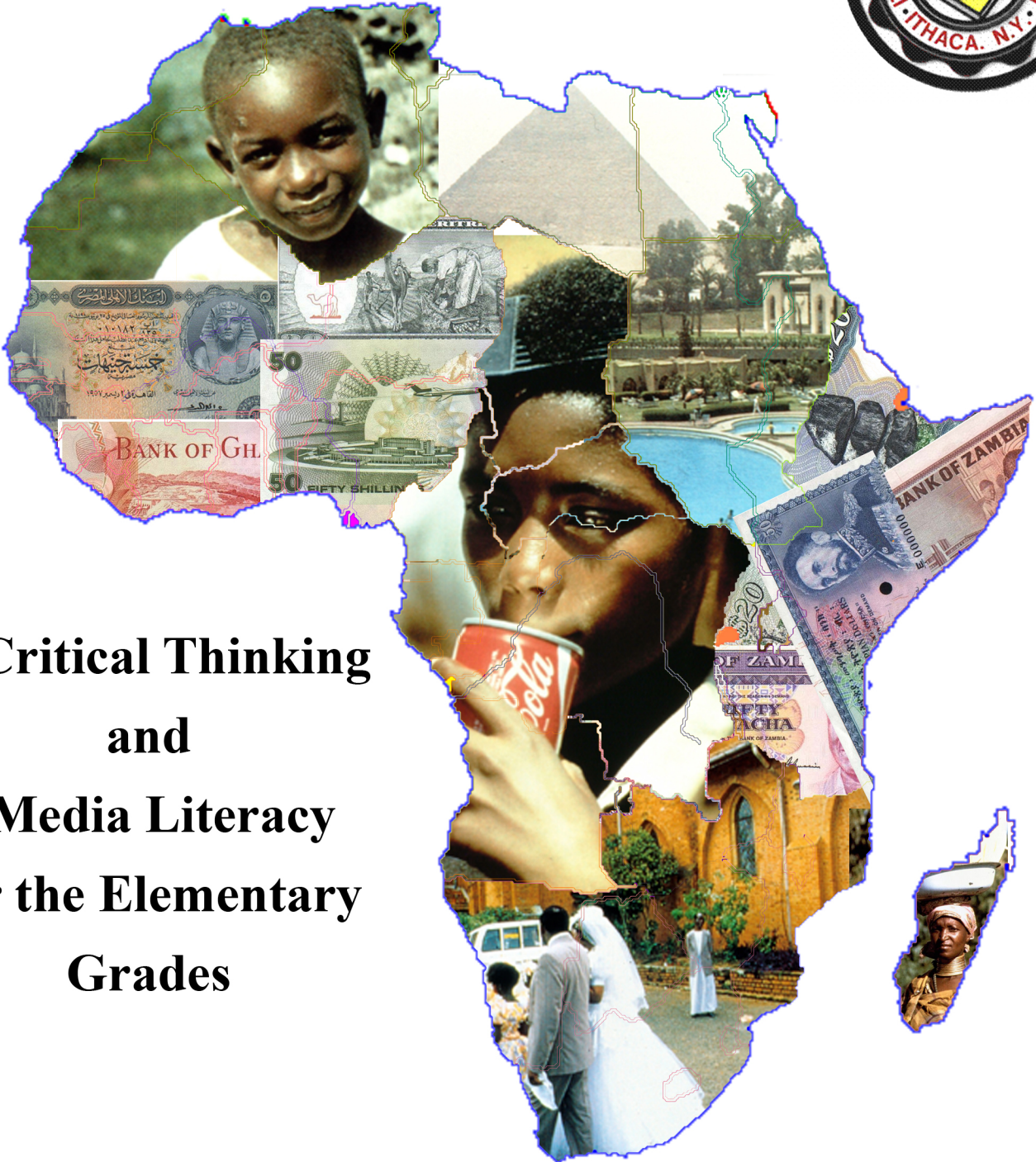


INTRODUCING AFRICA



**Critical Thinking
and
Media Literacy
for the Elementary
Grades**



Introducing Africa:

A Kit for Teaching Critical Thinking and Media Literacy in the Elementary Grades

by
Chris Sperry



www.projectlooksharp.org

Providing materials, training and support to help teachers prepare students
for life in today's media-saturated world.



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Mission Statement

Project Look Sharp is a not-for-profit, mission-driven initiative committed to providing teachers with the training and materials they need to integrate media literacy, critical thinking and 21st - century learning into the curriculum.

Project Look Sharp provides staff development workshops and consulting.

Please Consider Donating

All our curriculum kits are available **free** of charge on our web site. Please contact *Project Look Sharp* to make a donation.

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About Introducing Africa

Introducing Africa is an elementary level curriculum that explores the diversity of the African continent within two lessons. In the first lesson, students challenge their own stereotypes about Africa through a series of photographs. After discussing the photographs, students examine how media constructions of Africa helped inform their responses. The second lesson uses currency from forty different African nations for students to “decode” information about African history, culture and diversity.

All materials can be accessed for free on our website and are also available through mobile non-Internet based versions viewed on a digital media device. Digital devices include a master PDF as well as all specified media within lesson folders purchased from the Ithaca College Bookstore. Access the bookstore through our website.

FAIR USE NOTICE:

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OVERVIEW OF THE KIT

Introducing Africa

Overview and Objectives

Overview:

The two lessons that make up this kit were designed by teachers in the Ithaca City School District in collaboration with Project Look Sharp at Ithaca College. The lessons were developed to be integrated into a third grade Africa curriculum, but educators have successfully adapted these materials for use with middle school and high school classes.

The first lesson, *Unearthing Stereotypes*, uses thirteen photographs to reveal students' preconceptions and helps them to reflect on the stereotypes they carry about Africa.

The second lesson, *African Money*, uses forty bills from across the continent to teach about the diversity of Africa, while training students to identify important details and "read" messages in visual documents. The kit also includes a *Puzzle Wall Map of Africa* for students to attach photos from Lesson 1 and bills from Lesson 2 to the corresponding nations.

Each lesson is divided into activities approximately thirty minutes long. Teachers can choose to collapse activities into one longer lesson, or they can review the activities over a period of two or three days.

Objectives:

- To raise students' awareness about stereotypes of Africa.
- To help students understand the importance of authorship and sourcing when learning about another culture.
- To help students practice identifying important details, making logical inferences, and drawing informed conclusions from visual documents.
- To teach students information about the history, geography, economics and cultures of Africa.
- To give students an appreciation for the diversity of the African continent.

Teaching About Africa:

Western media representations of Africa continue to emphasize animals, "primitive natives," and other imagery that exoticizes the continent and its people. The first lesson, *Unearthing Stereotypes*, will raise student awareness of the inaccurate nature of these messages. The second lesson, *African Money*, will challenge stereotypical thinking as students read and interpret informative documents created by dozens of African nations. These lessons are intended to supplement additional media sources in an Africa curriculum such as films, stories, maps and music.

OVERVIEW OF THE KIT

How to Use These Materials

Asking Media Literacy Questions:

Students should be encouraged to apply media literacy questions to all of their sources and materials about Africa. Whenever possible, educators should train students to ask the following questions about all media messages:

- Who made – and who sponsored – this message, and what is their purpose?
- Who is the target audience and how is the message tailored to that audience?
- What techniques are used to inform, persuade, entertain and attract attention?
- What messages are communicated (and/or implied) about certain people, places, events, behaviors, lifestyles, etc.?
- How current, accurate and credible is the information in this message?

For more information about integrating media literacy and critical thinking into the curriculum go to **www.projectlooksharp.org**.

Accessing the Materials:

All materials for these lessons are available for free at:

www.projectlooksharp.org.

Educators will need access to a computer and projector so that the class can identify key details in each PowerPoint image. Teachers may need to review the lesson and make copies of *Student Worksheets* and *Student Handouts* prior to instruction.

Educators may purchase a mobile non-Internet based version of the curriculum kit on a digital media device from the Ithaca College Bookstore. Devices include the master PDF of the kit and all specified media within lesson folders. Check the Project Look Sharp website for more information.

OVERVIEW OF THE KIT

Media Literacy and Democratic Citizenship

The founders of the United States articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age when the most influential messages about pressing social issues and events are delivered through mass media, such as television, magazines and the Internet. Most students use the Internet as their primary source of information, yet few have any formal training in assessing the credibility of information in Web sites. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate and credible sources of information; they need to understand the influence of media messages on their understanding of the world; and they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills, we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

Collective Reading of Media Messages

This curriculum is based on the classroom practice of collective reading, in which the teacher leads the class through the process of decoding images, sounds and text as a way of developing a range of critical thinking skills while teaching core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers and discuss ethical issues. Decoding of the documents in this curriculum will help train students to distinguish fact from opinion, analyze

perspective and identify bias, interpret historical documents and use evidence to back up a thesis. The classroom decoding process is particularly effective in involving students who rarely share their opinions about print-based material, including students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

Encouraging Multiple Readings

Although the *Teacher Guides* for each lesson include possible answers to the discussion questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed in the *Teacher Guide*. It is important that students give evidence from the media document to explain their conclusions. Occasionally, a question has only one right answer (e.g., “Who created this video?”), and students should learn to distinguish between objective and subjective questions. The suggested answers given in the scripts are intended to reflect typical responses that address key historical and media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader’s background, including life experiences, age, gender, race, culture, or political views, he or she may have very different interpretations of a particular text. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

Reading Bias

A major theme of these materials is the recognition that all media messages come from a particular point of view and have a bias that reflects the intent and perspective of the producer and sponsor. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Key Questions to Ask When Analyzing Media Messages* found at www.projectlooksharp.org.

Bias in this Curriculum and in the Classroom

This series of lessons, like all media, also has a point of view and a bias. As teachers use the lessons, they may identify opinionated language, selective facts, missing information and many other subjective decisions that went into constructing this introductory perspective on Africa. The same questions the curriculum applies to other documents can be applied to this media construction: Who produced this curriculum, for what purpose and what is its bias? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. For instance, why did we choose to focus on certain topics (stereotypes through images of Africa), but not others (e.g. focusing on a more in-depth history of a few select countries)? And, what is your evidence for these conclusions? When using these materials, teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the curriculum, will influence the view of Africa that students receive. Teachers should encourage students to thoughtfully analyze and discuss the stories, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

Additional Resources

For more information about media decoding, download these following documents for free from the Project Look Sharp website:

- Key Questions to Ask When Analyzing Media Messages
- Tips for Media Decoding
- Core Principles for Media Literacy Education

Fair Use of Media Documents

The classroom critique of political and cultural documents (e.g. paintings, TV news clips, excerpts from films, Web pages) is essential to the development of core literacy skills in our media-saturated democracy. To enable educators to fulfill the mission of teaching these core civic objectives, Project Look Sharp has created media literacy integration kits using a variety of different media documents for critical analysis in the classroom. The documents in this curriculum are presented for the purpose of direct critique and solely to be used in an educational setting.

For more information about fair use in Media Literacy Education, go to the Media Education Lab at Temple University:

www.mediaeducationlab.com.

Lesson 1: Unearthing Stereotypes

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LESSON PLAN



PowerPoint
Slide Show

Unearthing Stereotypes

[NOTE: Prior to this lesson, introduce the concept of continents. Help students find the continent of Africa on a globe or world map.]

Lesson Objectives:

- Students will learn that Africa is a continent with many nations.
- Students will learn that the continent is geologically and culturally diverse.
- Students will recognize and challenge preconceived notions of Africa.
- Students will identify the origins of their stereotypes/preconceived notions.
- Students will recognize the similarities and differences between their culture and community and other cultures and communities.
- Students will understand that representations made by the media are not always accurate.

Vocabulary:

continent, culture, diversity, geography, perspective, stereotype

Countries:

Egypt, The Gambia, Morocco, South Africa, Tanzania, Tunisia, Uganda, Zimbabwe

Media Type: Photographs

Media:

- Thirteen slide PowerPoint slideshow (access online or via Lesson 1 digital media folder)

Materials Needed:

Activity 1

- Large political map of the world
- Globe
- Two-page *Teacher Guide: Activity 1*
- Two-page *Student Worksheet*
- (Optional) Copies of the *Puzzle Wall Map* pieces

Activity 2

- Four-page *Teacher Guide: Activity 2*
- (Optional) Color copies of the *Teacher Answer Sheet: Puzzle Wall Map*
- (Optional) Spradley, James P. and Michael A. Rynkiewicz, Eds. *The Nacirema: Readings on American Culture*. Boston: Little Brown & Company, 1975. (ISBN 9780316807531)
- (Optional) Peterson, Sandra. *Engaging Students through Global Issues: Activity-Based Lessons Action Projects*. Facingthefuture.org: 2006. (ISBN 9780971100558)

Time: Activity 1: approximately 30 minutes
Activity 2: approximately 30 minutes

[NOTE: It is preferable to complete the two activities over the span of no more than two days.]

Lesson Procedures:

Activity 1

- Introduce or review the concept of continents using the *Background Information*. Show students that Africa is a continent and locate it on a map or globe.
- (Optional) Assemble the *Puzzle Wall* map.
- Present the *Activity 1 Introduction* to the class.
- Distribute a *Student Worksheet* to each student.
- Project the PowerPoint slideshow and have students fill in worksheets individually.
- Lead discussion about images.
- Project the slideshow again and inform the students that every image was from Africa.

Activity 2

- Review the last session and project the slides again. As the class reviews the slides for the second time, discuss the diversity in people, places and activities in each photograph. Explain from which country each image originates.
- Introduce the concept of stereotypes and lead a discussion regarding where students previously learned information about Africa.
- (Optional) Conduct the *Stereotypes of Teenagers Mini Lesson*.
- Lead a discussion regarding stereotypes about the United States.
- (Optional) For upper elementary students, introduce a lesson using Horace Miner's work in *The Nacirema: Readings on American Culture*.
- (Optional) Match copies of the photographs from the *Student Worksheet* in Activity 1 to their corresponding countries on the *Puzzle Wall Map*.

TEACHER GUIDE

Unearthing Stereotypes: Activity 1

1. Show the students a large map of the world. Ask for a volunteer to find the continent of North America.
2. Introduce or review the concept of continents. Text in bold is to be said or asked by the teacher.

Background Information

What is the definition of a continent?

A continent is one of the six or seven great divisions of land on the globe.

Can somebody help the class find Africa on the map?

Africa is a *continent* made up of different countries (or nations).

3. (Optional) Assemble the *Puzzle Wall Map*. For more information about this activity, see *Additional Activities* in the *Resources* section.
4. Introduce Activity 1 and distribute the *Student Worksheet*:

Activity 1 Introduction

Now we are going to look at some photographs and choose which ones we think could be from the continent of Africa.

For each color image you will see on the screen, there will be a matching black-and-white image on your handout. Each image is numbered so that you can keep track of them on your handout as we go through them.

Every time an image comes on the screen, decide whether you think that image could or could not be from Africa. On your handout, check “yes” if you think the image is from Africa and “no” if you think it is not. Try to write two or three words explaining why you said yes or no.

5. Project the slides. Give enough time so that every child has written at least “yes” or “no” and a word or two for their reasoning (about a minute per slide).

[NOTE: As you project each slide, be careful not to ask the class what they are thinking and writing. This should be a relatively quiet activity so that students are not heavily influenced by one another’s responses. Make sure not to confirm or negate student perceptions.]

6. Project the slides again, asking the students what clues or evidence helped them determine whether or not a photograph was from Africa.

Discussion Questions

Let’s go over the slides again. This time, please give me a show of hands of who said “yes” and “no.” Is this photograph from Africa?

After taking a show of hands for each slide, ask: **Why did you feel that certain images were from Africa and certain images were not?**

7. Once you have finished the discussion and ended the PowerPoint, tell students that every image they saw was from the continent of Africa.

Discussion Question

How do you feel after finding out that all of these images are from Africa?

In the next activity, students will examine what they think they have learned about Africa based on their responses and additional review of the photographs.

Name _____

Date _____



1.

Yes ☐

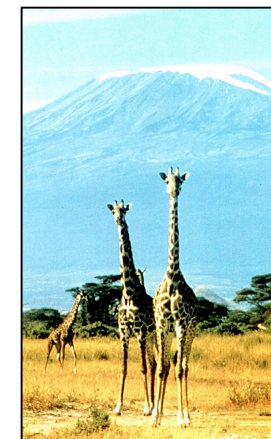
No ☐



2.

Yes ☐

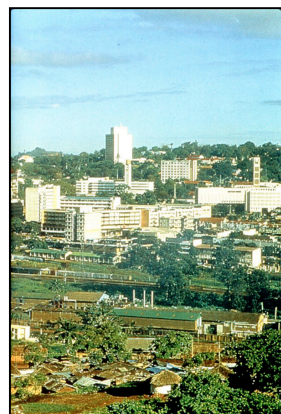
No ☐



3.

Yes ☐

No ☐



4.

Yes ☐

No ☐



5.

Yes ☐

No ☐



6.

Yes ☐

No ☐



7.

Yes ☐

No ☐



8.

Yes ☐

No ☐



9.

Yes ☐

No ☐



10.

Yes ☐

No ☐



11.

Yes ☐

No ☐



12.

Yes ☐

No ☐

TEACHER GUIDE

Unearthing Stereotypes: Activity 2

1. Review the last session.

Discussion Question

What do you think you learned when I told you that every image was from the continent of Africa?

2. Project the slides again, discussing the people, their clothing, and geographical features (define “geography” if needed). Notice the diversity in terms of urban and rural settings, skin colors, and activities pictured. Use the *Teacher Answer Sheet* to explain from what country each image originates. As you discuss the images, also encourage students to discuss similarities between what they see in the slides and their own world.

[NOTE: Children may want to discuss their perceptions again. It is especially important to discuss the specific clues or evidence in the photographs that gave students the impression that an image could or could not be from Africa. Stereotypical ideas may emerge from these qualifications.]

3. (Optional) As you review the photographs, attach each one to its respective country using the *Puzzle Wall Map*. See *Additional Activities* in the *Resources* section for more information.

Teacher Answer Sheet

1.



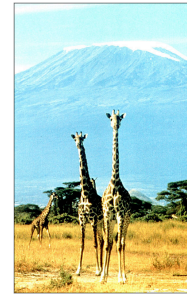
Boy drinking Coca-Cola,
South Africa

2.



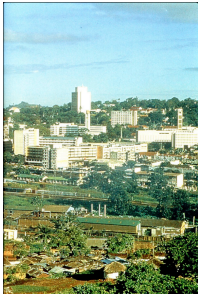
Children at Jambiani Beach,
Zanzibar, Tanzania

3.



Giraffes,
Tanzania

4.



Kampala, Uganda

5.



Woman with Maize
(South Africa's staple food),
South Africa

6.



Open market,
Fes, Morocco

7.



Policewoman,
Tunisia

8.



Servicing machinery,
South Africa

9.



Soccer game,
Zimbabwe

10.



Tourist industry,
Egypt

11.



Dancers,
Uganda

12.



Washing clothes,
The Gambia

Note: Economies rely heavily on tourism.

Discussion Questions

Why do you think so many of us said “no” when I asked if the image was from Africa?

Where have you gotten your previous information about the continent of Africa?

4. Brainstorm a list of places where students may have gotten their information—encourage them to think of resources other than books, such as movies, posters, TV shows, etc. Include personal experiences, like visiting an African country or meeting someone from Africa. Record the list on the board or create a chart.

Discussion Question

Has anyone ever heard of the word “stereotype”? What do you think it means?

A stereotype is an idea or set of ideas that someone may have about a whole group of people (sometimes defined by their culture, skin color, age, features, etc.). These ideas rarely apply to all, most, or even some of the people of that group.

5. (Optional) If the students seem confused by stereotypes, see *Stereotypes of Teenagers Mini Lesson* in *Additional Activities* in the *Resources* section for more information.
6. Lead a discussion about the stereotypes people from other countries may have of the United States, just from watching our television programs. (Optional) See *The Nacirema* in *Additional Activities* in the *Resources* section for more information.
7. Discuss student responses to the images of Africa and remind them of the comments they made, such as, “they don’t have _____ (cities, cars, clothes, restaurants) in Africa.”

Culminating Discussion

A lot of what you had both said and written earlier were stereotypes of Africa. If you look at the list we have made, you'll see that the different information we have received may or may not have been accurate. This is not bad because the first step to really learning about something new is to challenge the things we think are true.

Let's return to the list of places where we have gotten information about Africa.

Why do you think some media sources might repeat certain images of Africa and leave out other images?

Lesson 2: African Money

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Student Worksheet.....	45
Teacher Guide, Activity 3	47

LESSON PLAN



Printed
Document

African Money

Lesson Objectives:

- Students will closely examine different African currencies and identify messages about nations.
- Students will recognize similar and dissimilar themes among African currencies.
- Students will experience working in a small group, discussing observations, and deciding what to present.
- Students will begin to understand the role that images play in communication information.
- Students will learn to understand and appreciate the complexities of Africa and begin to see the continent as a collection of diverse nations.

Vocabulary:

African fish eagle, African Wildlife Foundation, Arabic, American Colonization Society, Byzantine Empire, cash crop, chariot, Christianity, Christians, climate, cocoa, colony, constitution, copper, copra, Coptic Christians, cotton mill, date palm, dhows ("daus"), diverse, Dr. Hastings Kamuzu Banda, economy, endangered species, export, fertile, flora and fauna, geometric, Haile Selassie, herding, idolatry, import, independence, Iron Age, Islam, J.J. Roberts, John F. Kennedy, Middle Ages, military coup, minaret, mines, mosque, Muslim, nomadic, Ottoman Empire, Pharaoh Seti I, Pharaoh Tutankhamun, poverty, President Kenneth Kaunda, Queen of Sheba, rainforest, Ramesses II, reliefs, resource, Roman Empire, rubber, safari, Sunni, timber, Temple of Seti I, tourism, United Nations, wood stork, World Wildlife Fund

Money:

birr, cedis, dinars, francs, kwacha, leones, maloti, nakfa, naira, pounds, shilingi, shillings

Countries:

Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic (CAR), Chad, The Comoros, Cote D'Ivoire, Egypt, Somalia, Djibouti, Eritrea, Ethiopia, Ghana, Great Britain, India, Indonesia, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mozambique, Namibia, Nigeria, Niger, Rwanda, Sierra Leone, Tanzania, Togo, Uganda, Zambia, Zimbabwe

Geographical Terms/Places:

archipelago, Atlantic Ocean, Bangui, Bight of Benin, Blue Nile, Danakil Depression, equator, Freetown, Gold Coast, grassland, Great Rift Valley, Gulf of Aiden, Gulf of Guinea, Horn of Africa, Indian Ocean, highland, Lake Chad, Lake Nyasa, Lake Tana, Lake Tanganyika, Lake Volta, landlocked, lowland, Mediterranean Sea, Mount Kenya, Mount Kilimanjaro, Nairobi, Nile River, plains, plateau, Nubia, Red Sea, Sahara Desert, Suez Canal, Ubangi River, Victoria Falls, Volta River

[NOTE: The Currency Reference Guide for Activities 1 and 2 lists the vocabulary relevant to each country's bill.]

Media Type: US currency: 1999-2006; African currency: 1945 to 1996

Media:

- 31 slide PowerPoint slideshow (access online or via Lesson 2 digital media folder)
- *Student Bill Handouts, 1-6* (color download also available on website)

Materials Needed:

Activity 1

- US bill (any denomination)
- World map
- Six-page *Teacher Guide: Activity 1*
- (Optional) One-page *Student Worksheet*

Activity 2

- World map
- Fifteen-page *Teacher Guide: Activity 2*
- One-page *Student Worksheet*
- *Student Bill Handouts, 1-6* (color copies)

Activity 3

- World map
- Eight-page *Teacher Guide*
- (Optional) *Puzzle Wall Map*
- (Optional) Copies of the bills from the *Student Handouts*, cut apart

Time: Activity 1: approximately 30 minutes

Activity 2: approximately 30 minutes

Activity 3: approximately 30 minutes

Lesson Procedures

Activity 1

- Introduce the concept of money. Explain how other countries have money, including African countries.
- Project the PowerPoint and lead a decoding using two US bills and the first four African currency examples (Central African Republic, The Comoros, Egypt, Somalia).

Activity 2

- Break the students into six groups.
- Distribute a color copy of one of the six *Student Bill Handouts* and the *Student Worksheet*.
- Give students time to work on the worksheet.

Activity 3

- Have each student present one bill from their *Student Bill Handout* to the class individually. Project the image of the corresponding bill during student presentations.
- Lead a discussion about the diversity of Africa.
- (Optional) Cut apart the bills from the *Student Handouts* and have students place their bills on the corresponding countries using the *Puzzle Wall Map*.

TEACHER GUIDE

African Money: Activity 1

1. Have a US bill ready to show to the class. (Optional) Have copies of the *Student Worksheet* from Activity 2 ready for each student.
2. Provide background information to the class. Text written in bold is to be said or asked by the teacher.

Background Information

We are studying the continent of Africa, which is even bigger and more diverse than our continent of North America (Canada, the US, Mexico, Central America and the Caribbean).

We study about Africa using many different sources including storybooks, videos, pictures, websites from the Internet, encyclopedias, etc. Many of these resources are made by people from the United States. Today we will begin using a resource to learn about Africa that is made by African people. In fact, African governments made this resource. Here are some clues; see if you can figure out what this resource is.

- every African government makes this resource
- the government puts pictures on this resource that teach about each country
- the pictures show what the government thinks is important about the history and culture of that country
- this resource is valuable (worth a lot)
- people in that African country use it every day
- our government also produces this resource
- you and your family use this resource nearly every day when you buy or sell things

What do you think this resource is?

3. Hold up a US bill and one of the color *Student Bill Handouts* from the *Resources* section. Explain the concept of money:

Every country in the world uses money to help people trade goods and services. Each country has its own bills or joins together with nearby countries to share bills. The government puts pictures on these bills that they think show important parts of their country's history, culture, and geography.

What pictures are on bills from the United States?

[NOTE: The PowerPoint contains images of the front and back of a US one-dollar and ten-dollar bill as an optional decoding activity before leading the decoding of the four African currencies. The US bills are labeled as "Sample 1" and "Sample 2" in the PowerPoint.]

4. Introduce Activity 1:

Activity 1 Introduction

For this activity, we will learn about Africa from the pictures on different examples of African money. Later, you will work in groups to look closely at four different African bills on a handout.

We will practice "reading" African bills. To prepare you to "read" these African bills, I will lead the whole class through an examination of money from four different African countries.

5. (Optional) Distribute a copy of the *Student Worksheet* to each student so they can practice recording their observations as you lead a document decoding of the first four bills. Students will use the same worksheet to record their groups' observations in Activity 2.
6. Project the introductory slides one at a time: Central African Republic, Egypt, The Comoros, and Somalia. Ask the students to point out the different images they see and possibly model how to fill out *Student Worksheet*. Use the *Currency Reference Guide* on the following pages to provide background information for each bill and possible images or text to note and analyze with the class.

Currency Reference Guide

Below is the guide for you to use in leading a sample bill decoding with your students. The *Background Information* is meant to enrich your own knowledge. The amount of information you choose to share with your class is up to you and your students.



Example 1 Central African Republic (CAR), 1993 2000 Francs

Background Information

CAR is a landlocked country, so this image is somewhat misleading because it appears to be a ship loading at an ocean port. However, river travel is essential because the CAR has few paved roads. The only river that is commercially navigable is the Ubangi River; this image is most likely meant to be on that river. CAR's capital, Bangui, is located on this river, which forms the border between CAR and the Democratic Republic of the Congo. The image is one of the African continent sharing her wealth of products with the rest of the world. One could ask, "Is the ship being loaded with crops for export?" or "Is it being unloaded with imported products?" It looks as if it is a ship that is being loaded, but the students may have different perceptions. Agriculture makes up 90% of Car's economy; coffee and cotton are its chief crops.

Specifics to note:

1. A weaving pattern decorates the bill.
2. Women dressed in traditional clothing are bringing products to load or taking products that were unloaded from the ship.
3. The currency amount is 2000 francs.
4. A truck is loaded with goods to be exported or imported.

Vocabulary:

Bangui, Democratic Republic of Congo, export, franc, import, landlocked, Ubangi River



Example 2 **The Comoros, 1994** **500 Comorian Francs**

Background Information

The Comoros is an archipelago found in the Indian Ocean. Three main islands, along with coral reefs and inlets, make up this island nation between the east African coast and Madagascar. The Comoros proclaimed itself a federal Islamic republic in 1978. Its official name is The Federal Islamic Republic of the Comoros, hence the strong Islamic influence found on its currency. African people make up the population's majority, but there are large Arab and Indian minorities. The islands were ceded to the French between 1841 and 1909, which is why French is one of the two official languages. Arabic is the other official language. Subsistence farming is the chief occupation, with the production of vanilla, copra (dried coconut used for extracting coconut oil), and essential oils utilized for export.

Specifics to note:

1. The government building pictured has a crescent moon and a star on it; these are Islamic symbols meant to show a strong devotion to Islam.
2. The women in the lower part of the bill also shows a strong Islamic influence. Since the women are fully covered it is a sign of Islamic orthodoxy.
3. The geometric pattern decorating the bill is another Islamic influence. Islamic designs are made up of geometric patterns and other non-representational designs because portraying realistic images is seen as idolatry.

Vocabulary:

Arabic, archipelago, copra, franc, idolatry, Indian Ocean, Islam, Madagascar



Example 3 Egypt, 1976 20 Egyptian Pounds

Background Information

Egypt has a glorious ancient history that often appears on its currency. The Temple of Seti I contains the remains of Pharaoh Seti I. Pharaoh Seti I began building the tomb during his lifetime and most likely his son, Ramesses II, finished the construction after his father's death. The temple is one of the major archaeological sites in Egypt.

Ramesses II is probably the chariot rider. He was known as Ramesses the Great for his extraordinary building projects and expeditions into Nubia (along the Nile River in present-day Sudan) and several countries on the eastern side of the Mediterranean Sea. The temple and the war chariot honor ancient history, while the geometric Islamic designs show the importance of religion in modern Egyptian life. Today, Islam is the state religion and 90% of Egyptians are Muslim.

Specifics to note:

1. The large, gray image on the bill features reliefs from the Temple of Seti I.
2. In color is an Egyptian war chariot, perhaps with Ramesses II as the charioteer.
3. The bill features colorful geometric patterns common in Islamic designs.
4. The currency amount is 20 Egyptian Pounds.

Vocabulary:

chariot, geometric, Islam, Mediterranean Sea, Muslim, Nile River, Nubia, Pharaoh Seti I, pounds, Ramesses II, reliefs, Temple of Seti I



Example 4
Somalia, 1978
10 Shillings

Background Information

Somalia is located in the Horn of Africa; it juts into the Gulf of Aden and the Indian Ocean. Somali, who are Sunni Muslims, make up 80% of the population. However, there are large minorities of Italians, Indians, and Pakistanis. Islam is the state religion. Somali and Arabic are the official languages, but many people also speak English and Italian. Italian East Africa was formed in 1936, but the British conquered it in World War II. Somalia achieved its independence from Britain in 1960 and has struggled with stability in its government. It became a socialist state in 1969, but expelled its Soviet advisors in 1977.

Specifics to note:

1. Men are building a boat. The traditional boats of the East African coast are called dhows (“dau”).
2. Fishing nets lie upon the ground on the picture’s foreground.
3. The bill has writing in English and Arabic.
4. A botanically inspired pattern decorates both ends of the bill—an Islamic influence.

Vocabulary:

Arabic, dhows (“dau”), Gulf of Aden, Horn of Africa, Indian Ocean, Islam, Sunni Muslims

6. Summarize some of the images you saw on the different bills (people, places, economic and religious images, historical figures, etc.) and how the images told you important information about the four countries.

TEACHER GUIDE

African Money: Activity 2

1. Organize and make copies for the class. Each of the six groups will require one color copy of the *Student Bill Handout* from the *Resources* section. Every student should receive a copy of the *Student Worksheet*.
2. Briefly review the concept of “reading” currency to find out information that governments find important to put on money (important people, places, or economic, historical and religious images). You might ask, “What kind of images or words were on the four bills we examined?”
3. Introduce Activity 2. Text written in bold is to be said or asked by the teacher:

Activity 2 Introduction

In this activity, we will continue learning about Africa from the pictures on African money. You will work in groups to look closely at four different African bills, just as we did as a whole class. You will take notes on what you see on the bills and what those images teach you about each country. Later, each one of you will present one bill from your group to the class.

4. Separate the students into six groups, ideally with four students per group.
5. Distribute a *Student Worksheet* to each group member and only one of the six color *Student Bill Handouts* per each group.

Student Bill Handout

Group 1: Djibouti, Egypt, Eritrea, Ethiopia

Group 2: Ethiopia, Ghana, Ghana, Kenya

Group 3: Kenya, Lesotho, Liberia, Libya

Group 4: Madagascar, Madagascar, Malawi, Nigeria

Group 5: Rwanda, Sierra Leone, Tanzania, Uganda

Group 6: Uganda, Zambia, Zambia, Zimbabwe

6. Give students time to do complete their *Student Worksheets* as they analyze their four bills.
7. Circulate as students are discussing their bill handout and filling in the worksheet. Use the *Currency Reference Guide* below for background information on each country and to help facilitate group discussions.

Currency Reference Guide



Document 1
Djibouti, 1991
1000 Francs

Group 1

The pictures of date palms and heavily laden camels are fitting images for this tiny nation. Djibouti is covered largely with stony deserts and is bordered by Ethiopia, Somalia and the Gulf of Aden. Nomadic animal herding is the chief occupation within Djibouti, so dates are a major source of nutrition. Mountains, which rise along the border of Ethiopia, appear in the background. Djibouti gained its independence from France in 1977, which explains why currency is referred to as "Francs."

Vocabulary:

date palm, Ethiopia, franc, Gulf of Aden, herding, nomadic, Somalia



Document 2
Egypt, 1957
5 Egyptian Pounds

Group 1

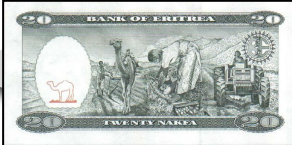
Egypt is located in the northeastern corner of Africa. It is located south of the Mediterranean Sea and is bordered by the nations of Libya, Sudan, and Israel. The Gulf of Suez and the Red Sea are on its eastern border.

The ancient civilization of Egypt lasted over 3,000 years. On the right-hand side of the bill, Pharaoh Tutankhamun represents ancient Egypt. Egypt was conquered by the Roman Empire in 30 B.C.E. Consequently, Christianity spread quickly throughout Egypt. In 395 C.E., Egypt became part of the Byzantine Empire. The Arab conquests of 639-642 C.E. brought Egypt into the Muslim world. Most Egyptians are Sunni Muslims. However, large minorities of Egyptians still remain Christian and are known as Coptic Christians. The Arab conquests explain the mosque, with its many domes and minarets, pictured on this bill. The mosque is a reflection of Egypt's devotion to its ancient past, as well as the current major religion.

Following the Arab conquests, Egypt was part of the Ottoman Empire for about 500 years. When the Suez Canal (1859-1869) was built, the country went deeply into debt and Egypt was forced to appoint a French-British commission to manage its financial affairs. During World War I, Turkey joined the Central Powers, and Great Britain declared Egypt a British protectorate until 1937. Therefore, Egyptian currency is measured as "pounds."

Vocabulary:

Byzantine Empire, Christianity, Coptic Christians, Gulf of Suez, Israel, Mediterranean Sea, minaret, mosque, Muslim, Ottoman Empire, Pharaoh Tutankhamun, pound, Libya, Red Sea, Roman Empire, Sudan, Suez Canal, Sunni



Document 3
Eritrea, 1997
20 Nakfa

Group 1

Eritrea sits on the Horn of Africa, bordering the Red Sea. It is bordered by Ethiopia, Sudan, and Djibouti. Eritrea's central highlands rise to an elevation of 8,000 feet near the east coast, forming the Great Rift Valley. Western elevations are lower and the famous Danakil Depression lies below sea level. This lowland area is one of the harshest environments on earth; its heat is so intense that when the first Europeans saw it, they thought they had found the gateway to hell. Fortunately, camels are able to survive in this environment, making their appearance on this bill fitting.

Eritrea fought for independence from Ethiopia between 1974 and 1993. After achieving independence on May 24th, 1993, Eritrea quickly joined the United Nations and other world organizations in an effort to rebuild its economy. By 1996, Eritrea was billed as an African phenomenon because of its revitalized economy. The country also drafted a new constitution in 1997, which declared that neither religion nor ethnicity could be the basis for a political party. Unfortunately, relations with Ethiopia soured in 1998 over a border dispute. At that time, Eritrea changed its currency from the Ethiopian birr to its present Nakfa.

The progression in agriculture, from a hand-held plow being pulled by a camel to a tractor plowing a field, is symbolic of Eritrea's hope and confidence in its future. Eritreans are equally divided in numbers between Christians and Muslims (about 40%). Marriages between the religions are quite common, which is a testament to the nation's two-decade struggle for independence. About thirty percent of fighters were women. Eritreans saw themselves as fighting for nationalistic, rather than ethnic or religious lines. Therefore, it is fitting that a woman is the link between an age-old form of agriculture and a modern one.

Vocabulary:

birr, Christians, constitution, Danakil Depression, Djibouti, Ethiopia, Great Rift Valley, highlands, Horn of Africa, independence, lowlands, nakfa, Red Sea, Sudan, United Nations



Document 4
Ethiopia, 1945
500 Dollars

Group 1

Ethiopia is located near the Horn of Africa in Northeast Africa. It is bordered by Eritrea, Sudan, Kenya, Somalia, and Djibouti. Like Egypt, Ethiopia has a long and storied history. It is the ancient land of the Queen of Sheba, and Haile Selassie, pictured, traced his family's genealogy back to her. Ethiopia became largely Coptic Christian in the fourth century C.E. Islam came to Ethiopia in the seventh century, but Ethiopia remained a largely Christian country. Therefore, the image of the church is a statement of pride for the Ethiopians' status as followers of one of the first Christian sects; many Ethiopians believe they are the descendents of the first Christians. Religious strife is a source of tension in Ethiopia because it does have many Muslims and all of its surrounding countries are predominantly Muslim.

Vocabulary:

Coptic Christian, Djibouti, Eritrea, Kenya, Haile Selassie, Horn of Africa, Islam, Muslim, Queen of Sheba, Somalia, Sudan



Document 1
Ethiopia, 1961
50 Dollars

Group 2

This Ethiopian bill also features Haile Selassie, who is considered to be the father of modern Ethiopia, even though he was overthrown in a military coup in 1974. Selassie was present at the funeral of John F. Kennedy and can be seen in photographs of international dignitaries paying their respects.

The Blue Nile has its source in Ethiopia at Lake Tana, and the bridge pictured on the bill could be over the river. The bridge shows a belief in modern transportation and serves as a symbol of humans overpowering nature. African rivers are well known for their many rapids, cataracts, falls, and inability to be navigated. This bridge made travel across the river a possibility, which is not to be underestimated in a land that often finds people isolated from one another because of natural barriers.

Vocabulary:

Blue Nile, Haile Selassie, John F. Kennedy, Lake Tana, military coup



Document 2
Ghana, 1978
10 Cedis

Group 2

Ghana is surrounded by Cote D'Ivoire, Burkina Faso, Togo, and the Gulf of Guinea, which is part of the Atlantic Ocean. Ghana takes its name from the medieval kingdom of Ghana, which prospered from roughly 500 to 1300. During the Middle Ages, Ghana was famous for its gold and was often called the Gold Coast. Saharan traders played a vital role in bringing salt to the Empire of Ghana and trading it for gold.

A savanna covers the coastal region and far north of Ghana, while lush rain forests cover the central region. Cocoa makes up sixty percent of Ghana's economy; other exports include minerals (gold, bauxite, and diamonds) and timber. This picture shows a dam on the Volta River, which created one of the world's largest reservoirs, Lake Volta. It is a sign of industrial progress for the country.

Vocabulary:

Atlantic Ocean, Burkina Faso, cedis, cocoa, Cote D'Ivoire, export, Gold Coast, Gulf of Guinea, Lake Volta, Middle Ages, Sahara Desert, savanna, timber, Togo, Volta River



Document 3
Ghana, 1982
5 Cedis

Group 2

Timber is one of Ghana's chief exports, and this bill acknowledges its availability. Ghana has a high poverty rate; countries of a similar economic status have few alternatives and often overharvest their natural resources for exporting. The disappearing rainforests of the world are an important environmental concern, and some environmental groups, like the World Wildlife Fund and the African Wildlife Foundation, are helping governments preserve rainforests by paying local people to not harvest the timber.

Vocabulary:

African Wildlife Foundation, cedis, exports, poverty, rainforests, timber, World Wildlife Fund



Document 4
Kenya, 1987
50 Shillings

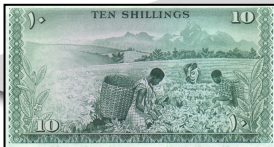
Group 2

This bill features a modern image of a jet taking off from an airport, perhaps outside of Nairobi. Kenya is one of the easier African countries to travel to, in thanks to its popular safari vacations. The shilling as the currency is a reminder of Kenya's former status as a British colony.

Kenya is surrounded by Uganda, Sudan, Ethiopia, Somalia, Tanzania, and the Indian Ocean. Kenya's topography ranges from its narrow, dry coastal strip; shrub-covered plains in the interior; high-lying scrublands in the Northwest; fertile grasslands and highland forests in the Southwest; and the Great Rift Valley in the West, which includes some of Africa's highest mountains, like Mount Kenya. Most Kenyans follow traditional religious beliefs, while thirty percent are Christian, and six percent are Muslim.

Vocabulary:

Christian, Ethiopia, grassland, Great Rift Valley, highlands, Indian Ocean, Muslim, Nairobi, plains, safari, shilling, Somalia, Sudan, Tanzania, Uganda



Document 1
Kenya, 1974
10 Shillings

Group 3

Tea is one of Kenya's major exports, so it is only natural that this image of men and women picking tealeaves would adorn this ten-shilling note. The highlands of Kenya are perfect for growing tea, just as the highlands of northern India are. However, it is not coincidental that Kenya became one of the world's largest tea producers. Great Britain held India, where tea originated, and Kenya as colonies for decades, and introduced Indian tea to the highland slopes of Kenya. Tea and coffee remain large export crops for many African nations.

The mountain range pictured in the background can be found along the western border of Kenya and Tanzania.

Vocabulary:

colony, export, Great Britain, highlands, India, shilling, Tanzania



Document 2
Lesotho, 1984
20 Maloti

Group 3

The Kingdom of Lesotho is a landlocked country surrounded by South Africa. Cattle herding is not only an occupation for many Africans, but it is a way of life and a source of great pride. The wealth of many families, from the Masai in Kenya to the Basuto in Lesotho, is measured in cattle. This is an image that harkens to a traditional way of life—a life lived close to the land, and a life from which many Africans have descended.

Vocabulary:

herding, landlocked, maloti, South Africa



Document 3
Liberia, 1989
5 Dollars

Group 3

Sierra Leone, Guinea, Cote D' Ivoire, and the Atlantic Ocean surround this West African country. The American Colonization Society founded Liberia in 1821 as a haven for freed American slaves. Therefore, this bill closely resembles the currency of the United States. The profile of J. J. Roberts recognizes his crucial role in the creation of Liberia. The forested interior of Liberia is rich in rubber trees, which explains the picture of the man tapping a rubber tree. For many years, the Firestone family held a monopoly on Liberian rubber.

Vocabulary:

American Colonization Society, Atlantic Ocean, Cote D'Ivoire, Guinea, J.J. Roberts, rubber, Sierra Leone

[NOTE: It might be useful to directly compare and contrast the two sample US one- and ten-dollar bills at the beginning of the PowerPoint with the five-dollar bill from Liberia.]



Document 4
Libya, 1980
5 Dinar

Group 3

Libya is located on the southern end of the Mediterranean Sea and is surrounded by Tunisia, Algeria, Niger, Chad, Sudan, and Egypt. Crops are grown along the Mediterranean coast, but the country is largely desert. Nearly one hundred percent of Libyans are Muslim and the official language is Arabic. Therefore, the writing on this bill is in Arabic.

A camel nursing its calf is an appropriate image for this Saharan desert nation. Before camels were domesticated (around 1000 B.C.E.), the only animals that were used in the desert were donkeys. Donkeys, however, cannot go very far without needing water, and the lives of desert peoples were very confined. The camel, even more than modern day oil-fueled transport, truly brought prosperity to the desert. This picture is a reflection of how important the camel has been to nations such as Libya.

Vocabulary:

Algeria, Arabic, Chad, desert, dinar, Egypt, Mediterranean Sea, Muslim, Niger, Sudan, Tunisia



Document 1
Madagascar, 1994
500 Francs

Group 4

This island nation can be found in the Indian Ocean, east of the nation of Mozambique. About 2,000 years ago, Black Africans and Indonesians settled it, bringing their rice-growing agriculture with them. This bill shows women planting rice and men herding cattle because these are the predominant agricultural endeavors.

Vocabulary:

franc, herding, Indian Ocean, Indonesia, Mozambique



Document 2
Madagascar, 1995
5000 Francs

Group 4

Madagascar is the fourth largest island in the world, and because of its isolation it is home to an incredible number of endemic flora and fauna species. Madagascar has the highest number and greatest variety of lemurs in the world, more species of baobab trees than the whole African continent, and countless varieties of birds, butterflies, etc. This 5000 Franc note is a proud proclamation of Madagascar's natural gifts.

Vocabulary:

flora and fauna, franc



Document 3
Malawi, 1978
5 Kwacha

Group 4

A study of Africa could not be complete without studying its "Finger Lakes Region." The long, slender lakes of East Central Africa include Lakes Tanganyika and Nyasa, the latter of which forms most of Malawi's eastern border. Thus, the picture of the fishermen is a fitting image for this country. Malawi is also surrounded by Mozambique, Zambia, and Tanzania. The portrait of the man in a suit and tie, rather than traditional clothing, shows Malawi's strong connection to the West. During the 1980s, Malawi's self-appointed president for life, Dr. Hastings Kamuzu Banda, alienated many of Malawi's Black African neighbors by maintaining friendly relations with white-run South Africa.

Vocabulary:

Dr. Hastings Kamuzu Banda, kwacha, Lake Nyasa, Lake Tanganyika, Mozambique, South Africa, Zambia



Document 4
Nigeria, 1995
5 Naira

Group 4

Nigeria is the most populous country in Africa; it is a land of hundreds of languages and dialects, as well as distinctly different ethnic groups. Benin, Niger, and Cameroon border Nigeria. In the Northeast, Lake Chad separates Nigeria from Chad, and in the Southwest, the Bight of Benin and the Gulf of Guinea form Nigeria's Atlantic coastline. Nigeria's rich history, like the Hausa city-states of the eleventh century, the Yoruba states of the fourteenth century, and the Songhai Empire of the sixteenth century, make for a nation that is proud of its history. The traditionally dressed dancers with drums are a reflection of this past.

Vocabulary:

Atlantic Ocean, Benin, Bight of Benin, Cameroon, Chad, Gulf of Guinea, Lake Chad, naira, Niger



Document 1
Rwanda, 1989
100 Rwandan Francs

Group 5

Rwanda is located in East Central Africa and surrounded by the Democratic Republic of the Congo, Uganda, Tanzania, and Burundi. Steep mountains and deep valleys characterize Rwanda, providing the perfect habitat for the endangered highland gorilla. Hope for Rwanda's future is represented in the picture of the mother with her child. Rwanda is part of the Great Rift valley, represented on this bill with the smoking volcano in the background.

Vocabulary:

Burundi, Democratic Republic of Congo, franc, Great Rift Valley, Tanzania, Uganda



Document 2
Sierra Leone, 1991
500 Leones

Group 5

Sierra Leone is located in West Africa, surrounded by Guinea, Liberia, and the Atlantic Ocean. The peninsula of Sierra Leone is the location of its capital, Freetown, with mountains and wide sandy beaches. The picture of this ocean-going ship is most likely from the Freetown harbor. The ship symbolizes Sierra Leone's oceanfront location and its ability to ship African goods throughout the world.

Sierra Leone is the home of two major ethnic groups, the Temme and Mende, who came originally from the area of present day Liberia. British attempts to resettle freed slaves on the Sierra Leone peninsula failed in 1787. However, in 1792 about 1,100 freed slaves from Nova Scotia founded Freetown. From that point onward, Great Britain controlled Sierra Leone until the country achieved its independence in 1961.

Vocabulary:

Atlantic Ocean, Freetown, Great Britain, Guinea, leones, Liberia



Document 3
Tanzania, 1977
100 Shilingi

Group 5

Tanzania is located in East Central Africa, surrounded by Burundi, Rwanda, Uganda, Kenya, Mozambique, Malawi, Zambia, and the Democratic Republic of Congo. Lake Victoria, the Indian Ocean, Lake Nyasa, and Lake Tanganyika are the bodies of water surrounding Tanzania. Three geographic zones make up the nation of Tanzania: the fertile, coastal lowland; a vast interior plateau; and several mountain regions, of which Mt. Kilimanjaro, the highest point in Africa, is found.

Tanzania became a British protectorate in World War One, and remained a British colony until independence was achieved in 1961 (hence the word "shilingi" for their currency). The picture of the teacher educating his pupils is a straightforward message of expressing hope in the future through education. The picture of the traditional farmer on the right side of the bill gives credit to Tanzania's strong agricultural role. Agriculture is the chief occupation of Tanzanians; cassava, maize, sisal, cotton, coffee, and cashews are the major cash crops.

Vocabulary:

Burundi, cash crop, colony, Democratic Republic of Congo, Indian Ocean, Kenya, Lake Nyasa, Lake Tanganyika, Lake Victoria, Malawi, Mount Kilimanjaro, Mozambique, Rwanda, shilingi, Uganda, Zambia



Document 4
Uganda, Uncirculated **Group 5**
20 Shillings

Uganda is located in East Central Africa, surrounded by Sudan, Kenya, Tanzania, Rwanda, the Democratic Republic of Congo, and Lake Victoria. Uganda lies astride the equator, but because of its high altitude, can boast of a nearly idyllic climate. This bill is almost an advertisement for all of the large African mammals many zoos around the world contain: gazelles, zebras, elephants, lions, and the famed bringers-of-good luck in European folklore, the wood stork. Wood storks spend the summer in Europe and spend the winter in Africa. Similar to Tanzania's currency the shilingi, Uganda's shilling is a nod to British colonization. Uganda gained independence in 1962.

Vocabulary:

climate, colony, Democratic Republic of Congo, equator, Kenya, Lake Victoria, Rwanda, Sudan, Tanzania, wood stork



Document 1
Uganda, 1996 **Group 6**
200 Shillings

This picture of a cotton mill gives credit to one of Uganda's few manufacturing sectors. Most of Uganda's economy is tied to agriculture, thanks to its fertile soil and ideal climate. However, cotton is a major cash crop, along with coffee, tea, and tobacco.

Vocabulary:

cash crop, cotton mill, shilling



Document 2
Zambia, 1973
5 Kwacha

Group 6

Zambia is located in South Central Africa, surrounded by Angola, the Democratic Republic of Congo, Tanzania, Malawi, Zimbabwe, Botswana, Namibia and Lake Tanganyika. It is a former British colony, being a part of the Federation of Rhodesia and Nyasaland (now Zimbabwe and Malawi). This picture shows a hope for Zambia's future through education. Zambia is rich in minerals; it is one of the world's largest sources of copper; however, cobalt, zinc, lead, coal, and manganese are also mined. "Kwacha" means "dawn" in Bemba and Nyanja and was the slogan of Zambian independence movement.

Vocabulary:

Angola, Botswana, copper, Democratic Republic of Congo, kwacha, Lake Tanganyika, Malawi, Namibia, Tanzania, Zimbabwe



Document 3
Zambia, 1989
50 Kwacha

Group 6

This bill portrays the rich flora and fauna of Zambia as well as President Kenneth Kaunda's struggle for Zambian independence. Victoria Falls, a major tourist attraction, is found on Zambia's border with Zimbabwe. The falls are home to the African Fish Eagle, the national bird of both Zambia and Zimbabwe. Along with the African Fish Eagle, this bill features a butterfly, another example of the importance of wildlife as a source of beauty and tourism. On the right-hand side of the bill is a portrait of Zambia's first president, Kenneth Kaunda. Kaunda was imprisoned in 1955 for his work towards Zambian independence. President Kaunda wears a western-style shirt and a traditional cape, blending both the culture of former British rule and his hope to bring the cultures of Zambia into a new state and economy. He served as president from 1964-1991, and his portrait remained on the bill until the end of his presidency.

Vocabulary:

African fish eagle, flora and fauna, kwacha, President Kenneth Kaunda, Victoria Falls, Zimbabwe



Document 4
Zimbabwe, 1980
20 Dollars

Group 6

Zimbabwe is located in South Central Africa. The countries of Zambia, Mozambique, South Africa, and Botswana surround this high plateau nation. The early Iron Age cultures of Zimbabwe are represented in these rock formations. The country is believed to have been the biblical Ophir, the site of King Solomon's mines. This civilization existed with little outside influence when Zimbabwe's great wall, along with a complex of richly decorated buildings, was built in the 11th century. The giraffe is a reference to Zimbabwe's abundant wildlife.

Vocabulary:

Botswana, mines, Mozambique, plateau, South Africa, Zambia

8. As students complete their worksheets, remind each group to assign a person to present one bill from their handout.
9. (Optional) Collect the student worksheets and save them for the next activity, the in-class presentations.

Name _____

Date _____

The Diversity of Africa through Reading Money

Group ____

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under the headings.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1				
Bill 2				
Bill 3				
Bill 4				

TEACHER GUIDE

African Money: Activity 3

1. Introduce Activity 3. Text written in bold is to be said or asked by the teacher:

Activity 3 Introduction

Today, you will share what you learned about the diversity of Africa by presenting on one bill from your group's handout. After each presentation, we will ask, "What did we learn about this country based on the images and text on their money?"

2. (Optional) If you collected the students' worksheets, hand them back before the presentations and give the students time to review their information.
3. Project the corresponding PowerPoint slide as each student presents a bill. As the students present, ask them to point out the currency's country on a map.
4. (Optional) Cut out color copies of each bill from the *Student Handouts* located in the *Resources* section. As the students present, have them attach their bill to the *Puzzle Wall Map*. See *Additional Activities* in the *Resources* section for more information.
5. Continue to use the *Currency Reference Guide* in Lesson 2, Activity 2 to provide additional information as needed about each country. The following *Worksheet Answer Guide* features possible answers for each group.

Name _____

Date _____

The Diversity of Africa through Reading Money

Group 1

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under that heading.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1: Djibouti 1,000 Francs	Date palms, Camels, Prickly bush, Hills in the background	Camels used for transportation, carrying heavy loads	Man with walking stick leading camel	
Bill 2: Egypt 5 Egyptian Pounds			Ancient Pharaoh Tutankhamun	Mosque
Bill 3: Eritrea 20 Nakfa	Camel pulling hand-held plow	Tractor plowing a field	Women harvesting potatoes or yams	
Bill 4: Ethiopia 500 Dollars	Towering trees		Portrait of a leader (Haile Selassie)	Church, Leader wearing military uniform

Name _____

Date _____

The Diversity of Africa through Reading Money

Group 2

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under that heading.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1: Ethiopia 50 Dollars	River	Bridge over a river	Portrait of a leader (Haile Selassie)	Selassie's military uniform
Bill 2: Ghana 10 Cedis	Volta River, Hills in background	Dam on the Volta River		Swirling patterns in a colorful border
Bill 3: Ghana 5 Cedis	A huge log cut with a hand-held saw	Timber industry	Men working at making lumber products	Colorful pattern in a border
Bill 4: Kenya 50 Shillings	Mountains in background	Airport with jet overhead		Swirling patterns

Name _____

Date _____

The Diversity of Africa through Reading Money

Group 3

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under that heading.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1: Kenya 10 Shillings	Mountains, Tea field, Trees		People picking tea	Swirling pattern as a border
Bill 2: Lesotho 20 Maloti	Cattle		Boy in herder's hat, Man on horse	Colorful patterns
Bill 3: Liberia 5 Dollars	Rubber tree		Portrait of leader (J.J. Roberts), Man tapping rubber tree	Similar to U.S. dollar: green color and center portrait
Bill 4: Libya 5 Dinar	Camel nursing her calf			Geometric design

Name _____

Date _____

The Diversity of Africa through Reading Money

Group 4

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under that heading.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1: Madagascar 500 Francs	Cattle, Mountains in the background		Cattle herders, Women planting rice	Village scene w/ herders and women planting
Bill 2: Madagascar 5000 Francs	Different birds Snails Butterflies Lemurs Baobab trees			Colorful design
Bill 3: Malawi 5 Kwacha	Large lake, Mountains in background		Portrait of leader (Dr. Hastings Kamuzu Banda), Men fishing	Banda wears a suit and tie
Bill 4: Nigeria 5 Naira			Men with drums, dressed for a special occasion	Drums, Ornate headpieces, Traditional clothing

Name _____

Date _____

The Diversity of Africa through Reading Money

Group 5

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under that heading.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1: Rwanda 100 Rwandan Francs	Smoking volcanoes, Forests		Mother with child carried on her back	
Bill 2: Sierra Leone 500 Leones	Fish on the right side of the bill	Ocean-going ships leaving a harbor		Crisscrossing pattern
Bill 3: Tanzania 100 Shilingi		Professor instructing adult students	Farmers hoeing a village, Professor and students	Torch with flame, Numbers written with a design
Bill 4: Uganda 20 Shillings	Monkeys, Lions, Wood stork, Elephant, Zebras, Gazelle			

Name _____

Date _____

The Diversity of Africa through Reading Money

Group 6

Fill in the following table using your group's bills. Describe images you find on the money under the correct heading. You do not need to fill in boxes if there are no images that fall under that heading.

Nation and Amount	Plants, Animals, Crops, Landforms	Modern Life: Education, Business, Transportation	People: Leaders and the Public	Culture: Clothes, Religion, Historical Images, Patterns
Bill 1: Uganda 200 Shillings		Cotton mill	People working in the cotton mills	Bold designs that create borders
Bill 2: Zambia 5 Kwacha		Government/ educational building	Children in a classroom	Swirling, bold design
Bill 3: Zambia 50 Kwacha	African Fish Eagle with prey, Butterfly		Portrait of a leader (Kenneth Kaunda)	Seal design with pattern around it, Kaunda wears a western shirt and traditional cape
Bill 4: Zimbabwe 20 Dollars	Giraffe with tree			Rock formation, Swirling design throughout

6. After finishing the student presentations, lead a culminating discussion on the diversity of the African continent:

Culminating Discussion

What have you learned about the diversity of Africa?

What are some differences between the different African countries as represented in the bills we studied?

Resources

Student Bill Handouts 1-6 (Lesson 2)	57
Additional Activities	69
Puzzle Wall Map Grid.....	73
Puzzle Wall Map Pieces	75
Teacher Answer Sheet: Puzzle Wall Map.....	121

Group 1

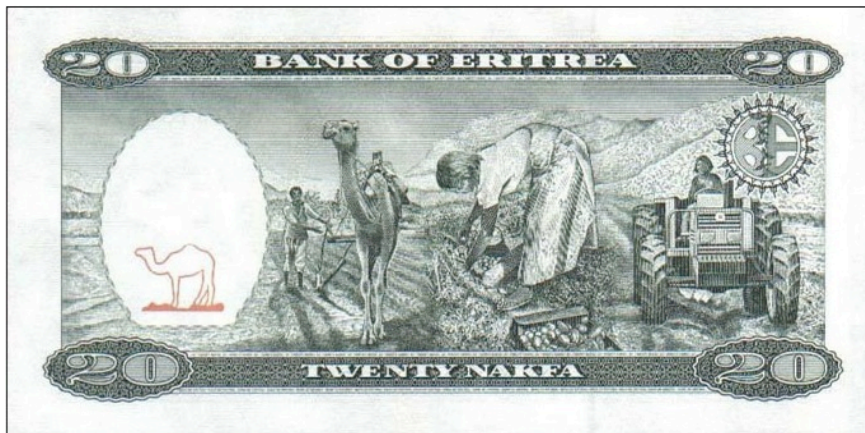
1. Djibouti



2. Egypt



3. Eritrea



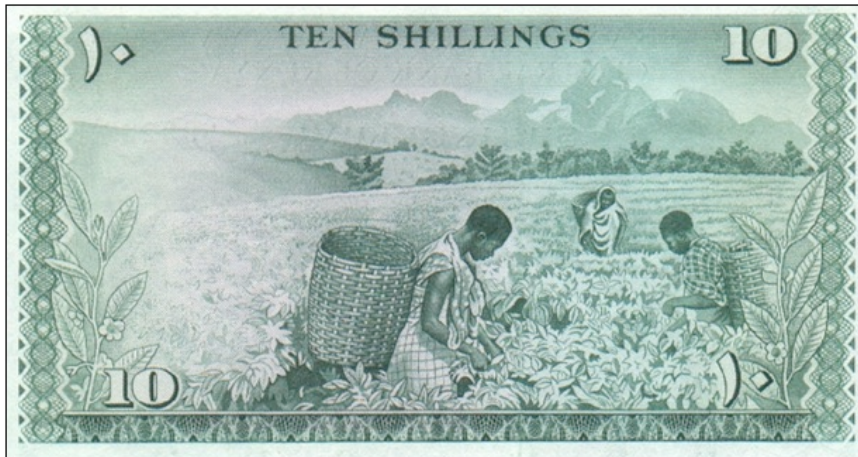
4. Ethiopia



Group 2**1. Ethiopia****2. Ghana****3. Ghana****4. Kenya**

Group 3

1. Kenya



2. Lesotho



3. Liberia

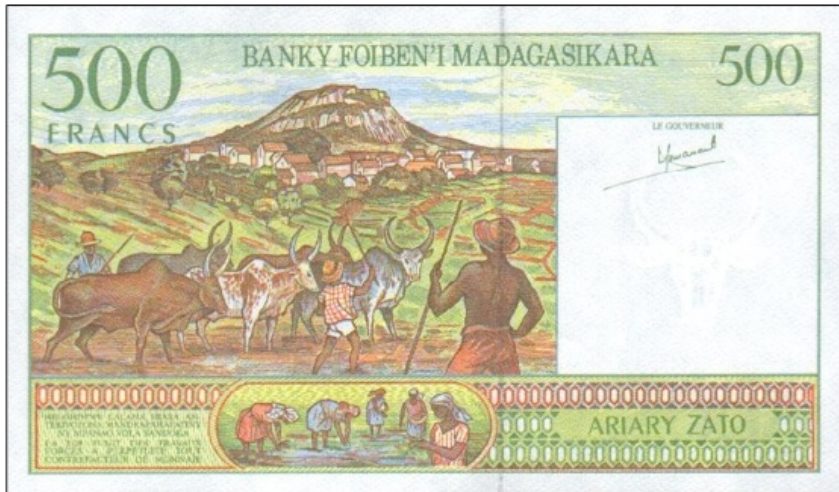


4. Libya



Group 4

1. Madagascar



2. Madagascar



3. Malawi



4. Nigeria



Group 5**1. Rwanda****2. Sierra Leone****3. Tanzania****4. Uganda**

Group 6**1. Uganda****2. Zambia****3. Zambia****4. Zimbabwe**

ADDITIONAL ACTIVITY

Puzzle Wall Map

[NOTE: The Puzzle Wall Map can be used as an additional activity during or after both activities in Lesson 1 and during or after Activity 2, Lesson 2.]

The *Puzzle Wall Map* features a map of Africa with a numbered grid covering the continent. There are 23 separate pieces of the map. When assembled, the map is approximately 30"W x 40"H. All materials for the map are located in the *Resources* section.

Lesson 1: Unearthing Stereotypes

PREPARATION

1. Make copies of the 23 separate *Puzzle Wall Map* pieces located in the *Resources* section. Make one copy of the *Puzzle Wall Map Grid* for every three or four students. Have about five tape dispensers ready for students to share in groups. (Optional) Have a world map on hand to help students assemble the map.
2. Create even puzzle pieces by cutting along the outer black lines of each of the 23 square copies.
3. Clear a 30"W x 40"H wall space for the map in your classroom.
NOTE: If you have enough wall space, you may choose to have students assemble two separate Puzzle Wall Maps: one for use with the Lesson 1 photographs and the other for use with the Lesson 2 bill images.

DURING OR AFTER ACTIVITY 1

1. Split the class into groups based on the way you have decided to divide up the map based on the *Puzzle Wall Map Grid*.
NOTE: The map could be divided up a variety of ways, including horizontally into six groups for each square across, or vertically into five groups for each square down. Alternatively, you could have three larger groups by dividing the continent into three portions:
 - **Western Pieces: 1, 2, 5, 6, 10, 11, 15**
 - **Eastern Pieces: 3, 4, 7, 8, 9, 12, 13, 14**
 - **Southern Pieces: 16, 17, 18, 19, 20, 21, 22, 23**
2. Distribute at least one puzzle piece to each student and one *Puzzle Wall Map Grid* to each group. Hand out tape for each group to fasten their pieces together.
3. Give students time to complete their portion of the map using the *Puzzle Wall Map Grid* and possibly a world map.
4. Bring the class back together and select a representative from each group to connect their portion of the map with the other groups' portions.
5. Post the map where students can access it for future activities.

Lesson 1: Unearthing Stereotypes

PREPARATION

1. Make one color copy of each page of the *Teacher Answer Sheet: Puzzle Wall Map*. Have a tape dispenser and a world map ready.
2. Cut out each photograph.

DURING OR AFTER ACTIVITY 2

3. After discussing each photograph or after discussing all of the photographs, have the class identify the country of the respective image(s) using a world map.
4. Have student volunteers attach each photograph to the appropriate country on the *Puzzle Wall Map*. You may also choose to label each country during this process.

Lesson 2: African Money

PREPARATION

1. Make one color copy of each of the six *Student Bill Handouts*. Have a tape dispenser and a world map ready.
2. Cut out the individual bills from each handout.

DURING OR AFTER ACTIVITY 2

3. After each student presentation or after all student presentations, distribute the appropriate bill to each presenter.
4. Have the class help each student identify his or her country using a world map.
5. Have each student attach his or her bill to the appropriate country on the *Puzzle Wall Map*. You may also choose to label each country during this process.
[NOTE: Some bills might be larger than the countries on the map. Decide whether to cover the entire country or to place a bill on the wall next to its respective country.]

ADDITIONAL ACTIVITY
Lesson 1, Activity 2

Stereotypes of Teenagers Mini Lesson

1. Brainstorm with the students and make a list of all of the stereotypes, or common things that come to mind, about teenagers. Have them think of all the stereotypes of teenagers represented on TV and in movies. Write them on the board.

Common responses: Teenagers wear weird clothes, try to look cool, are bored all the time, smoke, yell at their parents, talk on the phone all the time, are in gangs, use bad words, have tattoos, pierce their faces, etc.

2. Ask students if they think all teenagers are like this. Are there any teenagers they know personally who do/have all of these things? Do they know any teenagers who DO NOT match up with a few or many of these things?

ADDITIONAL ACTIVITY
Lesson 1, Activity 2

The Nacirema

MATERIALS:

- **Miner, Horace. (1956). "Body Ritual among the Nacirema." *The American Anthropologist*, 58:503-507. Print.**

You can access a digital copy of the "Body Ritual among the Nacirema" at:

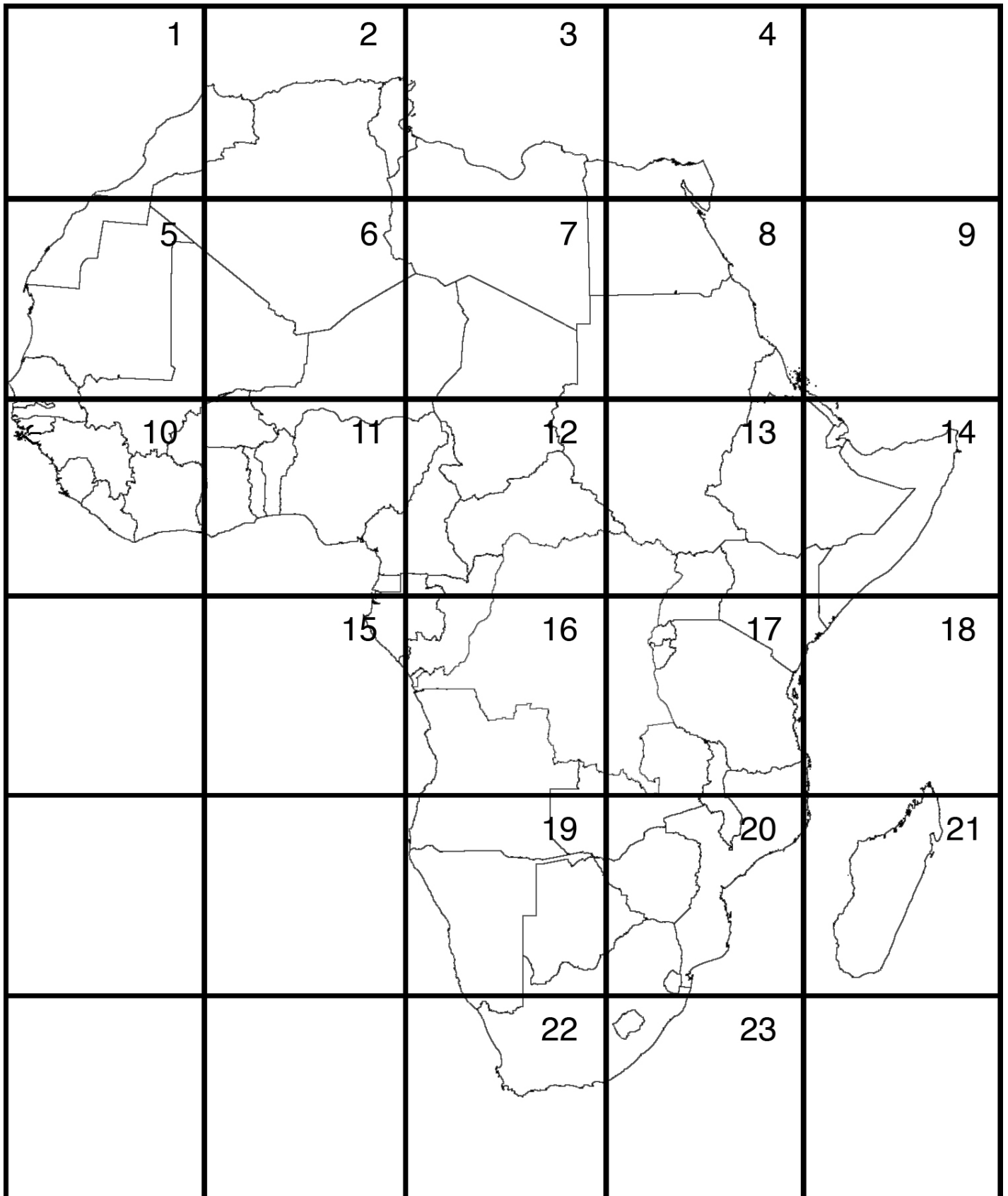
<https://www.msu.edu/~jdowell/miner.html>

Or, you can access this link from the Project Look Sharp Web page for *Introducing Africa*.

- **Peterson, Sandra. *Engaging Students through Global Issues: Activity-Based Lessons Actions Projects*. Facingthefuture.org: 2006. Print**

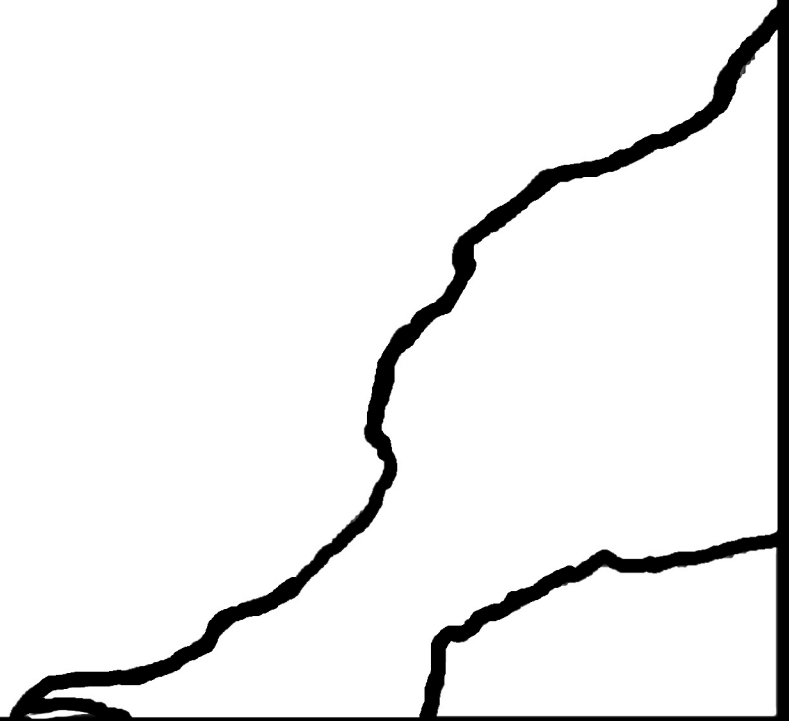
1. For upper elementary students, introduce a lesson using Horace Miner's work about Nacirema, or "American" spelled backwards. In *The Nacirema: Readings on American Culture*, Miner describes a culture with very odd and exotic behaviors, manners of dress, and habitats; gradually, students will realize that he is describing American culture.
2. Related lesson plans are available through many sources, including *Engaging Students through Global Issues: Activity-Based Lessons and Action Projects* (ISBN 9780971100558).

PUZZLE WALL MAP GRID

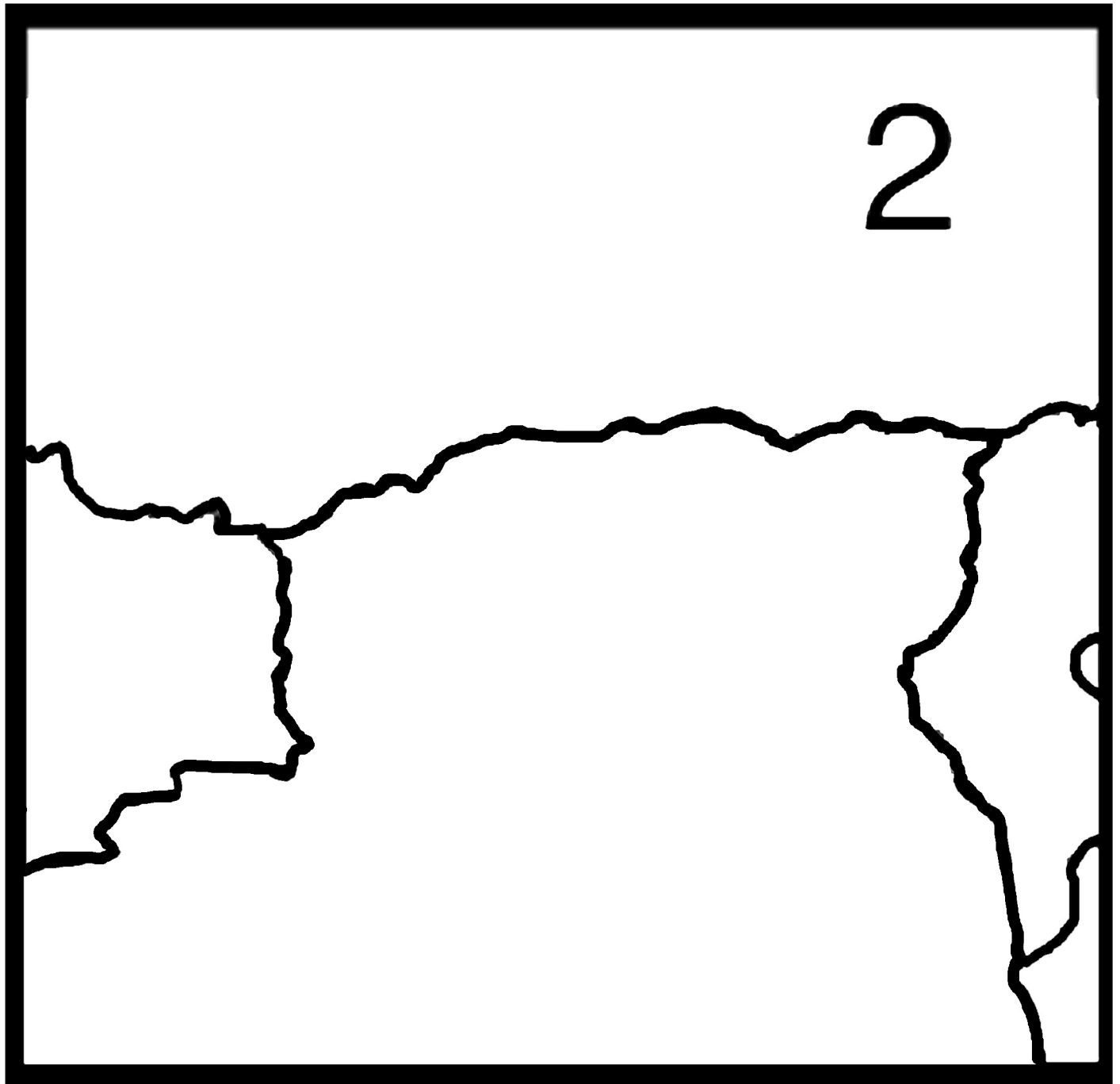


Piece 1

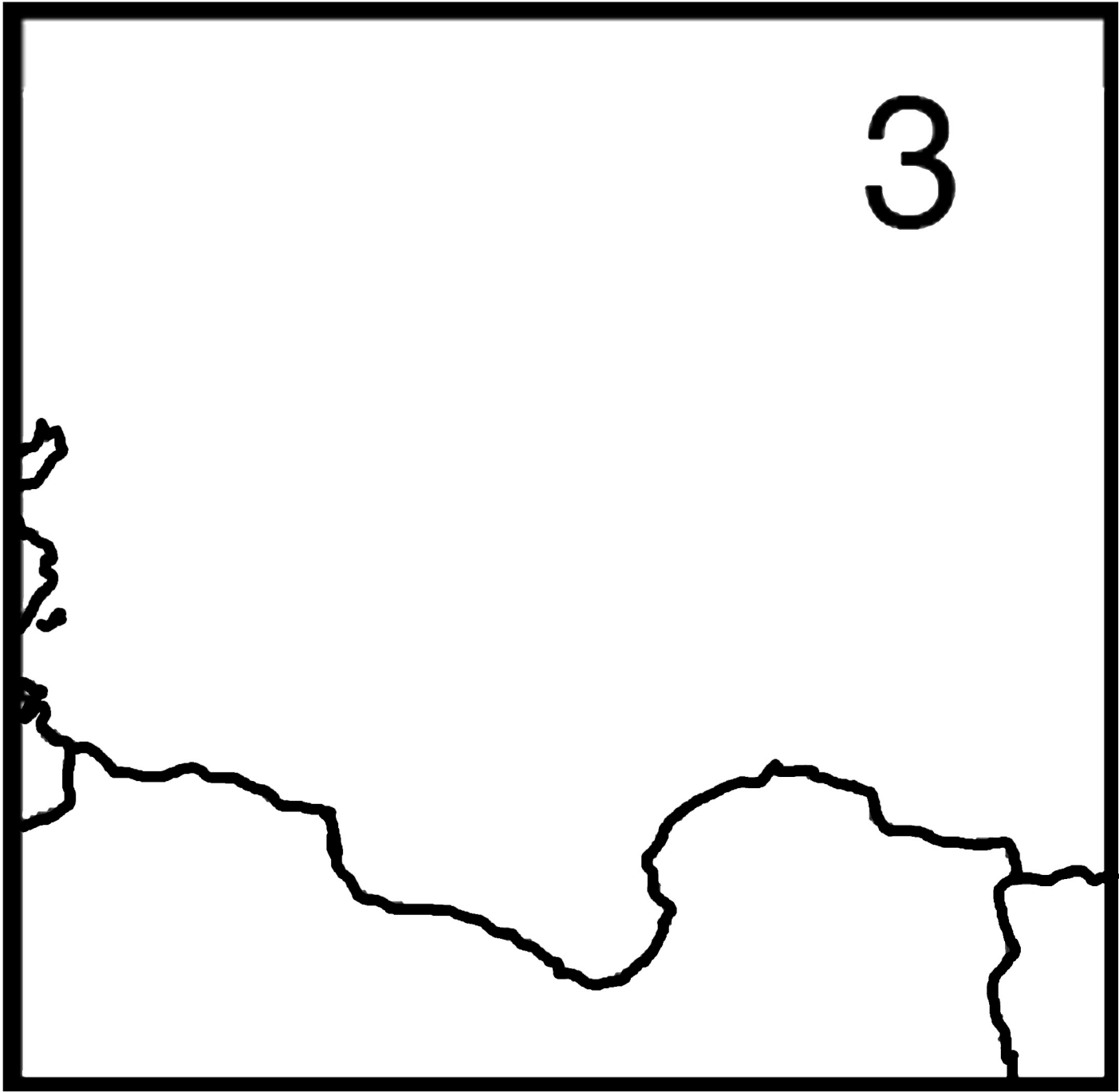
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Piece 2

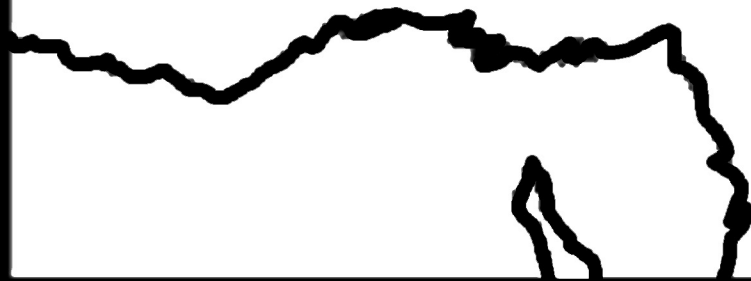


Piece 3

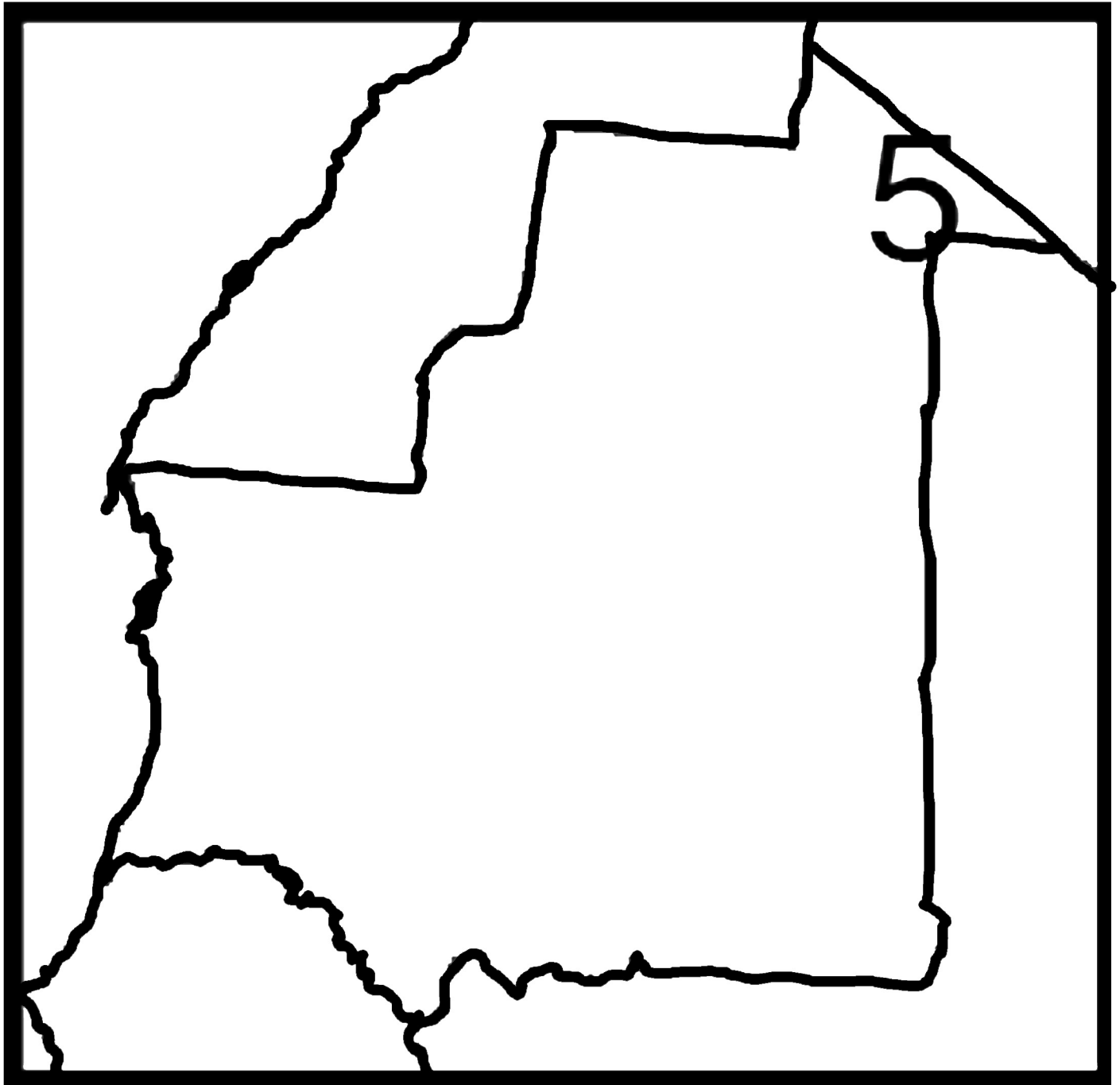


Piece 4

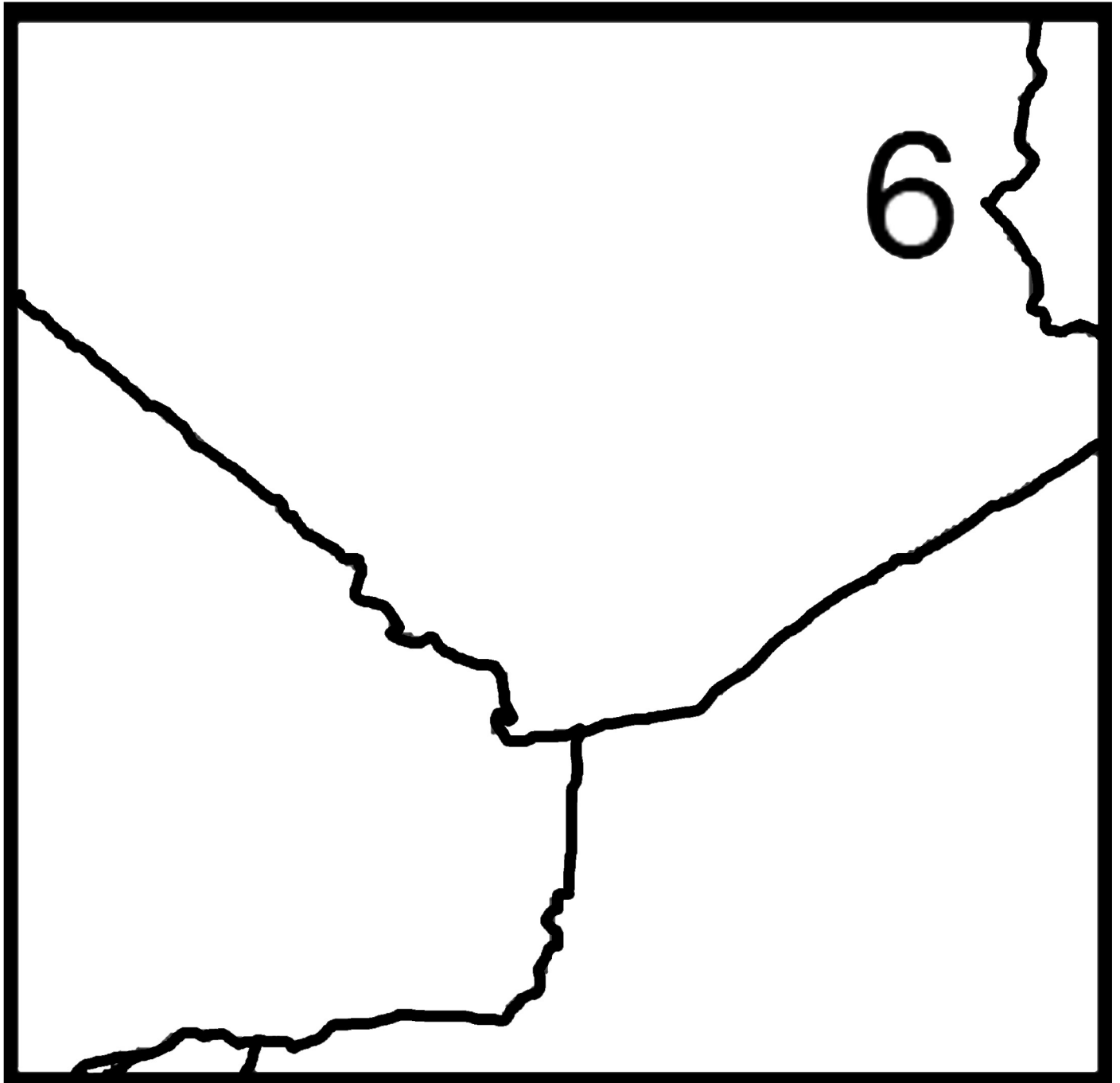
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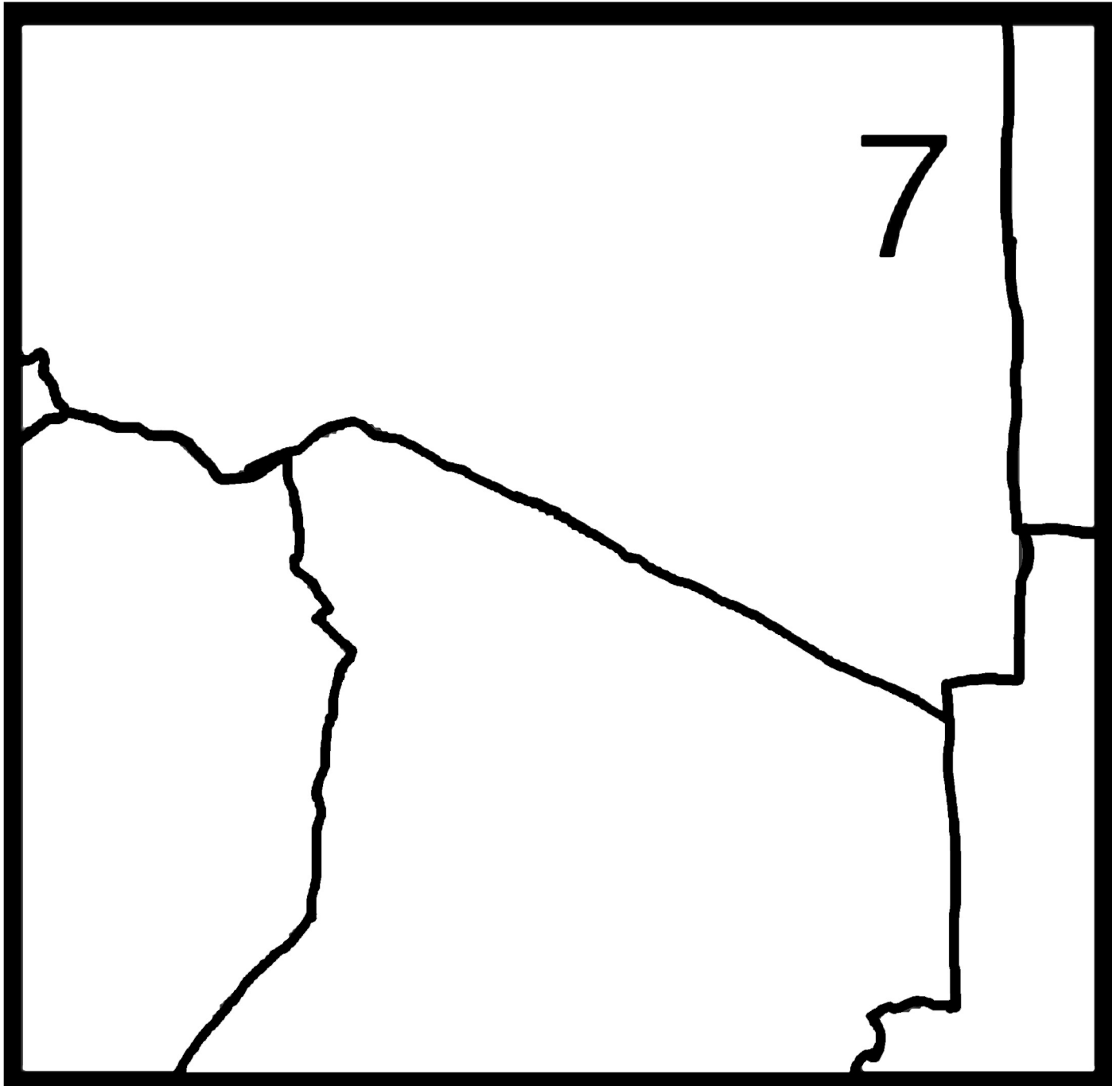
Piece 5



Piece 6



Piece 7



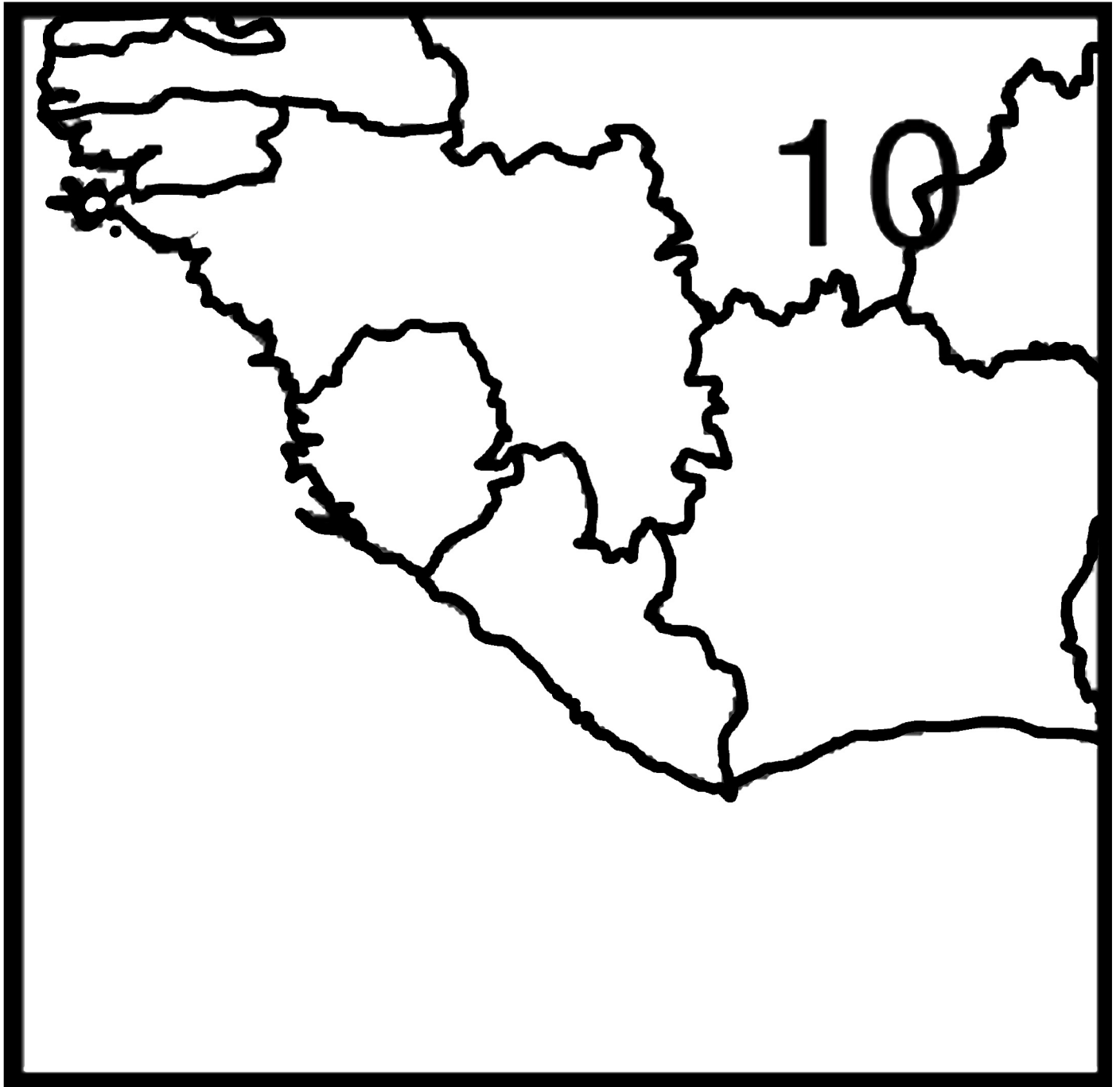
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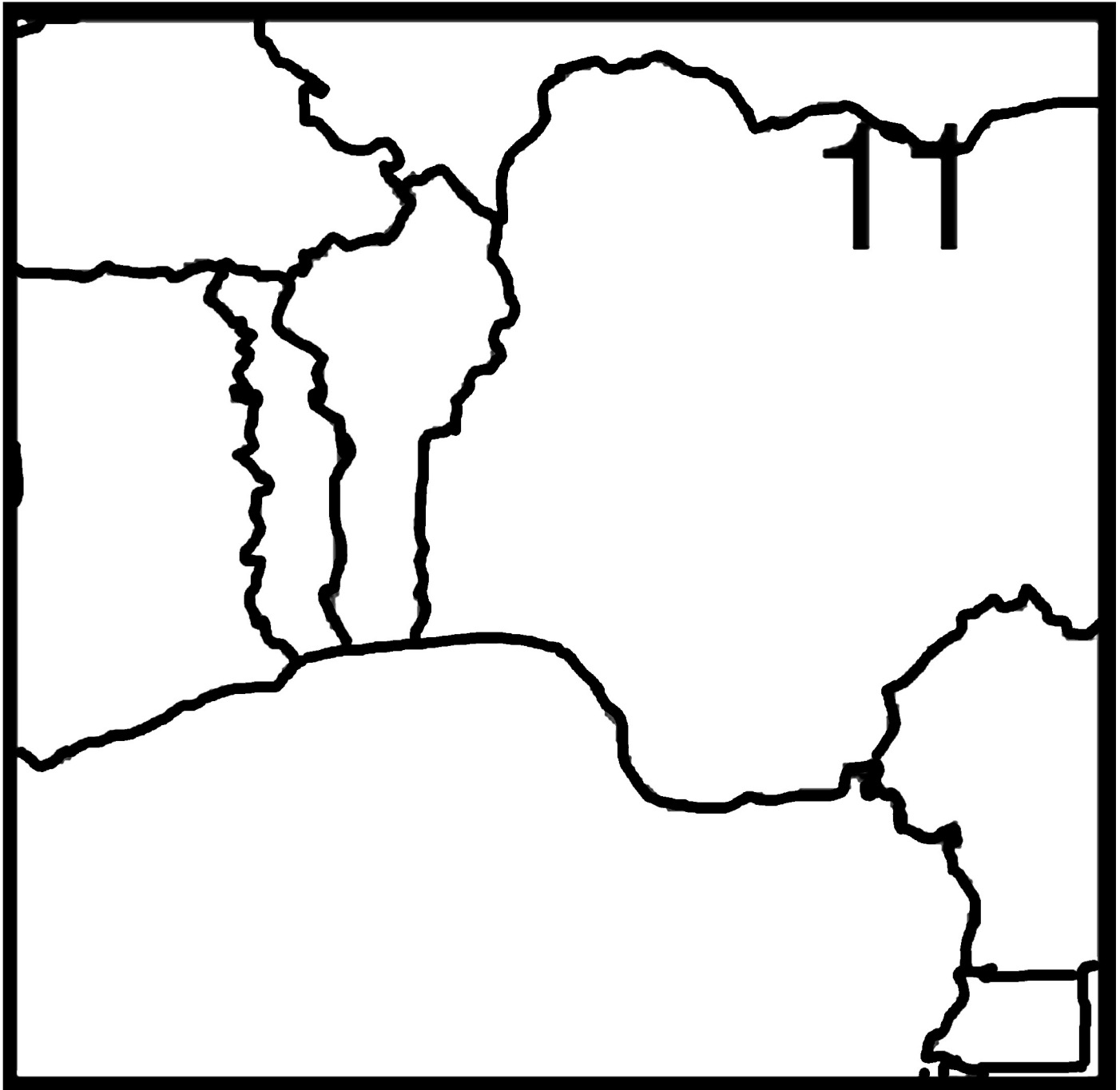
Piece 9

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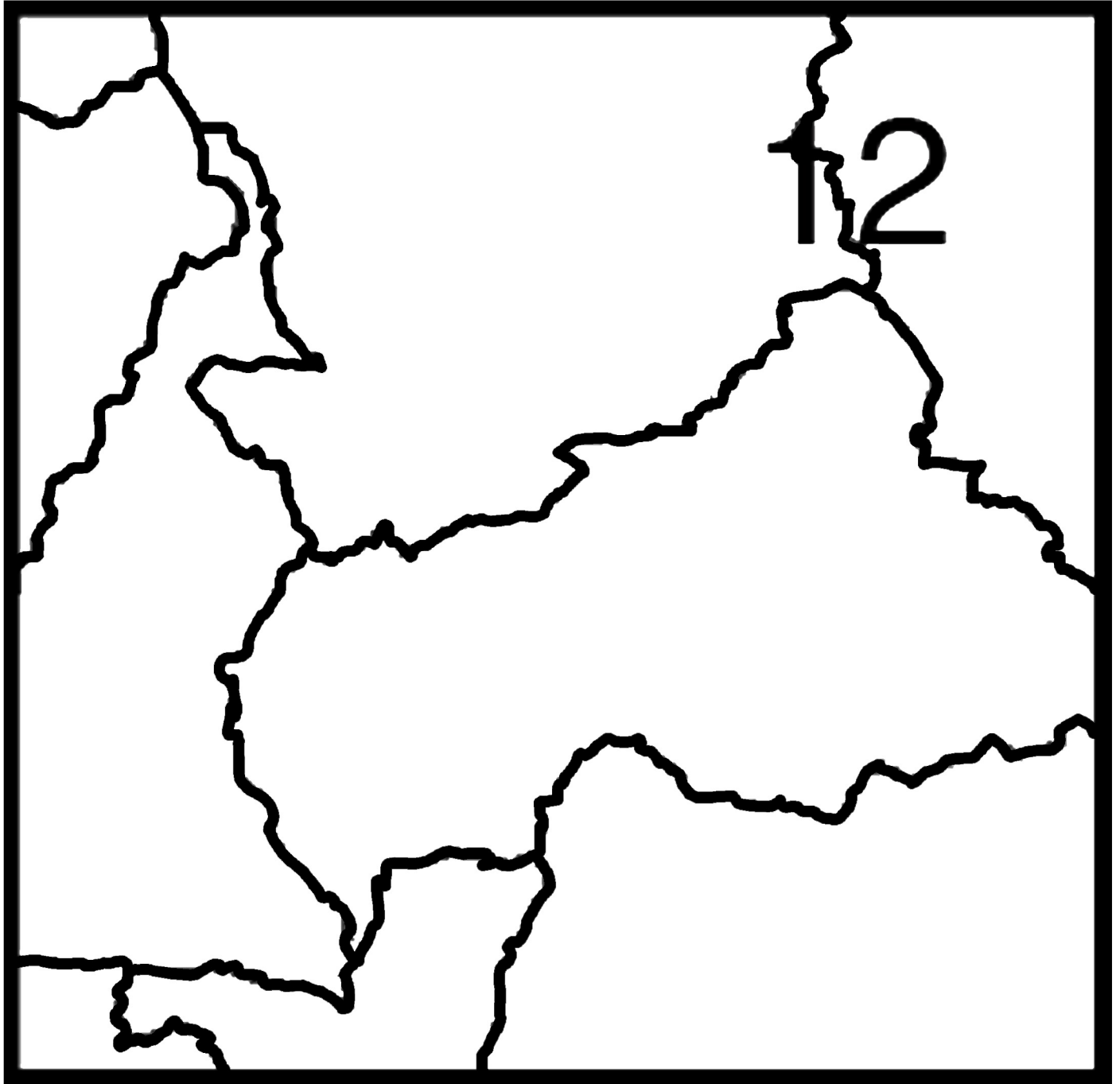
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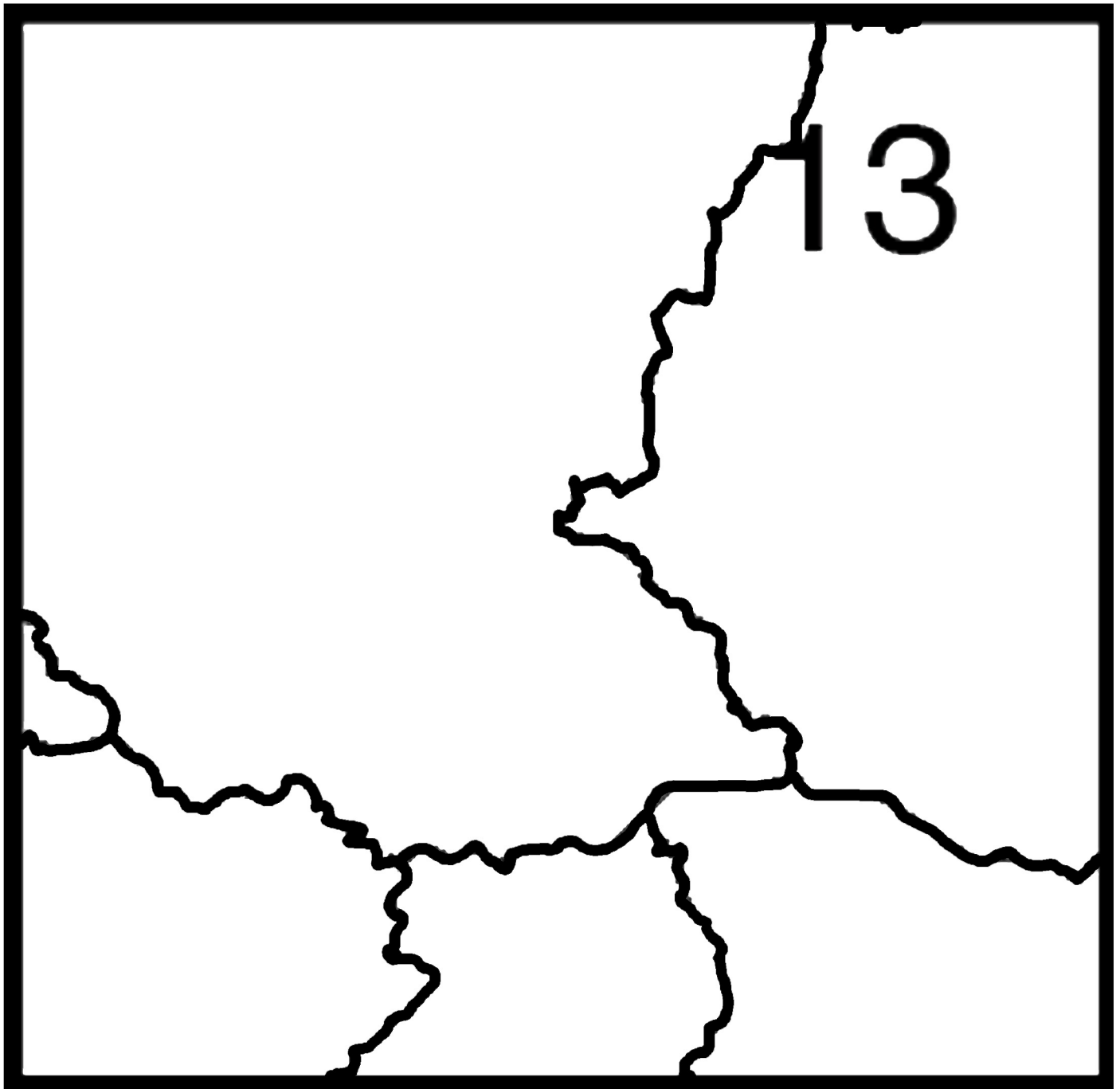
Piece 11



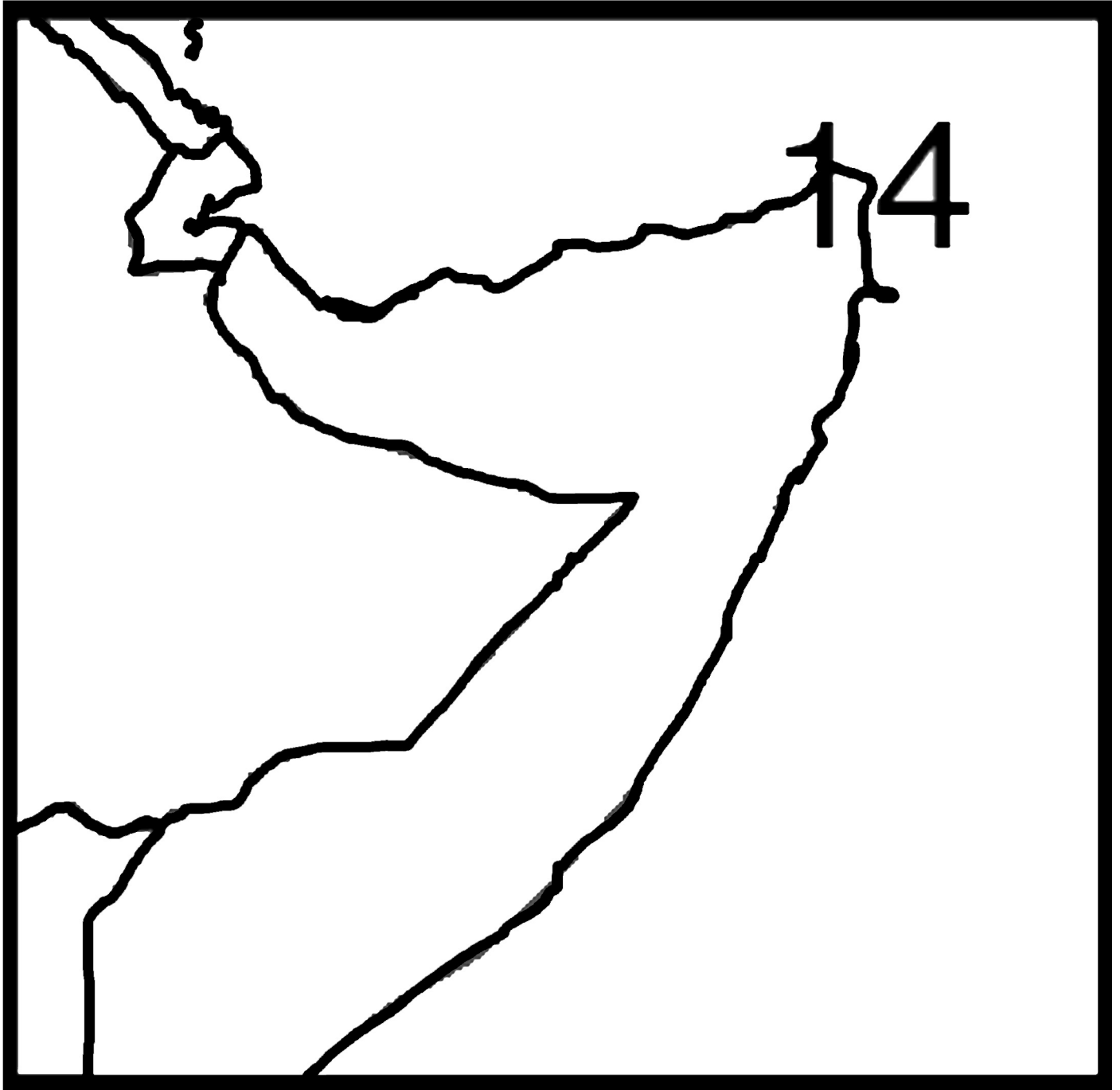
Piece 12



Piece 13



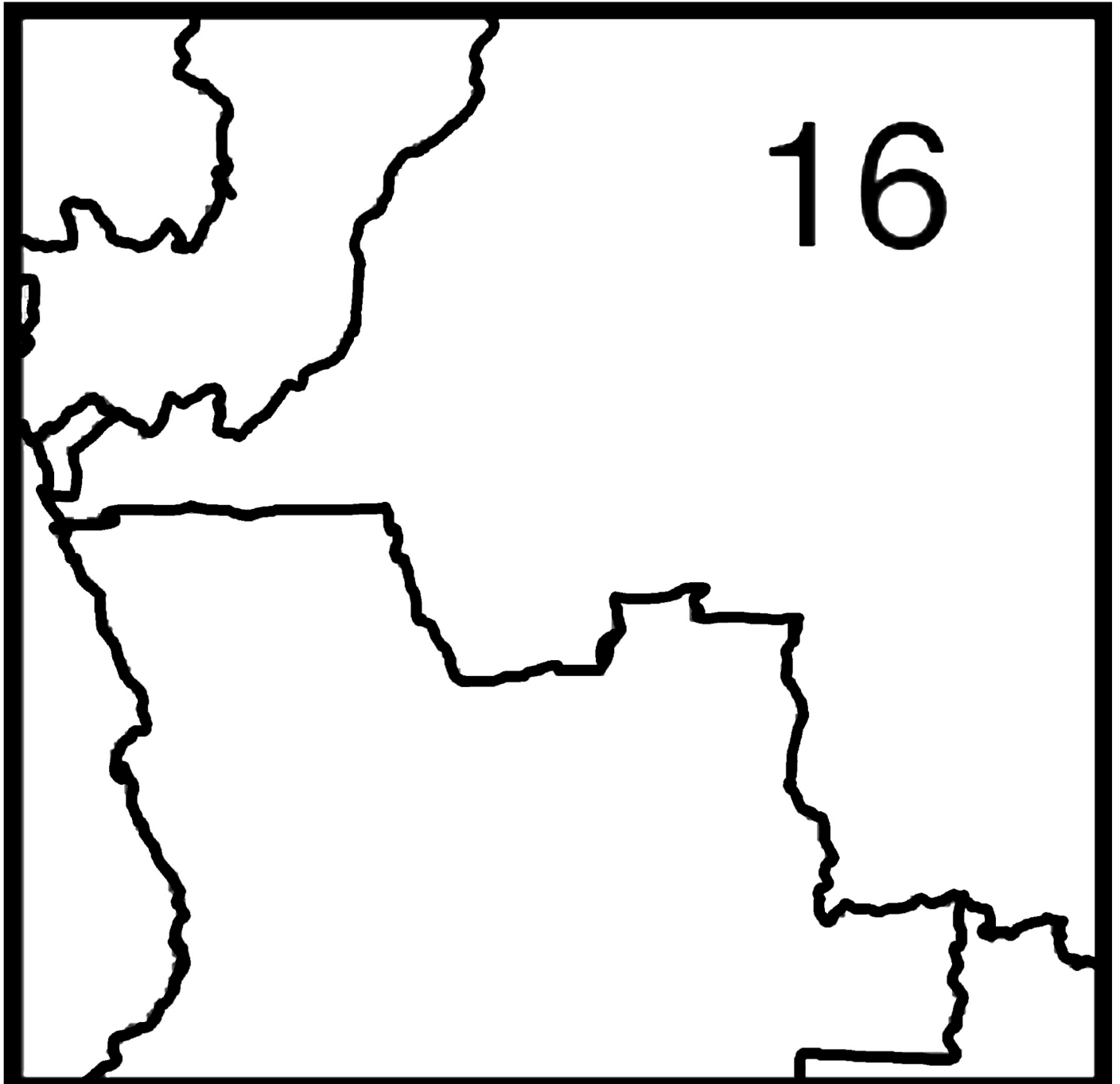
Piece 14



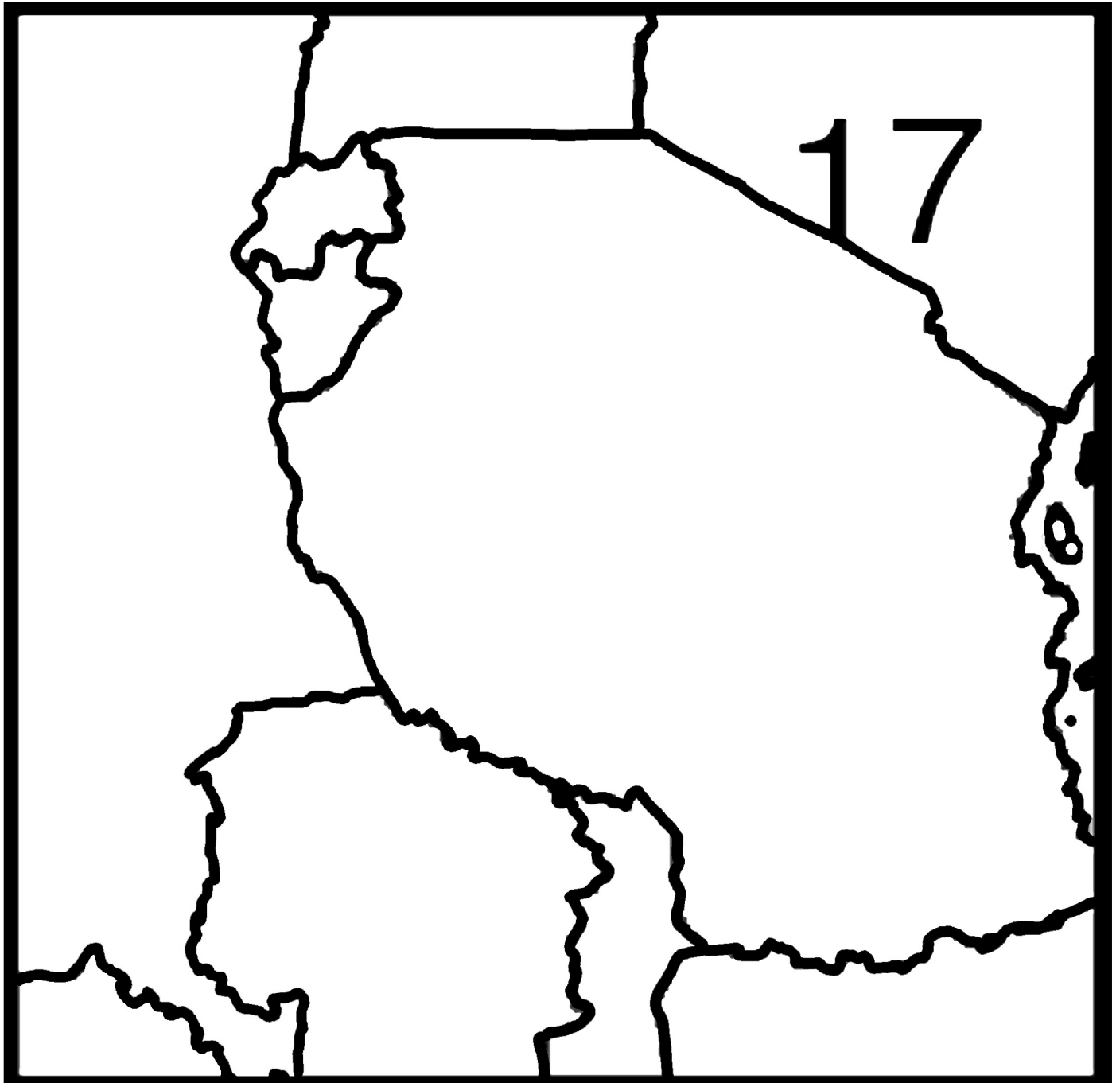
Piece 15

15

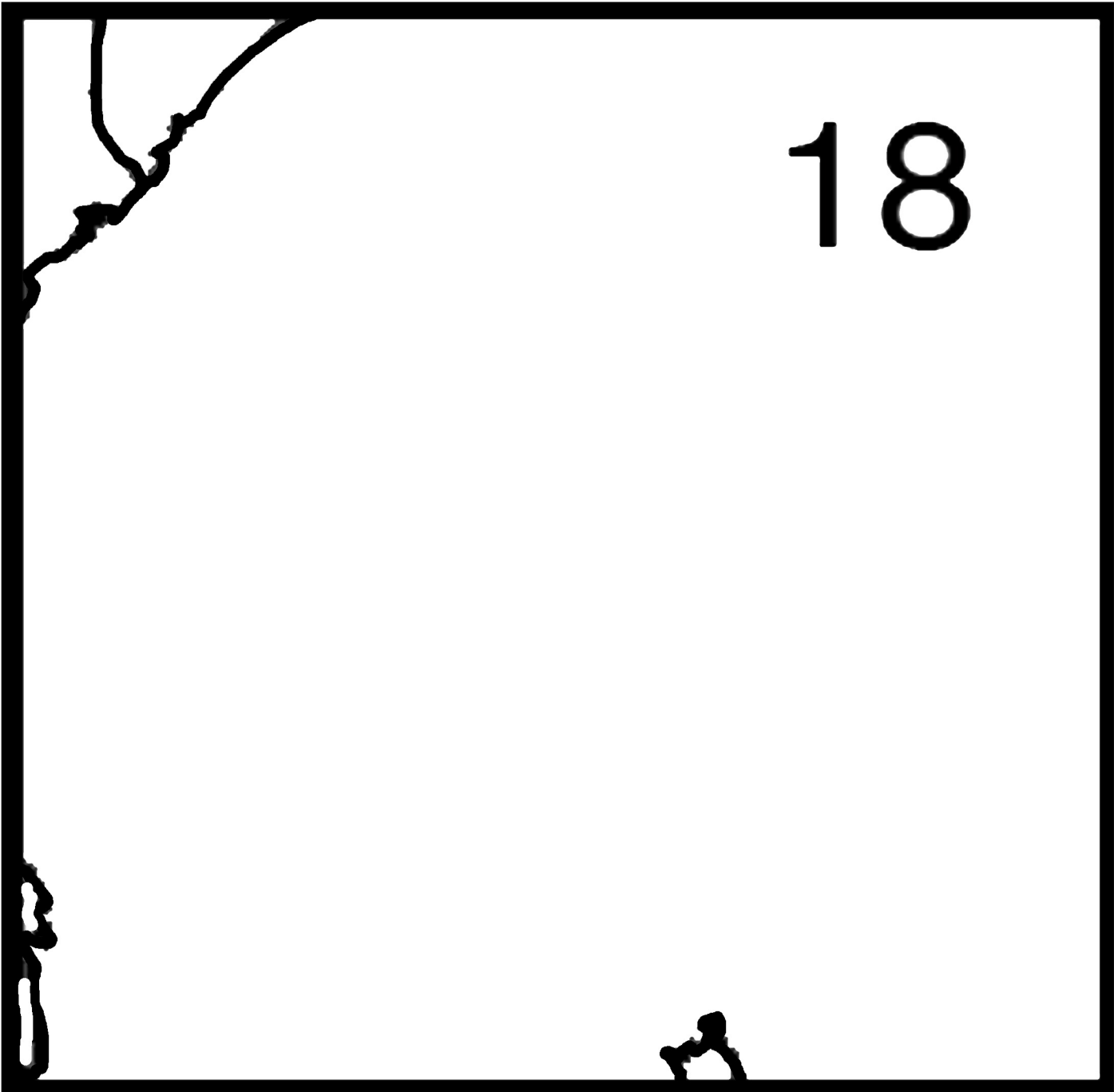
Piece 16



Piece 17



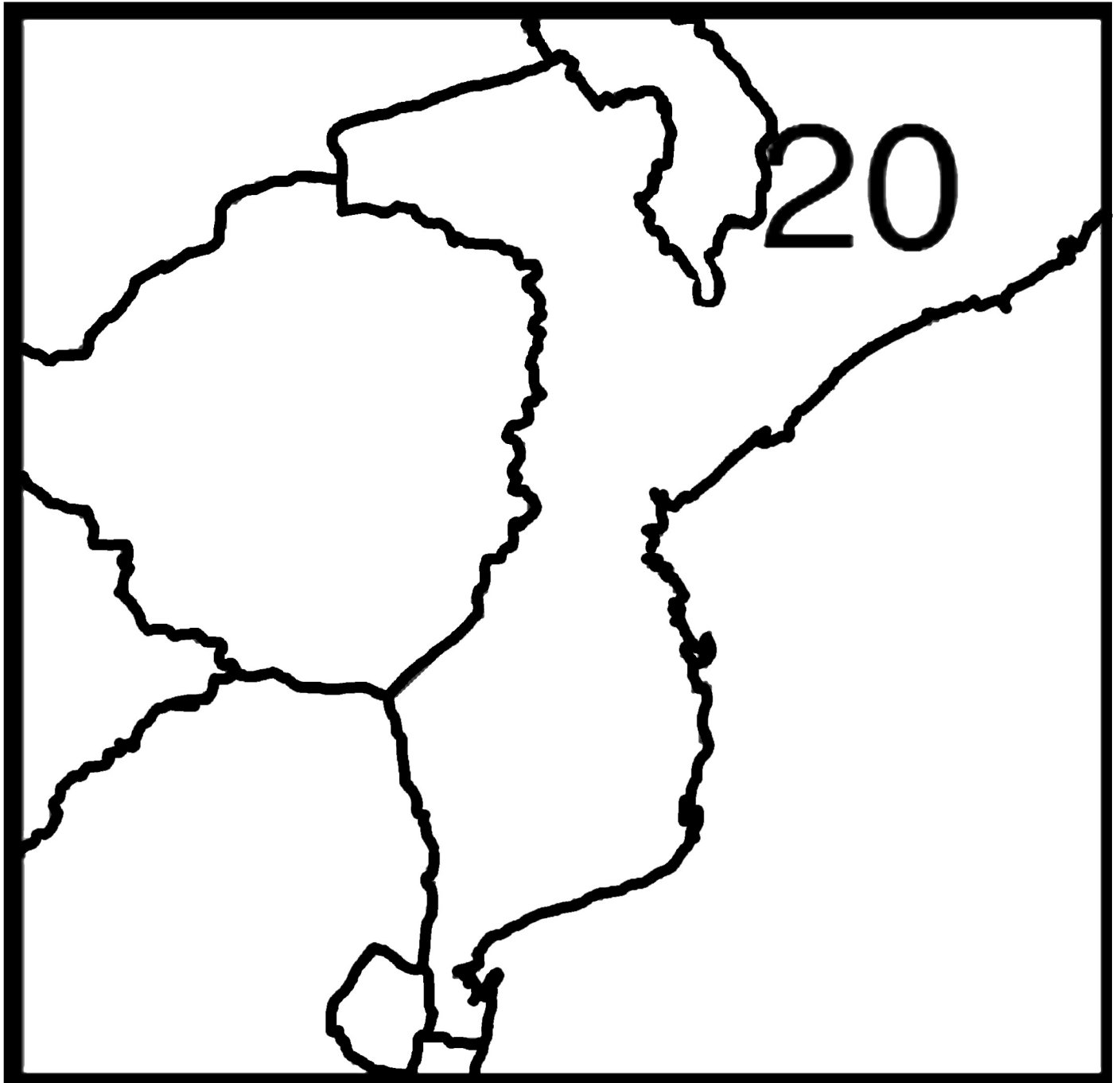
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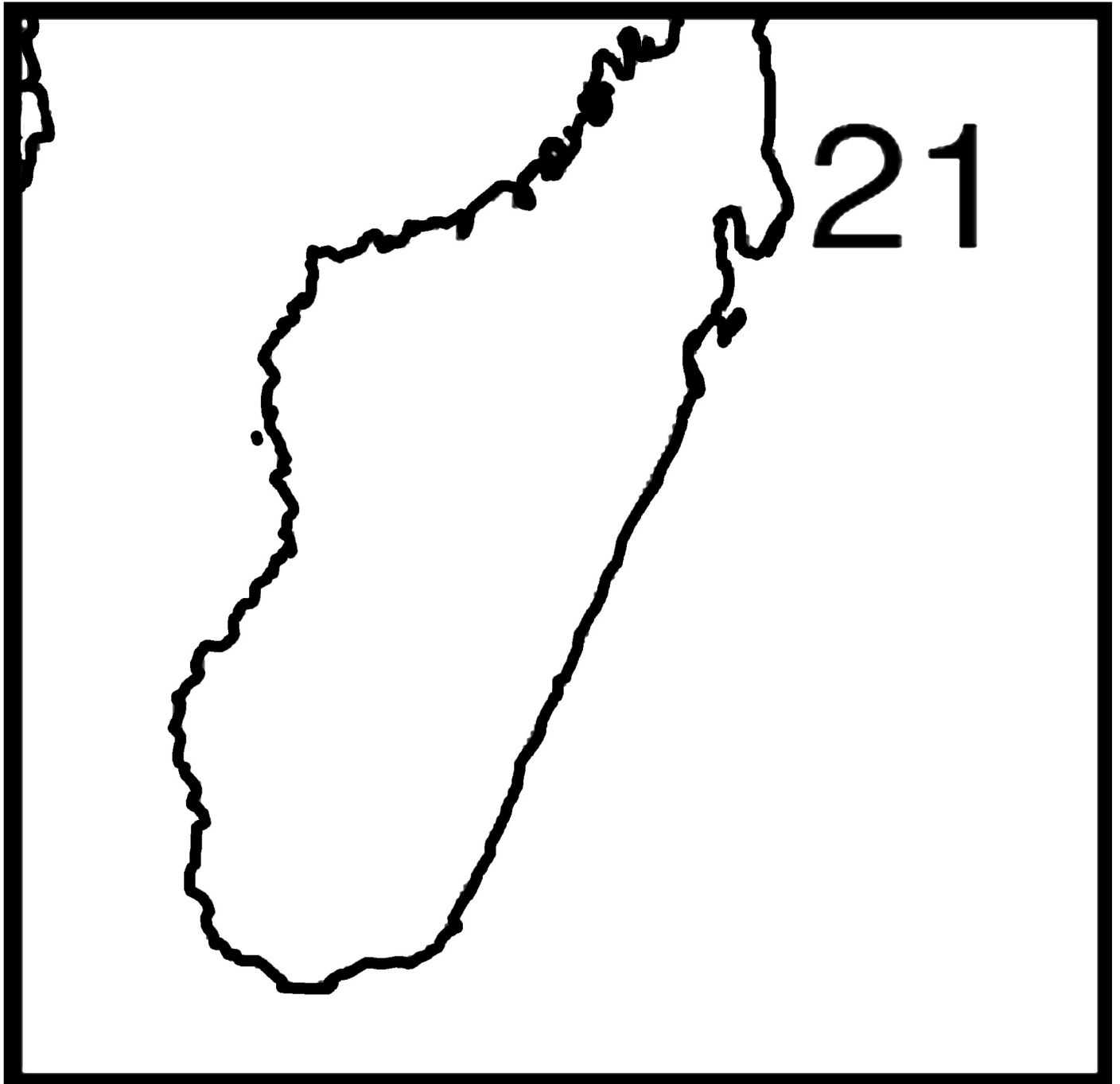
Piece 19



Piece 20



Piece 21

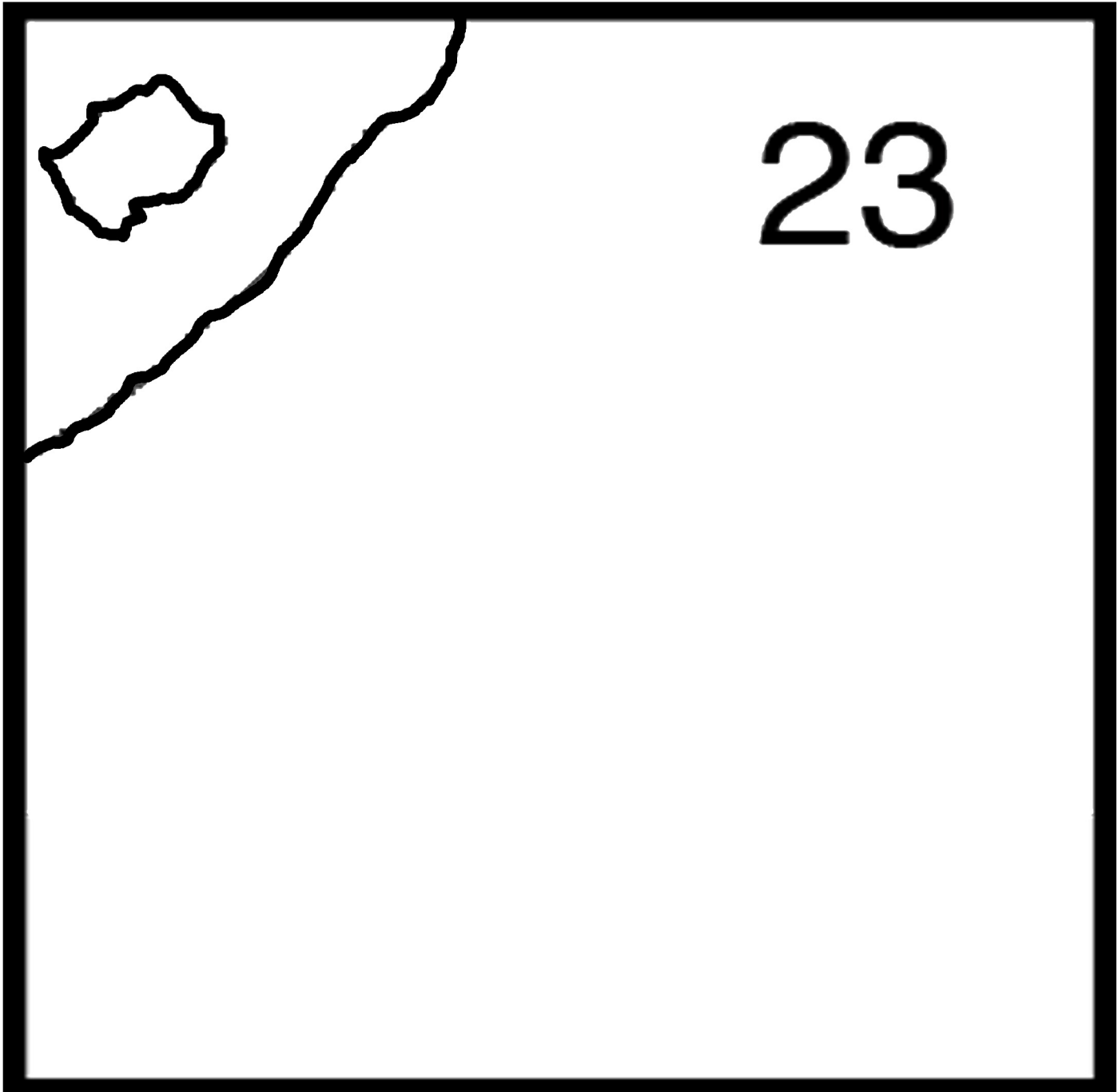


Piece 22



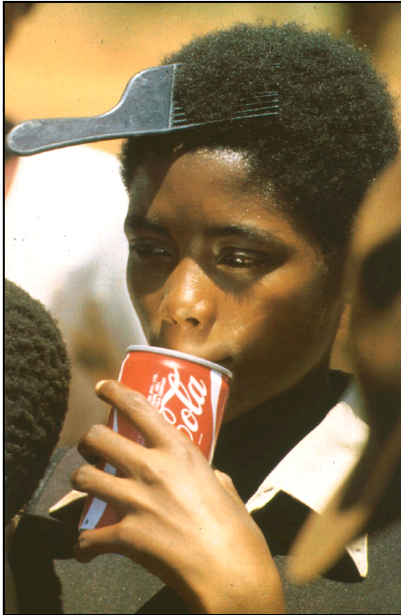
22

Piece 23



Teacher Answer Sheet: Wall Map

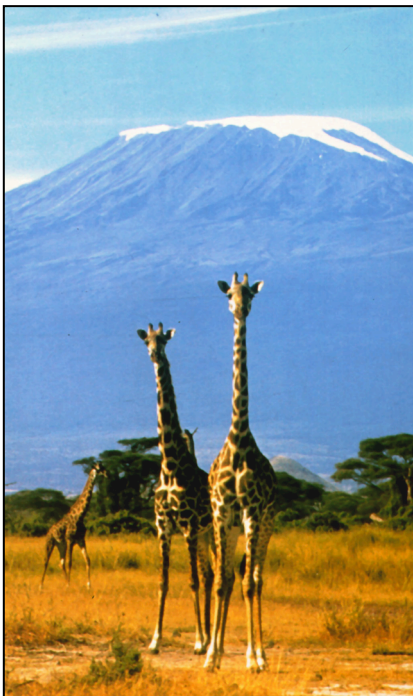
The photographs from Lesson 1, Activity 1 have been enlarged for use with the *Puzzle Wall Map*. For more information, see *Additional Activities* in the *Resources* section.



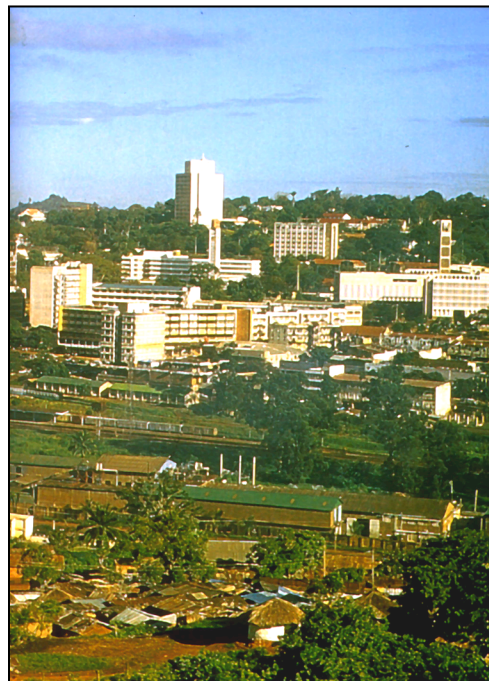
1. South Africa



2. Jambiani Beach, in
Zanzibar, Tanzania



3. Tanzania



4. Kampala, Uganda



5. South Africa



6. Fez, Morocco



7. Tunisia



8. South Africa



9. Zimbabwe



10. Egypt



11. Uganda



12. The Gambia

