

Bianca Elliott Summer 2009, Teacher Summer Institute , University of Kansas

Lesson Title Victors...not Victims

Class and Grade Level(s)

World History, African Studies, Women's Studies...High School

Goals and Objectives

The student will be able to:

Identify present understanding of women in Africa.

Identify famous African women from different regions of Africa and in different capacities.

Understand that African women are not all victims but are leaders in various roles and are not all Black.

Understand that African women are involved in many areas of life and improving life in these areas/capacities.

Curriculum standards addressed

KS-World History

The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

KS-Geography

The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Time required/class periods needed

This lesson will need approximately 2 class periods or 1 block period.

Primary source bibliography (not all of these women have primary source information available at this time. Therefore, the following is provided as a beginning for further information. Discussion may be presented regarding why it is difficult to find information about this women from the “traditional” sites.)

<http://www.bookrags.com/biography/miriam-makeba>

<http://www.charlizetheron.com>

<http://africanhistory.about.com/library/weekly/aa021402a.htm>

http://nobelprize.org/nobel_prizes/literature/laureates/1991/gordimer-bio.html

http://www.witness-pioneer.org/VMagazine/The_Pioneer/v1i1/24.Zaynab_Al_Ghazali.html

http://www.aui.ma/personal/~991BE736604/women_movements_in_morocco22.htm

http://en.wikipedia.org/wiki/Maryam_Hassouni

http://www.absoluteastronomy.com/topics/Flora_Nwapa#encyclopedia

<http://www.answers.com/topic/agbani-darego>

<http://africanhistory.about.com/od/liberia/p/Sirleaf.htm>

<http://www.answers.com/topic/oumou-sangar>

<http://www.answers.com/topic/winnie-madikizela-mandela>

Other resources used

Internet to access images and information from Africa

Required materials/supplies

Paper for students

Overhead or something to record discussion points

Map of Africa

Vocabulary

Apartheid

Stereotype

Bias

Procedure

DAY 1:

Have the students (individually, groups, or as a class) identify the major regions of Africa on a map. Record the information on a master/class size map of Africa. Then have the students (individually, groups, or as a class) identify one famous African woman from each region. The students may select from all roles such as President, filmmaker, singer, poetess, etc. Combine the results on a master/class size map of Africa. Discuss what is found. Did students identify one woman per region? Were there any groups over/underrepresented in the selection of famous women? Were there any patterns to the listing? If there was trouble identifying women in a region or a role, ask the students why that might be. Were there any women/roles that surprised the students? Inform the students that they will see a short PowerPoint presentation of a few famous African women in many roles, from different time periods, and from many parts of Africa. They are to make notes as they see the images recording what is shown them and what they feel as they view the slide show and listen to information about that woman. Specifically, guide the students to review stereotypes and roles as well as any negative imaging of the women.

View slideshow.

As closure, have the students write/record the observations they have noted with what they previously listed as an individual/group/class. Inform them there will be a discussion over their findings at the next class period.

DAY 2:

Review quickly what the previous class period reported regarding women from Africa. Discuss/record the information from the previous class period emphasizing previous views and stereotypes which may have been held by students. Ask the students to reflect on the PowerPoint presentation of the previous class period. Ask them to share if/how their perceptions changed after viewing the PowerPoint presentation. Note the details on an overhead or board. Guide the students on reflecting upon the information they had before the slideshow and after looking for changes in understanding and perceptions. Have them turn in (rewrite) their reflection notes from the previous period following a modified KWL format. Have them write what they knew before and learned from the slideshow and/or write an editorial on their experience.

Assessment/evaluation

Teacher monitoring of class discussion and participation

Teacher evaluation of the writing assignment (6 Traits if editorial or “check” if done, “check plus” if the student reflects well on the discussion/self-reflection)

Extension Ideas

Have the students write a diary, poem, or create an image of one of the women and assess it on depth of understanding of the viewpoint and time period/political/social climate.

Have the students conduct a policy debate or a discussion group regarding whether it is acceptable for people to view another gender as restricted to one role in a group's geographic or cultural space. This may be extended to discuss the forms of restrictions or expectations for women by men or other women such as culture, religion, or tradition.