

Afro-Probe
A Day in the Life of a Child

Student's name _____



From: <http://images.google.ca/imgres?imgurl=http://worldatlas.com/webimage/countrys/africa/afoutl.gif&imgrefurl=http://worldatlas.com/webimage/countrys/africa/>

Check Out My Life

1. Orientation Activity:

All around the world, children grow up, learning about their world, finding happiness and joy in their communities and dreaming about the future. This is no less true for children in Africa. However, sometimes the images we see on TV focus on disasters, famines, wars and other bad news. We often lose the chance to see everyday life stories.

The goal of the unit is to help you see how much you share with children in Africa. So, in a way, you are also at the heart of these stories. To get started, let's take a peek at your life! Complete the following organizer to be ready to make comparisons, see similarities and understand differences when you read the unit components.

Complete the following map, schedule and diary entries to begin to think about your own everyday life. Feel free to personalize each part of the activity—add details and any other special information that will make the description of your life more accurate.

Variant: Create a small photo album with images from your own everyday life.

*Hi, my name is _____ and I live in _____.
(Label the country you live in. Colour your country with a highlight colour.)*



My Weekdays

----- Wake up

 ----- Leave for school

 ----- Classes begin
 ----- Recess break
 ----- Classes continue
 ----- Lunch
 ----- Classes continue
 ----- Dismissal
 ----- Return home

 ----- Dinner

 ----- Bed time

- I attend _____ (name of School) in _____ (location). To get to school, I _____
- My father/mother work as _____
- Here is a picture of my home: (quick sketch or photo)

- In the kitchen, you will find _____

When I go to a nice family event, I wear _____

Ndidi

Hi! My name is Ndidi and I come from Nigeria. I am a member of the Igbo people, and my name means "Patience". My family and I come from a village on the outskirts of the capital city of Abuja, but now we live in the port city of Lagos.



It's my pleasure to share with you a little about my life!

http://www.m-w.com/maps/images/maps/nigeria_map.gif

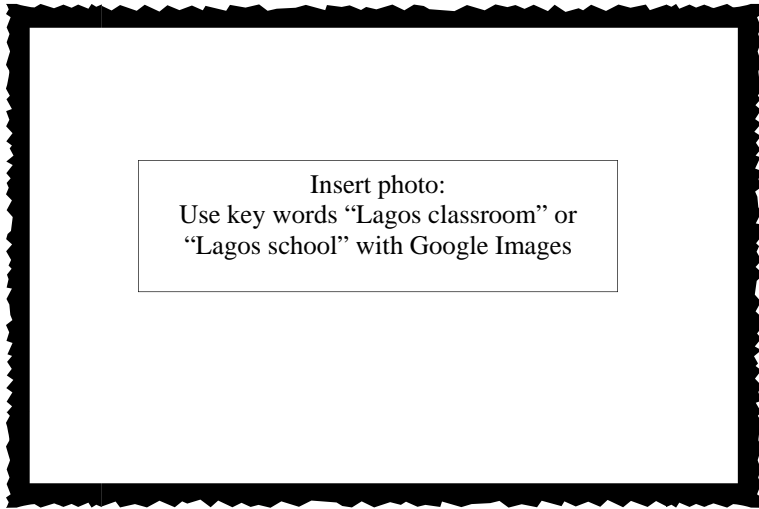
Weekdays

- 5:00 Wake up and wash up
- 5:30 Help light stove to boil water, chores
- 6:00 Quick breakfast
- 6:30 Help grandfather get dressed.
- 7:00 Leave for school
- 7:30 Supervised study period
- 8:00 Classes begin
- 10:00 Recess break
- 10:15 Classes continue
- 12:00 School lunch
- 1:00 Classes continue
- 4:00 Dismissal
- 4:30 Return home
- 5:00 Fetch water, my sisters help prepare dinner
- 7:30 Dinner
- 8:00 Do dishes
- 9:00 Study if we have candles to spare
- 10:00 Bed time

1. *I feel very lucky that I am able to attend school. We have a great teacher who teaches us all of our subjects. I enjoy math the most!*

Insert photo:
Use key words "Lagos classroom" or
"Lagos school" with Google Images

2. *Our school recently acquired 3 new computers, and I really love using the Internet when I get the chance! Some schools have much less equipment.*



3. *My favourite sport is soccer. We all have our favourite teams, and mine is the Super Eagles! I wish you could have seen them play last weekend! They are amazing!*



4. *When I get home from school, I fetch water from a community tap for my mom. I have two sisters and two brothers. We live with my parents and my grandfather who is quite old. But our house is always full of people—cousins, friends! People just arrive to visit. The door is always open!!*



5. *My sisters help prepare our evening meal. Everyone here cooks on a coal stove. People who aren't careful could start fires, and this is why our kitchen is in a small hut separate from our house. There are often guests for dinner. Somehow there is always room for one more!*



6. *Last weekend our whole family went back to our old village near Abuja for the wedding of our maternal aunts. My sisters and my mother, of course, insisted on having their hair done at their favourite hair salon!*

See the BBC photo essay entitled
"Beauty and Style" at
<http://news.bbc.co.uk/2/hi/africa/3909787.stm>
and insert an appropriate photo.

7. *Family is so important to us. Everyone is invited to the celebration! And everyone dresses in their best clothes. The men wear _____, and the women wear _____.*

Read the BBC photo essay entitled
"Igbo Wedding" at
<http://news.bbc.co.uk/2/hi/africa/3909787.stm>
and insert an appropriate photo.

8. *My favourite part of the wedding was when*

Insert photo from
Igbo Wedding

9. *Of course, we stayed for the whole weekend. On our way back to Lagos, we passed the National _____ in Abuja. What a perfect end to a great weekend!*

Insert photo from the BBC photo essay
entitled, "Landscapes" at
<http://news.bbc.co.uk/2/hi/>

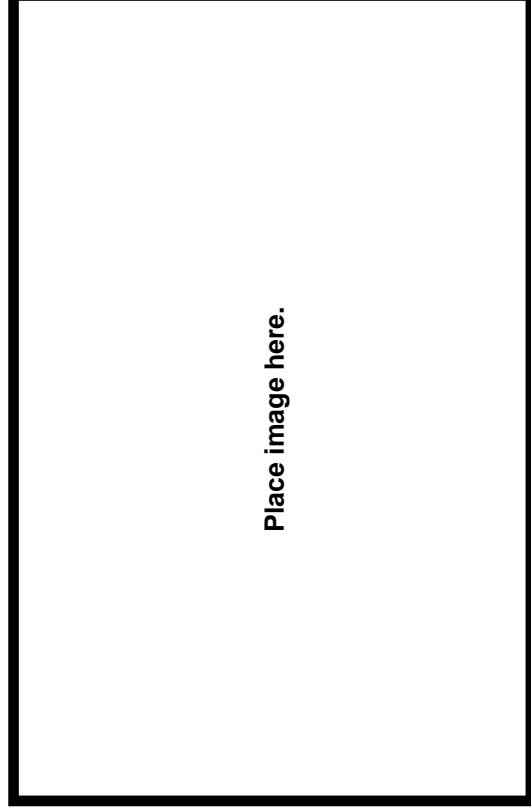


Positive Image Reflector



Many of the images that have dominated the media about Africa have often left the viewer with the impression that Africans are poor, dependent on others, victims or perpetrators of violence and living tragic lives. While it is true that contemporary Sub-Saharan Africa faces monumental challenges, it would be a great mistake to view Africans as uniformly sad, powerless or helpless. Africans live dynamic and positive lives, and make a difference for themselves, their families and their fellow members of society.

Print an image which you believe demonstrates positive energy. Use the indicators to explain why the picture portrays a positive image of Africa. If the image is part of a larger text, explain how words and images combine to create an overall effect.



Place image here.

What is the mood in the picture? Which details help create the atmosphere?

What positive character traits that are demonstrated? How is the beauty of Africa shown?

Does the picture tell a story of Africans independently accomplishing or achieving? Explain how the picture has been framed and shot to provide a positive image.

Does the picture emphasize our similarities rather than / as well as our differences? Explain.

How is text used to highlight meaning? Consider how the placement of text, use of words and choice of fonts contribute to creating meaning.

Why did you like the picture? Why did you personally relate to the topic it presents?



Positive Image Reflector Rubric

Student's name _____

Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
Demonstrate an Understanding of a variety of Media Texts. (Media)	States the meaning which is conveyed by text and images brought together in a photo journal with limited effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with some effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with considerable effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with thorough effectiveness.
Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. (Media)	Explains how individual elements of photojournalism combine to create, reinforce and/or enhance meaning and point of view (e.g. the seamless combination of text, images, colour, different fonts, and different camera angles to create an effect) with limited effectiveness.	Explains how individual elements of photojournalism combine to create, reinforce and/or enhance meaning and point of view (e.g. the seamless combination of text, images, colour, different fonts, and different camera angles to create an effect) with some effectiveness.	Explains how individual elements of photojournalism combine to create, reinforce and/or enhance meaning and point of view (e.g. the seamless combination of text, images, colour, different fonts, and different camera angles to create an effect) with considerable effectiveness.	Explains how individual elements of photojournalism combine to create, reinforce and/or enhance meaning and point of view (e.g. the seamless combination of text, images, colour, different fonts, and different camera angles to create an effect) with thorough effectiveness.
Gather ideas and information to write for an intended purpose and audience. (Language: Writing)	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with limited effectiveness.	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with some effectiveness.	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with considerable effectiveness.	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with thorough effectiveness.
Locate relevant information from a variety of primary and secondary sources (Geography: Inquiry, research and Communication skills)	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with limited effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with some effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with considerable effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with thorough effectiveness.

Wanted

(name of profession)

Text

(Refer to your notes and include the skills, personal qualities and any other relevant information you feel would be helpful. Include a visual image to accompany your ad.)

For further information, contact:

For Sale

(Product)

Text

(Product description. Refer to your notes and the original reading. Be sure to include a price as well as any other relevant information which would be helpful. Consider including a visual image.)

For further information, contact:

Employment 1: Kora maker

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. **Kora** (n) - a traditional harp made by the Mandinka people
2. **Reknowned** (adj) - famous
3. **Calabash** (n) - a hollowed out shell of a fruit
4. **Mandinka** (n, adj) - an ethnic group that descends from the ancient kingdom of Mali. Mandinka people continue to live in West Africa.
5. **Griot** (n) - traditional storyteller
6. **Caste** (n) - a hereditary social group of people who share the same rank, occupation or economic position and who share a similar way of life.

Complete the following sentences with the correct word from the vocabulary provided in *Terms and Terminology*.

1. At the wedding the elders drank traditional beer from a special _____.
2. The _____ travelled far and wide, sharing traditional tales and giving advice.
3. Although the _____ people originally came from Mali, today they live in many West African countries.
4. The _____ is a well-known traditional West African musical instrument
5. The people who belong to the leather workers' _____ traditionally have learned skills that other members of their society do not have.
6. Griots are _____ for their storytelling skills.

Facts and Figures

Name of main character:

Country (*Use an atlas to check the location so you can share this information in your Discovery Group*):

Personal history: (*Read the full story to answer!*)

Personal qualities: (*From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.*)

Job:

Skills and Challenges (*What needs to be done? Are their obstacles?*):

Required Tools:

Product description (*Explain how you think the kora makes sound. Choose one or two pictures that will best demonstrate your theory*):

Inferring Meaning / Additional Themes or Messages:

- How does the Kora symbolize the unique way that African culture is adapting to the modern world?

Employment 2: Roadside Chef

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. privileged (adj) - enjoying special favours (including material wealth)
2. destitute (adj) - lacking food, clothing and shelter
3. yam (n) - a vegetable which is a starchy root. African yams are very large.
4. jerry can (n) - a large plastic plastic container originally used for carrying gasoline, also commonly used for carrying water.
5. Grace (n) - a prayer to give thanks for the food one is about to eat.

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. Grandfather led the family to say _____ before dinner.
2. The _____ among us afford to take expensive holidays.
3. Like the potato, the _____ is very tasty and can be sliced and fried as chips.
4. When Peter lost his job, he couldn't afford to pay rent, lost his apartment and became _____.
5. African children often help their families by carrying _____ of water to their homes.

Facts and Figures

Name of main character:

Country (Use an atlas to check the location so you can share this information in your Discovery Group):

Personal history: (Read the full story to answer!)

Personal qualities: (From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.)

Job:

Skills and Challenges (What needs to be done? Are their obstacles?):

Required Tools (Be sure to check the pictures!!!):

Product description (Be prepared to explain why you think Mary's menu is a tasty one. Choose one or two pictures that will best demonstrate your theory):

Inferring Meaning / Additional Themes or Messages

- How could a change in national policies help Mary?
- If you have time, read the photo essay “Food and Drink” which appears in the first drop down menu at the same website as this story.

Employment 3: Gambia Tailor

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. apprentice (n) - someone who learns a trade by practising on the job
2. alien (n, adj) - foreign, not native to a country
3. Intricate (adj) - complex, detailed
4. sought after (v: to seek) - in demand, desirable
5. kaftan (n) - a full length garment with elbow length or long sleeves worn in Mediterranean countries
6. Abayah (n) - a loose robe worn by Muslim women, often worn with a headscarf or veil

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. It was difficult to copy the _____ patterns that were embroidered on the clothes.
2. My aunt traditionally wore an _____ whenever she left the house.
3. During the Middle Ages, spices from India were greatly _____.
4. To become an electrician, you must first be an _____ and work with a professional.
5. The _____ is now fashionable in western clothing.

Facts and Figures

Name of main character:

Country (*Use an atlas to check the location so you can share this information in your Discovery Group*):

Personal history: (*Read the full story to answer!*)

Personal qualities: (*From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.*)

Job:

Skills and Challenges (*What needs to be done? Are their obstacles?*):

Required Tools (*Be sure to check the pictures!!!*):

Product description:

Inferring Meaning / Additional Themes or Messages

How do Alhassan’s statements prove that he is an artist at heart?

Employment 4: Wood Carver

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. chisel (v) - to use a chisel (a wedge-like metal tool used for cutting wood or stone)
2. impose (v) - force
3. uniform (adj.) - looking the same
4. impassable (adj.) - impossible to get through
5. pursue (v) - to chase after
6. unscathed (adj) - unhurt

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. Miraculously, he stepped _____ from the car after the accident.
2. The police will _____ the driver who left the scene of the accident.
3. The pennies were completely _____ in size, shape and weight.
4. When the winds are too strong, the bridge becomes _____.
5. If you continue to _____ away, there will be nothing left to hold the statue together.
6. If you _____ your ideas on the group there will be no true discussion.

Facts and Figures

Name of main character:

Country *(Use an atlas to check the location so you can share this information in your Discovery Group):*

Personal history: *(Read the full story to answer!)*

Personal qualities: *(From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.)*

Job:

Skills and Challenges *(What needs to be done? Are their obstacles?):*

Required Tools *(Be sure to check the pictures!!!):*

Product description:

Inferring Meaning / Additional Themes or Messages

- What is the meaning of the folk tale from which Lugwani takes inspiration for his carving?
- How does Lugwani’s story reflect the economic challenges facing Africa? (Hints: look into deforestation, the value of work done by Africans)

Employment 5: SA Landlady

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. township (n) - in South Africa, a residential settlement only for black residents located outside a city or town
2. B&B (n) - short form for “bed and breakfast”. People who run a B&B provide tourists with inexpensive overnight accommodations (sometimes in their own homes) and breakfast the next morning.
3. pub (n) - a bar
4. coach (n) - synonym for a bus
5. Xhosa (n) - one of the ethnic groups of South Africa; also refers to the language that they speak
6. apartheid (n) - a set of laws used in South Africa to separate black and coloured citizens apart from the white population. They were forced to live in areas designated only for blacks, attend separate schools, and denied access to many opportunities that the white population enjoyed.
7. shebeen (n) - a bar

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. The _____ will make three stops along the route.
2. They drank and listened to music late into the night at the local _____.
3. Life in the _____ has improved, but South Africans still have a long way to go.
4. When my parents retired, they opened a small _____ to cater to the tourists.
5. Whether or not you can speak _____ or Zulu, don't miss out on the chance to visit South Africa!

Facts and Figures

Name of main character:

Country (*Use an atlas to check the location so you can share this information in your Discovery Group*):

Personal history: (*Read the full story to answer!*)

Personal qualities: (*From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.*)

Job:

Skills and Challenges (*What needs to be done? Are their obstacles?*):

Required Tools (*Be sure to check the pictures!!!*):

Product description

Inferring Meaning / Additional Themes or Messages

- How does Vicky's story represent the new South Africa? (the end of apartheid)
- How does Vicky explain her success?

Employment 6: Cameroon Dancer

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. Douala (n) - a major city in Cameroon located on the Atlantic coast
2. beckon (v) - to invite to come
3. tigresse (n) - French word for a female tiger
4. CFA (n) - short form for *communaute financiere africaine franc*—the unit of currency in French West African countries
5. expatriotes (n) - people who are living and usually also working in a country which is not their home country
6. choreographer (n) - a person who designs dance movements

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. Once you leave the noisy downtown sections of _____ you can see the perfect sunset at Kribi, its beach on the Atlantic.
2. Without a talented _____ it will be hard to make the musical a success.
3. Many _____ come to the club to have a chance to get together with people who speak their own language.
4. You can check the rate of exchange between the dollar and the _____ on the internet.
5. When the possibility for adventure _____, don't let the opportunity pass by.

Facts and Figures

Name of main character:

Country (*Use an atlas to check the location so you can share this information in your Discovery Group*):

Personal history: (*Read the full story to answer!*)

Personal qualities: (*From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.*)

Job:

Skills and Challenges (*What needs to be done? Are their obstacles?*):

Required Tools (*Be sure to check the pictures!!!*):

Product description (*Consider the technical elements*):

Inferring Meaning / Additional Themes or Messages

- Does Jacqueline have a career plan?
- How would you compare Jacqueline's challenge to succeed in the music world with a young singer in your own country?
- Learn more about the music of Cameroon by visiting the **Music in Motion** found in the **Themes** section (in the Market section) of the **African Voices** online exhibit from the Smithsonian Institute at www.mnh.si.edu/africanvoices/. Use the interactive map and click on Central Africa for a short lecture on pop music from Cameroon.

Employment 7: Cotton Farmer

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. subsidy (n) - a grant given by government
2. IMF (n) - the International Monetary Fund is an international organization that lends money, promotes trade and development and provides technical assistance. Loans are often conditional upon countries following advice.
3. infrastructure (n) - the basic systems that provide service to a country such as roads, electricity, communications
4. cotton gin (n) - a machine that cleans raw cotton, separating out the seeds and other impurities
5. middle-man (n) - someone who buys products from producers and then sells the product to those who will use or resell the product.
6. compound (n) - group of buildings in an enclosed area
7. hand-out (n) - charity

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. Without the _____ farmers would earn higher profits from their crops.
2. Raw cotton is treated by a cotton _____ before it can be made into cloth.
3. A grant from the _____ could help a developing nation upgrade equipment for one of their industries.
4. Thanks to the government _____, the farmers have been able to keep the price of cotton low while still making a profit.
5. The beggar stood on the street corner, hoping that people passing by would offer him a _____.
6. In the _____ there is a guest house for visitors.

Facts and Figures

Name of main character:

Country *(Use an atlas to check the location so you can share this information in your Discovery Group):*

Personal history: *(Read the full story to answer!)*

Personal qualities: *(From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.)*

Job:

Skills and Challenges *(What needs to be done? Are their obstacles?):*

Required Tools *(Be sure to check the pictures!!!):*

Product description:

Inferring Meaning / Additional Themes or Messages

- How do the economic policies of developed nations and the International Monetary Fund affect farmers in developing countries?
- Why is this an issue of “economic justice”?
- Why do American government subsidies provided to cotton farmers in the United States make it more difficult for farmers in Burkino Faso to survive? Who in particular benefits from them?
- What happens to the price of a product when the product is easily available? Why?

Employment 8: Libyan Artist

In this Activity you will have the opportunity to read a photo essay that highlights working in Africa.

1. Examine focus vocabulary before reading the photo essay for your Expert Group and complete the vocabulary exercise.
2. Find the photo essay from the drop down menu entitled *Photojournals* at the BBC Africa in Pictures page at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Read the essay carefully.
3. Complete the graphic organizer below to summarize your findings. Complete the Positive Image Reflector for at least one photo to be ready to demonstrate how this essay portrays a positive image of Africa. Prepare a “Wanted” / “For Sale” ad.
4. Discuss your work in your “expert group”. Make any necessary revisions. Get ready to present to your Discovery Group.

Terms and Terminology

1. trinkets (n) - inexpensive small decorations or pieces of jewelry
2. brass (n) - a metal which is made usually from copper and zinc
3. inscription (n) - carving letters or words
4. engrave (v) - to cut designs into a hard surface
5. Christie's (n) - a well known English company that sells art objects
6. Currency (n) - synonym for the type of money used by a country

Complete the following sentences with the correct word from the vocabulary in *Terms and Terminology*.

1. When you arrive, you can exchange your traveller's cheques at the airport for local _____.
2. She would never accept a few _____ in exchange for such important information.
3. The jeweler will _____ the name of your loved one on the inside of the ring.
4. It may look like gold, but it's only made out of _____.
5. The _____ read, "For my loving wife, Sarah."
6. They are selling a painting by Picasso this week at _____.

Basic Facts

Name of main character:

Country (*Use an atlas to check the location so you can share this information in your Discovery Group*):

Personal history: (*Read the full story to answer!*)

Personal qualities: (*From your understanding of the reading, what character traits do you think would be vital to do this job well? What evidence do you find in the reading for your views.*)

Job:

Skills and Challenges (*What needs to be done? Are there obstacles?*):

Required Tools (*Be sure to check the pictures!!!*):

Product description (*Consider the technical elements*):

Inferring Meaning / Additional Themes or Messages

- According to the story, Nabil follows the suggestions of a friend to name his shop, "Ali Baba's Cave". Find out about the legend of Ali Baba. Why was this name such an appealing idea?
- How does Nabil's story demonstrate how closely we are all interconnected?

Four Corner Chat

Discovery Group Comparison Organizer

1. Each member of your Discovery Group will present his or her findings based on the information which he/she recorded from his or her research.
2. Each group member will suggest a criterion for comparing the stories which will be recorded in a Criterion Corner of this organizer.
3. The Discussion leader for your group will invite the participants of the discussion group to offer specific examples from their area of "expertise" or from listening to fellow presenters to complete the comparison organizer.
4. When the four corners have been filled in, as a group come up with a phrase or a sentence that summarizes the positive elements you learned from the readings about life in Africa, and enter it in the center circle.

CORNER #1— CRITERION FOR COMPARISON:

CORNER #2— CRITERION FOR COMPARISON:

**Together
We Learned:**

CORNER #3— CRITERION FOR COMPARISON:

CORNER #4— CRITERION FOR COMPARISON:

Four Corner Chat 2

Discovery Group Comparison Organizer

1. Each member of your Discovery Group will present his or her findings based on the information which he/she recorded from his or her research.
2. Each group member will suggest a criterion for comparing the stories which will be recorded in a Criterion Corner of this organizer.
3. The Discussion leader for your group will invite the participants of the discussion group to offer specific examples from their area of "expertise" or from listening to fellow presenters to complete the comparison organizer.
4. When the four corners have been filled in, as a group come up with a phrase or a sentence that summarizes the positive elements you learned from the readings about life in Africa, and enter it in the center circle.

CORNER #1— CRITERION FOR COMPARISON:

Perseverance

CORNER #2— CRITERION FOR COMPARISON:

Talents

**Together
We Learned:**

CORNER #3— CRITERION FOR COMPARISON:

Challenges

CORNER #4— CRITERION FOR COMPARISON:

Echoes situations in my own world

Four Corner Chat

Discovery Group Comparison Organizer

Rubric

Student's name _____

Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
Demonstrate an Understanding of a variety of Media Texts. (Media)	States the meaning which is conveyed by text and images brought together in a photo journal with limited effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with some effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with considerable effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with thorough effectiveness.
Locate relevant information from a variety of primary and secondary sources (Geography: Inquiry, research and Communication skills)	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with limited effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with some effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with considerable effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of lifestyle and standard of living with thorough effectiveness.
Gather ideas and information to write for an intended purpose and audience. (Language: Writing)	Gathers facts and details from examining images and accompanying text and conveys analysis through drawing comparisons in writing with limited effectiveness.	Gathers facts and details from examining images and accompanying text and conveys analysis through drawing comparisons in writing with some effectiveness.	Gathers facts and details from examining images and accompanying text and conveys analysis through drawing comparisons in writing with considerable effectiveness.	Gathers facts and details from examining images and accompanying text and conveys analysis through drawing comparisons in writing with thorough effectiveness.
Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. (Language: Speaking)	Uses speaking skills to discuss concepts in small groups and in class discussion with limited effectiveness.	Uses speaking skills to discuss concepts in small groups and in class discussion with some effectiveness.	Uses speaking skills to discuss concepts in small groups and in class discussion with considerable effectiveness.	Uses speaking skills to discuss concepts in small groups and in class discussion with thorough effectiveness.

Market 1: What's For Sale?

One of the most interesting and lively parts of every city and every town in Africa is the market. It is a place where people meet, greet, trade, do business and exchange news. One cannot capture the spirit of Africa without visiting a market. Fortunately, there are a number of virtual experiences you can visit on the internet.

- ⇒ Go to the Home page of **African Voices**, the website of the Smithsonian Institute at www.mnh.si.edu/africanvoices/. Click on the **Themes** bar at the bottom of the page. Navigate to the **Market Crossroads** section, and then click on the face of the vendor under the title, "**A Visit to Accra**". You are now entering **Makola Market** in Accra, the capital of Ghana.
- ⇒ Read the window, **What's For Sale?** Also click on the interactive map of the market. Respond to the questions below.
- ⇒ Click on the vendors and products in the foreground. Move through the market to find out more about the people and their products. Then turn the page and complete the activity, "**Market 2: Meet the Vendors**".

Facts and Figures: What's for Sale?

1. How is Makola Market organized?
2. Who owns most of the stalls?
3. How many markets are found in Accra?
4. How big is Accra?
5. Where can you purchase machinery and appliances?
6. What do you think the people are saying in the audio track that you can hear? Give reasons for your theory.

Interactive map of the market

Highlight areas of the map to explore the market and answer the questions that follow.

1. Why are some squares grey? Use examples to prove your theory.
2. Name four products you can find in the shops that border Kojo Thompson Road.
3. What activity will you find in the sheds just to the north of the shop section along Kojo Thompson Road?
4. Where can you buy shoes in the market?
5. Where is the main food section of the market?
6. What can you purchase in the far northeast corner of the market?

Market 2: Meet the Vendors

Yam Vendor Comfort Kwakye

**Inferring Meaning /
Additional Themes and Messages**
Give evidence that Comfort Kwakye
plays a leadership role
in her community.
Further research: Find out more about
the key role women play in Africa.

Product Information / Key Question
Click on the yams and read:
“*Yams for Every Occasion*”
State 3 ways to prepare yams.

Kola Queen Adama Salifu

**Inferring Meaning /
Additional Themes and Messages**
How does Adama play a leadership role among the
other kola nut sellers?

Product Information:
Click on the Kola Nuts and Read
“*Things Go Better With Kola*”
What element is found in kola nuts that was used
industrially to make the first cola drinks?

Bonus Question:
What is “*fufu*”?
Do your own research to find

Housewares Vendor Adjoa Kwakyewa Dwamena

Inferring Meaning / Additional Themes and Messages
Name 3 different countries from which Adjoa’s products come.
What conclusions do draw from this?

Product information:
Describe what you see in her stall!

Cloth Vendor Ernestina Quarcoopome

Inferring Meaning / Additional Themes and Messages
How do the cloth vendors help each other?

**Click on the Blue and White Cloth and Read
“*Threads of Meaning*”**
Which pattern do you like the most? Why?

Choose a proverb in your own language! Create a cloth
design in the square below to match your proverb!

Market Comprehension Rubric

Student's Name _____

Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
Demonstrate an Understanding of a variety of Media Texts. (Media)	States the meaning which is conveyed by text and images brought together in a photo journal with limited effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with some effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with considerable effectiveness.	States the meaning which is conveyed by text and images brought together in a photo journal with thorough effectiveness.
Gather ideas and information to write for an intended purpose and audience. (Language: Writing)	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with limited effectiveness.	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with some effectiveness.	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with considerable effectiveness.	Gathers facts and details by examining images and accompanying text and conveys analysis in writing with thorough effectiveness.
Locate relevant information from a variety of primary and secondary sources (Geography: Inquiry, research and Communication skills)	Locates relevant information from a photo journal to demonstrate understanding of contemporary life in Africa with limited effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of contemporary life in Africa with some effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of contemporary life in Africa with considerable effectiveness.	Locates relevant information from a photo journal to demonstrate understanding of contemporary life in Africa with thorough effectiveness.
Use a variety of geographic representations to process and communicate geographic information. (Geography: Inquiry, research and Communication skills)	Uses photo journals to analyze, process and communicate understanding about contemporary life in Africa with limited effectiveness.	Uses photo journals to analyze, process and communicate understanding about contemporary life in Africa with some effectiveness.	Uses photo journals to analyze, process and communicate understanding about contemporary life in Africa with considerable effectiveness.	Uses photo journals to analyze, process and communicate understanding about contemporary life in Africa with thorough effectiveness.

What is Juxtaposition?

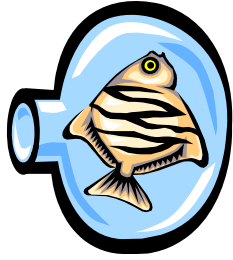
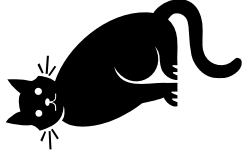
Juxtaposition means putting concepts or images from diverse sources side by side for reflection. Let's take a look at some pictures. Write a one to 3 word summary of what you think you see below each image.



1 _____ 2



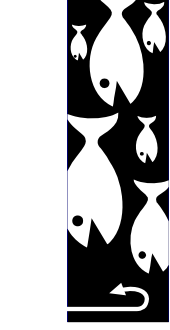
3 _____ 4



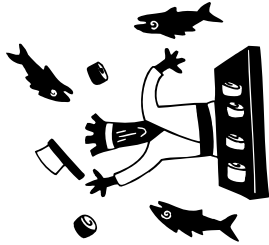
6



7 _____



8 _____



5 _____

Each picture on its own contains one or more messages. When you arrange them and put certain pictures side by side—that is, when you juxtapose the images, you invite the viewer to make connections, draw conclusions and create new meaning for themselves.

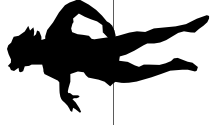
What meaning would you derive from the following combinations of the images in the stated order.

- A) 3 + 1 _____
- B) 2 + 3 _____
- C) 6 + 4 _____
- D) 2 + 3 + 8 _____
- E) 6 + 1 _____
- F) 2 + 3 + 1 + 6 _____
- G) 3 + 5 + 8 + 7 _____

Create 3 other variants of your own and state a possible meaning that each might suggest.



Play With Me 1



No matter where we live, children love to play. Childhood is a special time. Despite differences in standards of living or lifestyles, the spirit to laugh, play and enjoy life is shared by all. Moreover, the “right to play” is enshrined in the **UN Declaration of Human Rights**. **Play with Me!** is a project which will allow you to design a display to express the universality of childhood, wherever we grow up.

Step one: Finding pictures of children at play in Africa

In a group of 2, 3 or 4 students, do an image search on the internet to collect 10 images of African children at play. Look for photos which provide a positive image of Africa. Consider visiting the USAID website's photo gallery which is located at <http://dec.usaid.gov/partners/aifr/photo-gallery/index.cfm> .(Activate the drop down menu and click on the keyword “play” to access 28 photos of children at play.) Create a file in which you can save the images. Reflect on the mood and the meaning of each photo that you have found. Write a one to three word caption for each image.

Step two: Step into the picture

Use a camera to take a picture of yourselves or children from your own community which you will juxtapose with each picture you have collected to express a sense of unity with the African children in the photos you gathered.

Discuss with your partner or group how you plan to take the photographs and what you hope to express in each shot. What message will your juxtaposition of images convey? What have you understood about the similarities and differences that exist in the world of play? Are children in a developed world advantaged or disadvantaged by their material wealth? Consider how to create interest in your shots (dramatic use of body language, different shots and angles, different uses of location will all help).

Your pictures could:

- repeat the activity or duplicate the gestures /body language of the subjects in the original photograph
- show toys used by the original subjects but demonstrate a new context or a different game (e.g. children rolling a hoop in Africa / children spinning a hula hoop around their waists here)
- photograph yourselves in the same body position but playing a different game (e.g. students seated playing Mancala in Africa, you seated and playing a board game like Monopoly)

Complete and submit the “Shoot Plan” worksheet for review by your teacher BEFORE taking pictures. Make any modifications suggested by your teacher. When you take the pictures, each member of the group MUST have the chance to be the photographer and each member of the group MUST participate as a subject in the photographs.

Step three: Reviewing your photos

Take time to review your pictures. Check to make sure they are clear, in focus and include the information that you had planned. If necessary, retake pictures that are not successful.

Step four: Creating your display

Discuss with your group ways of displaying the results. Your options might include:

- a bulletin board display in the school.
- A PowerPoint presentation for an assembly
- An online file which the community can access on the school's website.

Make sure that you consider the following:

- order of presentation of images (consider storyboarding)
- a title page / an establishing shot and a way to bring closure to the display
- framing techniques
- adding a word or a short phrase to capture the essence of the pictures
- Digital editing for artistic purposes (use of a program such as Adobe Photoshop can allow you to crop or zoom in to capture a key element of a picture and eliminate “noise”, enhance colour for mood. Consider creating a “collage” effect in which you cut, paste and blend elements of your pictures into each other.)

Step five: Peer and self evaluate

Use the rubric to evaluate your product yourself. Have friends from other groups provide feedback too!



Play With Me 2

Shoot plan

Location: Where will you take the picture? What elements of location do you want to see?	Subject(s): How many people will be in the picture? 1—2—group?	Action: What will the people be doing? How will they pose? (gesture? facial expression?) You may choose to provide sketch.	Focal Point: Where will the point of interest be? In the centre? to the left? to the right? Why?	Distance: Will this be a close up? extreme close up? mid shot? long shot? panorama? other? Why?	Angle: Will your camera be tilted or look straight at the subject? (worm's eye view? bird's eye? at eye level?)	Mood / Message: What feeling are you planning to portray? What message will be shown?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						



Play With Me Rubric

Student's name _____



Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
<p>Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.</p> <p>(Media)</p>	<p>Plans and takes photographs to compare children's play in Africa and life in his/her own country with sensitivity to mood and detail with limited effectiveness.</p>	<p>Plans and takes photographs to compare children's play in Africa and life in his/her own country with sensitivity to mood and detail with some effectiveness.</p>	<p>Plans and takes photographs to compare children's play in Africa and life in his/her own country with sensitivity to mood and detail with considerable effectiveness.</p>	<p>Plans and takes photographs to compare children's play in Africa and life in his/her own country with sensitivity to mood and detail with thorough effectiveness.</p>
<p>Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts</p> <p>(Media)</p>	<p>Self and / or peer evaluates the effectiveness of photographs taken to compare children's play in Africa and with play in his/her own country with limited effectiveness.</p>	<p>Self and / or peer evaluates the effectiveness of photographs taken to compare children's play in Africa and with play in his/her own country with some effectiveness.</p>	<p>Self and / or peer evaluates the effectiveness of photographs taken to compare children's play in Africa and with play in his/her own country with considerable effectiveness.</p>	<p>Self and / or peer evaluates the effectiveness of photographs taken to compare children's play in Africa and with play in his/her own country with thorough effectiveness.</p>
<p>Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>(Language: Writing)</p>	<p>Drafts and revises meaningful and positive captions to accompany photographs to compare children's play in Africa with play in his/her own country with limited effectiveness.</p>	<p>Drafts and revises meaningful and positive captions to accompany photographs to compare children's play in Africa with play in his/her own country with some effectiveness.</p>	<p>Drafts and revises meaningful and positive captions to accompany photographs to compare children's play in Africa with play in his/her own country with considerable effectiveness.</p>	<p>Drafts and revises meaningful and positive captions to accompany photographs to compare children's play in Africa with play in his/her own country with thorough effectiveness.</p>
<p>Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>(Language: Writing)</p>	<p>Edits, proofreads, refines and publishes photographs with accompanying captions that respect the conventions of language with limited effectiveness.</p>	<p>Edits, proofreads, refines and publishes photographs with accompanying captions that respect the conventions of language with some effectiveness.</p>	<p>Edits, proofreads, refines and publishes photographs with accompanying captions that respect the conventions of language with considerable effectiveness.</p>	<p>Edits, proofreads, refines and publishes photographs with accompanying captions that respect the conventions of language with thorough effectiveness.</p>

Solomon

Hi! My name is Solomon and I come from Soweto, a township in South Africa.



http://newsimg.bbc.co.uk/media/images/41747000/gif/_41747740_sa_soweto_map203.gif

Read all about my favourite sport in the Photo journal, SA Showjumper at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>.

Facts and Figures:

(See the Wikipedia article at <http://en.wikipedia.org/wiki/Soweto>)

The name Soweto is really an acronym for

The population of Soweto is

Languages spoken in my town include

Famous people who lived in Soweto include (name two!)

Children in Soweto bravely protested against -----
in 1976. Unfortunately, ----- died during their march.

It took many years to bring freedom to the people of South Africa. Today, more and more young people are growing up with greater hope for the future.

Challenge: Reflect on the Photo journal, **SA Showjumper**, and summarize what you have learned about the changes in lifestyle that have taken place since the end of apartheid in South Africa. Consider the struggle of Enos Mafokate which is given as a representative story.

Showjumping in Soweto

I attend Soweto's first horse riding school for kids here. The school was created by Enos Mafokate. He was the first black South African to ----- . Now he runs a riding school in Soweto so that black South African children like me can learn to ride ... and learn to showjump too! Today there are ----- students at the academy. My friend Connie compares showjumping to a ----- . It makes a lot of sense if you think about it. The idea is that you and your horse look fantastic when you move together!

Insert your favourite photo from the photo essay entitled **SA Showjumper** from the Photojournals menu at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>

This is a great shot because -----

Kokob Mehari

Kokob Mehari was 16 years old when her story was published on the BBC Photojournal website.



*Read about her life as a runner in the Photojournal, **Eritrean Runner** at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>.*

Challenge: Kokob mentions that Eritrea used to belong to Ethiopia. Do research and write a paragraph to discuss when, how and why Eritrea declared independence.

Photo: http://news.bbc.co.uk/nol/shared/spl/hi/picture_gallery/06/africa_eritrean_runner/img/9.jpg

Eritrean Runner

Hi! My name is Kokob and when I was interviewed for the BBC Photojournal I was training to compete in the _____

_____ in _____.
I am part of a team of _____ runners in total. Our coach competed in the _____ Olympics in 1980! I attend _____ in _____ and my favourite academic subject is _____. I have _____ brothers and _____ sisters. In my free time I enjoy _____.

Facts and Figures:

The capital of Eritrea is _____

The language that Kokob speaks best is _____

At one time, Eritrea belonged to _____

On the map below, highlight the highlands mentioned by Kokob.



<http://home.planet.nl/~hans.mebrat/eritrea-map3.gif>

Insert your favourite photo from the photo essay entitled **SA Showjumper** from the Photojournals menu at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>

This is one of my favourite shots because _____

Sporting Action 1

Read the BBC Photojournal entitled , Sporting Action at http://news.bbc.co.uk/1/hi/in_pictures/6195039.stm. Select your favourite picture. Copy and paste it into side 2 of this organizer (Sporting Action 2). Complete the worksheet to prepare a 30 second "on the spot Good News sports cast" to present to the class.

Your report should tell a positive story while stating...

- Who is playing
- Where they are playing (as accurately as possible)
- What is happening

Use your imagination to fill in the events for a few seconds before and after the shot you choose was taken. Include a map of the country and a few interesting facts. You can find typical names of boys and girls for your country on the internet at <http://www.namesite.com/>. For an example, read the model below (based on the photo journal *Eritrea Runner*).

Sample text:

Interviewer: Good morning, viewers! We are here in beautiful downtown Asmara at the National Stadium with Coach Abebe and the National youth track team from Eritrea.

Coach Abebe: Good morning!

Interviewer: Coach Abebe, could you tell us a little about your team?

Coach Abebe: Yes, we have 20 amazing runners who are all preparing to go to Japan for the World Cross Country Championship.

Interviewer: Sounds amazing. What do you think their chances are?

Coach Abebe: Well, Eritrea has been producing top runners for as long as I can remember. Our high altitude makes Eritrea an ideal location for runners to train. Myself, I ran in the Moscow Olympics in 1980 when Eritrea was part of Ethiopia. And today we have some very promising athletes.

Interviewer: Can you tell us a little about them?

Coach Abebe: Well, I think we should be watching for Zersenay Tadesse. He already captured the bronze medal for the 10 000 metre at the 2004 Olympics and silver last year in the world cross country championships. And Kokob Mehari is incredibly quick for her age!

Interviewer: Sounds very encouraging, Coach Abebe! Our viewers are wishing you and your team all the best as we sign off for today!

On the spot report ...



http://news.bbc.co.uk/nol/shared/spl/hi/picture_gallery/06/africa_eritrean_runner/img/4.jpg

Sample photo: We see here Kokob Mehari ready to start.



<http://home.planet.nl/~hans.mebrat/eritrea-map3.gif>

Map of Eritrea

Sporting Action 2

On the spot report ...

Newscast Text:



Caption:

Country Map of -----

Sporting Action

Rubric

Student's name: _____

Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
<p>Generate, gather and organize ideas and information to write for an intended purpose and audience.</p> <p>(Language: Writing)</p>	Generates, gathers and organizes ideas and information to write a script for a sportscast to describe a sporting event in Africa with effectiveness.	Generates, gathers and organizes ideas and information to write a script for a sportscast to describe a sporting event in Africa with effectiveness.	Generates, gathers and organizes ideas and information to write a script for a sportscast to describe a sporting event in Africa with effectiveness.	Generates, gathers and organizes ideas and information to write a script for a sportscast to describe a sporting event in Africa with effectiveness.
<p>Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expressions, and present their work effectively;</p> <p>(Language: Writing)</p>	Edits, proofreads, refines and publishes a script for a sportscast to describe a sporting event in Africa that respects the conventions of language with limited effectiveness.	Edits, proofreads, refines and publishes a script for a sportscast to describe a sporting event in Africa that respects the conventions of language with some effectiveness.	Edits, proofreads, refines and publishes a script for a sportscast to describe a sporting event in Africa that respects the conventions of language with considerable effectiveness.	Edits, proofreads, refines and publishes a script for a sportscast to describe a sporting event in Africa that respects the conventions of language with thorough effectiveness.
<p>Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts</p> <p>(Media)</p>	Self and / or peer evaluates the effectiveness of a media sportscast to report on a sporting event in Africa with limited effectiveness.	Self and / or peer evaluates the effectiveness of a media sportscast to report on a sporting event in Africa with some effectiveness.	Self and / or peer evaluates the effectiveness of a media sportscast to report on a sporting event in Africa with considerable effectiveness.	Self and / or peer evaluates the effectiveness of a media sportscast to report on a sporting event in Africa with thorough effectiveness.
<p>Use speaking skills and strategies appropriately to communicate with different audiences for different purposes.</p> <p>(Language: Oral communication)</p>	Uses speaking skills and strategies to simulate a sportscast to describe a sporting event in Africa with limited effectiveness.	Uses speaking skills and strategies to simulate a sportscast to describe a sporting event in Africa with some effectiveness.	Uses speaking skills and strategies to simulate a sportscast to describe a sporting event in Africa with considerable effectiveness.	Uses speaking skills and strategies to simulate a sportscast to describe a sporting event in Africa with thorough effectiveness.

Courage 1

Children around the world face challenges in their everyday lives that require courage and determination to overcome. Helping parents meet financial needs by working part time can mean the difference between staying in school or dropping out. Read about **Marta Deriba's** life in the photo journal entitled Eritrean Cactus Picker at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> to identify and appreciate three challenges she meets.

Terms and Terminology

1. lorries (n) - plural for "lorry" which is a British term for a truck
2. cactii (n) - plural for cactus
3. drought (n) - a long period of time without rain

Challenge: After reading Marta's story, compare and contrast in a brief paragraph the similarities and differences you now understand between yourself and the children in the story with regard to the roles that each of you play in your families. (Hint: Consider the types of interdependence exist between parents and children.)

Eritrean Cactus Picker

Challenges and Achievements

1 _____

2 _____

3 _____



<http://home.planet.nl/~hans.mebrat/eritrea-map3.gif>

Insert your favourite photo from the photo essay entitled *Eritrea Cactus Picker* from the Photojournals menu at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>

This is a great shot because _____

Courage 2

The tragedy of war challenges civilians to face extreme hardship and tremendous losses. Many Tutsi survivors of the genocide in Rwanda were bereaved of entire families. Isolated and often left with few or no resources, the survivors demonstrate extraordinary courage as they rebuild their lives. Read the story of **Mizwera Oswald** in **After Genocide** from the “**Your stories**” menu at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> . Identify 3 major challenges he met and his corresponding achievements that come as a result of his courage.

Terms and Terminology

1. **genocide (n) - the deliberate killing of an entire national, racial, political, cultural or otherwise defined group of people
2. machete (n) - a large knife used for cutting vegetation
3. despair (n) - sadness without hope
4. misconceptions (n) - incorrect ideas
5. constraints (n) - limitations
6. Hutu (n) - the majority ethnic group living in Rwanda
7. Tutsi (n) - the main minority ethnic group living in Rwanda

The Genocide in Rwanda

In 1994 over a million Tutsi men, women and children died in a genocide which was planned by the former Hutu government of Rwanda and largely ignored by the world. Moderate Hutu leaders who opposed the genocide were eliminated and killed. United Nations forces on the ground under the leadership of Canadian General Roméo Dallaire were reduced and ordered not to interfere. Despite his limited capacity, Dallaire managed to save some lives.



http://newsimg.bbc.co.uk/media/images/39603000/gif/_39603959_rwanda_map203.gif

Challenge: Do further research to understand why the genocide happened, and how the international community failed the Rwanda people in their time of need.

After Genocide

Challenges and Achievements

1

2

3

Insert your favourite photo from the photo essay entitled **After Genocide** from the **Your stories** menu at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>

This is a memorable shot because _____

Personal Response: If I lived in Africa Planner

If I lived in Africa, who would I be? Where would you live? How would I and my family members earn a living? What challenges would I be facing? What opportunities would I enjoy? Who would my friends be? What would my daily life look like? What would I do for fun? What would I dream about? But most of all, how would I want others to see me?

Use this organizer to help you brainstorm to create an African identity for yourself. Do any necessary research to complete your profile. Gather the necessary visuals to illustrate your life. Then create a photo album with comments to demonstrate how much you have learned through this unit. Throughout the process, consider how YOU would like to be portrayed. Remember, it is always possible to show the situations in which people find themselves with dignity and respect, offering a positive view of their lives. Credit will be given not only for the information that you supply, but also for the way in which you choose to portray your story. Use the formats provided or devise a creative method to display your profile.

WHO AM I?

My name:

My age:

My family includes:

My personality is shown by:

HOW DO I AND MY FAMILY EARN A LIVING?

WHERE DO I LIVE?

Region of Africa

Name of Country

Rural? Urban?
Specific location?

HOPES & DREAMS

A DAY IN MY LIFE INCLUDES:

OPPORTUNITIES

& CHALLENGES

FUN & FRIENDS

If I lived in Africa

Welcome to

Insert map of your country

(name of your country)

If I lived in Africa ...

Rubric

Student's name _____

Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
Locate relevant information from a variety of primary and secondary sources. (Geography: Inquiry, Research and Communication)	Locates relevant maps, photographs and information from a variety of primary and secondary sources to write a personal album about his or her imagined life in Africa with limited effectiveness.	Locates relevant maps, photographs and information from a variety of primary and secondary sources to write a personal album about his or her imagined life in Africa with some effectiveness.	Locates relevant maps, photographs and information from a variety of primary and secondary sources to write a personal album about his or her imagined life in Africa with considerable effectiveness.	Locates relevant maps, photographs and information from a variety of primary and secondary sources to write a personal album about his or her imagined life in Africa with thorough effectiveness.
Generate, gather and organize ideas and information to write for an intended purpose and audience. (Language: Writing)	Generates, gathers and organizes ideas and information to write a personal album about his or her imagined life in Africa with limited effectiveness.	Generates, gathers and organizes ideas and information to write a personal album about his or her imagined life in Africa with some effectiveness.	Generates, gathers and organizes ideas and information to write a personal album about his or her imagined life in Africa with considerable effectiveness.	Generates, gathers and organizes ideas and information to write a personal album about his or her imagined life in Africa with thorough effectiveness.
Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively. (Language: Writing)	Edits, proofreads, refines and publishes a personal album about his or her imagined life in Africa with limited effectiveness.	Edits, proofreads, refines and publishes a personal album about his or her imagined life in Africa with some effectiveness.	Edits, proofreads, refines and publishes a personal album about his or her imagined life in Africa with considerable effectiveness.	Edits, proofreads, refines and publishes a personal album about his or her imagined life in Africa with thorough effectiveness.
Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques. (Language: Media)	Creates a personal album about his or her imagined life in Africa by uniting text, and photographs and other visual informational items with limited effectiveness.	Creates a personal album about his or her imagined life in Africa by uniting text, and photographs and other visual informational items with some effectiveness.	Creates a personal album about his or her imagined life in Africa by uniting text, and photographs and other visual informational items with considerable effectiveness.	Creates a personal album about his or her imagined life in Africa by uniting text, and photographs and other visual informational items with thorough effectiveness.

Searching for Solutions Candle of Hope

Write a short poem or a brief paragraph to celebrate the positive accomplishments you have learned about through the activities of this unit. Your writing should highlight how Africans are **Searching for Solutions, Finding Answers** and **Making Progress**. Dedicate your poem to a particular country, a particular individual who has inspired you, or a specific goal that was or is being fulfilled.

Use this side of the page to write your draft. Peer edit with a partner.

Enter the final copy on the template on the right hand side of this page. Place the name of the country you have chosen in the shaft of the candle. Write the text of your poem or paragraph in the lines below. Add your Candle of Hope to a wall display of the map of Africa. Connect your candle to the location of your country on the map. Consider displaying a favourite photo image together with your candle of hope so that your work and the work of your classmates will create a collage of positive images.

Draft copy

Candle of Hope



Candle image from: http://www1.istockphoto.com/file_thumbview_approve/179859/2/istockphoto_179859_candle_silhouette.jpg



Candle of Hope

Rubric

Student's name _____



Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
<p>Locate relevant information from a variety of primary and secondary sources.</p> <p>(Geography: Inquiry, Research and Communication)</p>	<p>Locates relevant information from a variety of primary and secondary sources to write an appropriate message of hope with specific reference to the goals and aspirations of the people of Africa with limited effectiveness.</p>	<p>Locates relevant information from a variety of primary and secondary sources to write an appropriate message of hope with specific reference to the goals and aspirations of the people of Africa with some effectiveness.</p>	<p>Locates relevant information from a variety of primary and secondary sources to write an appropriate message of hope with specific reference to the goals and aspirations of the people of Africa with considerable effectiveness.</p>	<p>Locates relevant information from a variety of primary and secondary sources to write an appropriate message of hope with specific reference to the goals and aspirations of the people of Africa with thorough effectiveness.</p>
<p>Generate, gather and organize ideas and information to write for an intended purpose and audience.</p> <p>(Language: Writing)</p>	<p>Generates, gathers and organizes ideas to write a poem or short paragraph to express a message of hope with specific reference to the goals and aspirations of the people of Africa with limited effectiveness.</p>	<p>Generates, gathers and organizes ideas to write a poem or short paragraph to express a message of hope with specific reference to the goals and aspirations of the people of Africa with some effectiveness.</p>	<p>Generates, gathers and organizes ideas to write a poem or short paragraph to express a message of hope with specific reference to the goals and aspirations of the people of Africa with considerable effectiveness.</p>	<p>Generates, gathers and organizes ideas to write a poem or short paragraph to express a message of hope with specific reference to the goals and aspirations of the people of Africa with thorough effectiveness.</p>
<p>Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.</p> <p>(Language: Writing)</p>	<p>Edits, proofreads, refines and publishes a brief paragraph or poem to express his or her message of hope with specific reference to the goals and aspirations of the people of Africa with limited effectiveness.</p>	<p>Edits, proofreads, refines and publishes a brief paragraph or poem to express his or her message of hope with specific reference to the goals and aspirations of the people of Africa with some effectiveness.</p>	<p>Edits, proofreads, refines and publishes a brief paragraph or poem to express his or her message of hope with specific reference to the goals and aspirations of the people of Africa with considerable effectiveness.</p>	<p>Edits, proofreads, refines and publishes a brief paragraph or poem to express his or her message of hope with specific reference to the goals and aspirations of the people of Africa with thorough effectiveness.</p>