

### Follow-up Activities

- The continent of Africa is made up of over 50 countries. Help your students to find out more about these countries by having them create African countries fact sheets. Assign each student one of the countries of modern Africa. Each African country fact sheet should have the following information.
  1. Locate and color the country on an outline map of Africa.
  2. Locate and label the capital of the country.
  3. Find the answer to these questions: How many people live in the country? On what part of the African continent is the country found (northern, southern, eastern, western)? What is the climate in the country? What languages are spoken in the country?
- The ancestors of many African Americans were enslaved and forced to come to this country from their homes in West Africa. Create a math lesson to have your students understand the long distances traveled from West Africa to America. Use a world map and rulers to show how the map scale is used to show the number of miles between two points. Have your students calculate the number of miles between Lagos, Nigeria and Charleston, South Carolina.
- Africa is home to many animals found nowhere else in the world. If you have a computer and internet access in your classroom, use this web site, [www.oaklandzoo.org/atoz/africa.html](http://www.oaklandzoo.org/atoz/africa.html), to take your students on a virtual informational animal safari. Have each of your students choose one of the animals presented on the tour, print a picture of the animal and write information about the description, habitat and diet under the picture. Create an "Animals of Africa" display in your classroom with the results of your students' work.
- Many African-American inventors and scientists made important contributions to this country and the entire world. Help your students to learn more about these people by using this web site: [zorak.monmouth.edu/~afam/coloring1.html](http://zorak.monmouth.edu/~afam/coloring1.html). Print copies of each biography listed and read and discuss each one with your students. Students can compile these to form a class book and add information about other famous and influential African Americans.
- George Washington Carver is most famous for finding hundreds of ways to use the peanut plant. Have your students find out about his life and work. Divide your students into four groups and assign each group one of these topics: his early life, his education, his life as a teacher and inventor, and his peanut products. Use your students' research to create a chart on the life and works of George Washington Carver. Students can add pictures, drawings and peanut recipes to the chart. As a culmination to this research project, treat your students to peanut butter and jelly sandwiches. (With this and all food activities, don't forget to check with the school nurse before bringing any food products into the classroom.)

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [www.afro.com/children/fun/kwanzaa/kwanzaa.html](http://www.afro.com/children/fun/kwanzaa/kwanzaa.html)  
This official Kwanzaa web site includes the history, symbols and traditions of the holiday.
- [www.britannica.com/blackhistory/timeline.html](http://www.britannica.com/blackhistory/timeline.html)  
The time line has links to information on the people, places and events in African-American history.
- [www2.lhric.org/pocantico/taverna/98/king.htm](http://www2.lhric.org/pocantico/taverna/98/king.htm)  
This web site offers an interactive time line on the life and times of Martin Luther King, Jr.

### Suggested Print Resources

- Hamilton, Virginia. *The People Could Fly: American Black Folktales*. Knopf/Random House, New York, NY; 1993.
- Myers, Walter Dean. *I've Seen the Promised Land: The Life of Dr. Martin Luther King, Jr.* HarpersCollins Publishers, New York, NY; 2004.
- Raven, Margot Theis. *Circle Unbroken: The Story of a Basket and Its People*. Farrar, Straus and Giroux, New York, NY; 2004.

#### TEACHER'S GUIDE

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#### TITLES IN THIS SERIES

- AFRICAN-AMERICAN HERITAGE
- ARAB-AMERICAN HERITAGE
- CENTRAL AMERICAN HERITAGE
- CHINESE-AMERICAN HERITAGE
- IRISH-AMERICAN HERITAGE
- JAPANESE-AMERICAN HERITAGE
- JEWISH-AMERICAN HERITAGE
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P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620

Executive Producer: Andrew Schlessinger

Programs produced and directed by Alexandria Productions, Inc. K6651

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## African-American Heritage

Grades K-4

The United States has always been a country of immigrants, rich with the customs and traditions of the many countries they represent. *American Cultures for Children* introduces students to the heritage of some of the immigrant groups that make up this diverse land. Through songs, play food, holidays and history, students are provided with an understanding of and appreciation for the cultural differences they see every day in their classrooms and neighborhoods. Everyone has at least one culture to celebrate, and this series gives children a chance to explore their heritage and share it with others.



## Program Summary

*African-American Heritage* introduces students to the diverse cultures of the African people who now make their home in the United States. Students learn the location, geography, climate and animal life of the African continent, and tour modern-day Africa. The history of African Americans is presented. Forcibly brought from their homes to be enslaved in the New World almost 400 years ago, the story of African Americans continues with segments on the Civil War, emancipation, freedom, full citizenship and the struggle for civil rights and equality, including an excerpt from the “I Have a Dream” speech of Dr. Martin Luther King, Jr. The rich heritage of African Americans is told through a field trip to a market in Virginia that offers African food, clothes, jewelry and crafts. The African folktale *Anansi the Spider* is retold, and a West African song is sung. In an arts & crafts segment, students are given a lesson in making adinkra cloth. Once brought to America enslaved, today Africans come as immigrants adding their heritage and culture to the rich mix that is the United States in the twenty-first century.

*Program note: The African continent is home to over 50 countries and hundreds of ethnic groups. This program highlights some of the cultures and traditions of West Africa and those of Nigeria, Ghana, Senegal, Cote d’Ivoire (formerly known as the Ivory Coast) and Mali in particular.*

## Vocabulary

**grassland** — A prairie or meadow with grass or grasslike vegetation.

**rainforest** — A wet forest that receives more than 80 inches of rain per year.

**ethnic group** — A people of the same race or nationality who share a distinctive culture.

**Yoruba** — One of many West African languages, spoken mainly in Nigeria.

**kente cloth** — Brightly colored cloth of silk or cotton, first made by the Asante people of Ghana.

**immigrant** — A person who makes a new home in a country other than his or her own.

**slave** — A person who is forcibly held in servitude or enslaved by another human being.

**plantation** — A very large farm where mainly a single crop is grown.

**Emancipation Proclamation** — The decree issued during the Civil War by President Abraham Lincoln that freed enslaved Africans in Confederate-held territory. All enslaved Africans were freed by the 13th amendment to the United States Constitution in 1865.

**civil rights** — The rights of personal liberty guaranteed to U.S. citizens by the 13th and 14th amendments to the Constitution and by acts of Congress.

*(Continued)*

**cassava** — A root vegetable related to sweet potatoes and yams. The sweet cassava is a favorite food in West Africa. Cassava ground into a powder is used to make tapioca.

**fufu** — A dough made of mashed cassava or yams. Fufu is a staple in West and Central African cooking.

**xylophone** — A musical instrument consisting of a series of wooden or metal bars of varied length, which is sounded by striking with wooden hammers.

**Moré** — A language spoken in West Africa, also known as Moore or Mooré.

**Kwanzaa** — An African-American holiday which starts on December 26th and lasts for seven days.

**adinkra cloth** — A cloth printed with patterns made by using special stamps, first made by the women of Ghana.

**kora** — A string instrument from West Africa, made of half of a cowhide-covered gourd. A hardwood post is attached to the gourd to hold the strings.

### Words in Yoruba

Hello = BÁWO NI

Goodbye = Ò DÀBÒ

Friend = ÒRÉ

Thank You = O SEUN

### Numbers in Moré

One = YEBORE

Two = YIBOU

Three = TAMBO

Four = NASSÉ

Five = NOU

Six = YOBÉ

Seven = YOPOÉ

Eight = NEE

Nine = WÉ

Ten = PIGA

## Focus Questions

1. What is the name of the world’s longest river?
2. What is fufu?
3. Name two countries in West Africa.
4. What is the name of the African-American holiday that begins on December 26th?
5. What is the name of the proclamation issued by President Lincoln in 1863 that freed some African-Americans from slavery?
6. What does it mean to have “civil rights”?
7. Name one of the leaders in the struggle for civil rights for all African Americans?
8. What is the name given to a person who makes a new home in a country other than his or her own?
9. Name a language spoken in West Africa.
10. What is a plantation?

## Follow-up Discussion

- Until Civil Rights laws were passed in the 1960s, African Americans in some places were not allowed to go to the same schools as white children. How would it make you feel if you were not allowed to go to the school in your neighborhood, sit where you wanted to at the movies, or play in the playground because of the way you looked, the color of your skin, or the way you dressed or wore your hair? If you were living during that period, what would you have done to help to gain civil rights for all Americans?
- The Civil War ended slavery in the United States, and many former slaves had to make a decision either to stay in the South and work alongside their former owners or to move north or west and start a new life. If you were a former slave, and had to make this decision, what would you do? What would be the good points of staying in the South? What would be the bad points of staying in the South? What would be the good points of moving north or west? What would be the bad points of moving north or west?