on the board.

Activity 1:

Have students read Our African Past Information Sheet and then the Retentions Worksheet and answer the questions. Students are encouraged to work in pairs for this activity.

Activity 2:

Have students move to the computers in pairs or groups and find the “Learn More About Brazil” folder. Direct students to select the “Internet Links” document and to browse through the Retentions options and view the links of their choice. Take notes on each link that they view.

Assessment/Reflection:

In a group discussion or as a written assignment, have students answer the following questions:

1. What is the main idea that you learned from this lesson?
2. Give two examples of these African Retentions that are present in your life.
3. Africanisms are present in both Brazilian and American culture.

Take one Africanism and explain how and why it is different in Brazil and the U.S.

Optional Activity:

1. Have students complete the West African Proverbs Worksheet and discuss why they think proverbs exist, and what value they have.

2. Have students work in groups to create 30 second videos (using phones or other available technology) to demonstrate one of the African Retentions presented in this lesson. For example: body percussion, movement, hair style, folktale, etc.

Extended Activity:

- Students can prepare some of the recipes provided in this package and video their experience