



LESSON 1: Pre Visit | Site Visit | Post Visit

## Adinkra Symbols and The African Burial Ground

# LESSON PLAN 1

Using the Backward Design Lesson Plan for Integrated Learning

## Backward Design Lesson Plan

### for Adinkra Symbols and the African Burial Ground

- **Subject:** Social Studies
- **Topic:** Adinkra Symbols and the African Burial Ground
- **Aim:** How does an understanding of Adinkra Symbols used at the African Burial Ground help us prepare for our visit to the National Monument and Visitor's Center?
- **Stage 1: Desired Results**
  - Standards:
  - Social Studies Grade 6 Unit 3 Africa:
  - Slave Trade and Forced Migration: 2.4a, 2.4b, 2.4c, 2.4d, 4.1b, 4.2c
  - Cultural Legacies 2.1a
  - Mathematics Grade 6 Communication Strand:
  - Raise questions that elicit, extend or challenge others' thinking 6.CM.7
  - Decode and comprehend mathematical visuals and symbols to construct meaning 6.CM.11
  - Connections Strand: Model situations with objects and representations and be able to draw conclusions 6.CN.5
  - Reading Standards Grade 6
  - Informational Text: Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

# LESSON PLAN 1 **Adinkra Symbols and the African Burial Ground**

- **Understanding(s) - Students will understand ...**
- **What are the big ideas?**
  - Signs and symbols have meaning.
  - Signs and symbols may have multiple meanings and uses.
  - Signs and symbols need to be decoded to understand their meaning(s)
- **What Specific understandings about them are desired?**
  - Understand that signs and symbols communicate ideas and encourage critical thinking
  - Learn strategies for decoding signs and symbols using skills described in the Social Studies “Information Fluency Continuum”
    - Ask authentic questions
    - Write questions based on key ideas or areas of focus
    - Determine what information is needed to answer a question
    - Distinguish between fact and opinion
    - Use various note taking strategies
    - Use different formats as sources for information
    - Combine and categorize information to draw conclusions and create meaning
    - Compare and contrast historical and current events
    - Work collaboratively
    - Show respect for the ideas of others

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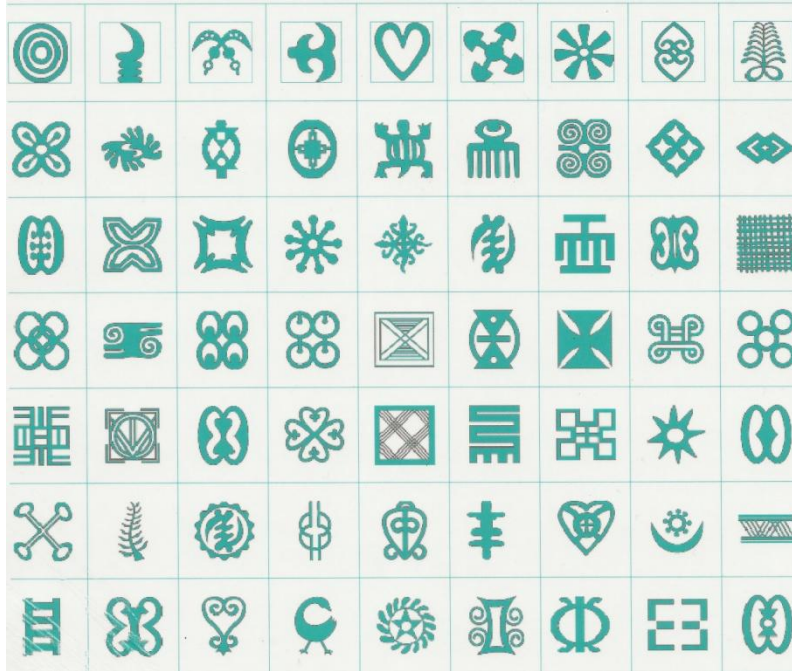
- **What misunderstandings are predictable?**
  - Students may not fully understand the connection between Adinkra symbols and the African Burial Ground.
  - Students may not clearly understand the connection between decoding Adinkra symbols and using archaeological and historical evidence to decode past and current events.
  - Students may not feel like they were able to understand the language or content of the videos
  - Students may feel overwhelmed by amount of information presented
- **Essential Question(s):** What does Adinkra mean?
- **Topics For Investigation:**
  - Where do you think Adinkra is from?
  - Why would Adinkra Symbols be found at the Africa Burial Grounds in New York City?
  - Did you see any Adinkra Symbols in the video about the African Burial Ground?
  - Did you hear about any other signs or symbols (like archaeological clues) that we might expect to see/learn about at the African Burial Ground?
  - When we started today, we had a magnet but we did not have any information about what it was. As we learned more, did our ideas and understandings change? How?

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- **Stage 2 – Assessment Evidence**
- **DBQ Exercise(s):**
- In each section children are tasked to write about the topic. After the first section, not only will they take notes on new material presented, they will also reflect on their earlier notes as well as the motivational tools (e.g., magnets, videos, Adinkra Symbol Index.)
  
- **Homework:**
- Review and reflect on today's notes in preparation for our African Burial Ground visit.
  
- **Site Visit Task: To Be Completed at the African Burial Ground**
- *These are the instructions I will give the students.*
- When you are at the African Burial Ground, look for other symbols that have deep meanings and/or are clues to decoding past and current events.
- Take notes at the site.
- Things to focus on: FLAGS, SYMBOLS, DOUBLE MEANINGS (when there are two ideas about one thing) and ARCHAEOLOGICAL EVIDENCE.
- **Write and/or draw 5 things that you see** that you think are clues that help you to discover more about the history of the African Burial Ground.
- **Write down 3 things that you learned** that were unexpected, important, confusing, interesting, upsetting, beautiful or otherwise of interest to you.

# LESSON PLAN 1 Adinkra Symbols and the African Burial Ground

## ACTIVITIES OVERVIEW



### ADINKRA MAGNETS & THE AFRICAN BURIAL GROUND

Section 1: Draw Your Magnet. Describe Your Magnet.

THINGS TO CONSIDER: Does it remind you of a shape? Have you seen it before? Do you think it signifies anything? If so, what? Where do you think it is from (what part of the world and/or what culture?)

**Section 2:** Using the Adinkra Symbol Index, look up and record the meaning of your magnet. Revise your description of your magnet.

**Section 3:** Pair and Share – What is the combined meaning of your Adinkra Symbols?

**Section 4:** African Burial Ground Video: Notes and Learning Web.

**Section 5:** Assign Homework and Discuss Site Visit Task.



# LESSON PLAN 1 **Adinkra Symbols and the African Burial Ground**

- **Stage 3 – Learning Plan – 5 Sections - TOTAL TIME 55 Minutes:**
- **Section 1: 7 Minutes**
- **Motivation: Adinkra Magnets**
- **Mini-Lesson:** Draw and analyze an unfamiliar object
- **Question:** What do you think your symbol means?
- **Additional Information:** I will walk around handing out magnets and instruct the children to draw and describe their magnet. Students are expected describe their magnets keeping in mind the following questions: Does it remind you of a shape? Have you seen it before? Do you think it signifies anything? If so, what? Where do you think it is from (what part of the world and/or what culture?)
- **Section 2: 10 Minutes:**
- **Motivation:** **Video:** <http://www.youtube.com/watch?v=sAmJEMsbAU0>
- **Handout:** Adinkra Symbol Index Packet
- **Mini Lesson:** When showing this video, I will stop it and with the students we will write class notes on the board which they will write copy at their desks.
- **Question:** What does your symbol mean and how has your understanding of the symbol changed?
- **Additional Information:**
- I will instruct students to look up their symbol and write the name of the symbol, the meaning of the symbol and the interpretation of the symbol on their paper.
- Students will review their notes and discuss.
- We will discuss what they learned about Adinkra Symbols from the video and from the Adinkra Index as well as from their own initial ideas about their magnet.

# LESSON PLAN 1 **Adinkra Symbols and the African Burial Ground**

- **Stage 3 – Learning Plan – 5 Sections - TOTAL TIME 55 Minutes cont.**
- **Section 3: 15 Minutes:**
  - **Motivation: Magnets, Notes and Adinkra Symbol Index Handout**
  - **Mini-Lesson: Pair and Share and Presentation Task**
  - **Pair and Share:** 6 Minutes: Share your magnet with your partner. Talk about what your symbols mean alone and as a pair. Does it make sense as a proverb or a “mini idea?” If your two magnets together do make sense, what do they mean? If they do not make sense, pick two more symbols from the index to work together with your magnet or magnets.
  - **Presentation Task:** 9 Minutes: Share your paired symbols with the class. *(We should have time for 18 pairs (36 children) to share if each takes half a minute but I will let children know that if they don't get a chance in this lesson to share their pair of symbols will talk about this again and they will get a chance to share at a later date.)*
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- **Section 4: 15 Minutes:**
  - **Motivation:** Video [http://www.youtube.com/watch?v=n\\_h9Xx-a1B0&feature=related](http://www.youtube.com/watch?v=n_h9Xx-a1B0&feature=related)
  - **Mini-Lesson: Group Task**
  - As a class we will make a learning web about the African Burial Ground which I will write on the board and children will record on their papers at their desk.
  - **Question:** These are prompts I will ask the children if they do not volunteer them:
    - What does Adinkra mean? Where do you think Adinkra is from? Why would Adinkra Symbols be found at the Africa Burial Grounds in New York City? Did you see any Adinkra Symbols in the video? Did you hear about any other signs or symbols (like archaeological clues) that we might expect to see/learn about at the African Burial Ground? What about Archaeological clues? When we started today, we had a magnet but we did not have any information about what it was. As we learned more, did our ideas and understandings change?
- **Section 5: 8 Minutes**
  - **Closure:** Review Homework Task and Site Task. I will walk around and collect the which the children will return to the correct spot by matching the image of their magnet to the image on the magnet board. We can still be discussing the lessons and assignment.






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- **Homework/Site Visit Task:**
- Review and reflect on today's notes in preparation for our African Burial Ground visit.
- **Site Visit Task:** To Be Completed at the African Burial Ground
- *These are the instructions I will give the students. I will reassure the students: We will go over this again at the site. If you think of questions or are confused, don't worry because we will go over this again.*
- When you are at the African Burial Ground, look for other symbols that have deep meanings and/or are clues to decoding past and current events.
- Take notes at the site.
- Things to focus on: FLAGS, SYMBOLS, DOUBLE MEANINGS (when there are two ideas about one thing) and ARCHAEOLOGICAL EVIDENCE.
- Write and/or draw 5 things that you see that you think are clues that help you to discover more about the history of the African Burial Ground.
- Write down 3 things that you learned that were unexpected, important, confusing, interesting, upsetting, beautiful or otherwise of interest to you.
- **FOLLOW UP VISIT:**
- Make Adinkra Symbols. Use the Brooklyn Children's Museum Portable Exhibit: African Textiles as a reference and Discuss the trip.
  - (LINK: <http://www.brooklynkids.org/index.php/collections/portablemuseum>)

# LESSON PLAN 1: RUBRIC

## Adinkra Symbols and African Burial Ground Rubric

COMPLETED ASSIGNMENTS	ATTEMPTED ASSIGNMENTS	DID NOT ATTEMPT ASSIGNMENTS
 greatness, charisma, leadership	 wisdom, creativity	 examination, quality control
<b>Section 1</b>	<b>Section 1</b>	<b>Section 1</b>
<ul style="list-style-type: none"> <li>Drawing is neat and complete.</li> <li>Description is thorough and reflection questions are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing is incomplete and little effort was extended.</li> <li>Description was attempted and some reflection questions are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing is omitted.</li> <li>Description is missing.</li> </ul>
<b>Section 2</b>	<b>Section 2</b>	<b>Section 2</b>
<ul style="list-style-type: none"> <li>Notes are organized and complete.</li> <li>Symbol was reinterpreted and thought and effort put into revising original opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Notes are adequate and some attempt at organization made.</li> <li>Some thought or effort put into reinterpreting symbol and revising original opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Notes not taken.</li> <li>No thought or effort put into reinterpreting symbol and revising original opinions.</li> </ul>
<b>Section 3</b>	<b>Section 3</b>	<b>Section 3</b>
<ul style="list-style-type: none"> <li>Students worked together to complete the assignment.</li> <li>Presentation was organized and descriptive.</li> <li>Students thought deeply and critically about their symbols meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Students worked together cooperatively.</li> <li>Presentation was adequate and some attempt was made to describe their symbols.</li> <li>Students thought about their symbols meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Students did not work together cooperatively.</li> <li>Presentation was inadequate and no attempt was made to describe their symbols.</li> <li>Students put little or no thought into their symbols meanings.</li> </ul>
<b>Section 4</b>	<b>Section 4</b>	<b>Section 4</b>
<ul style="list-style-type: none"> <li>Notes are organized and complete.</li> <li>Key concepts from learning web fully recorded.</li> </ul>	<ul style="list-style-type: none"> <li>Some attempt was made to take complete and organized notes.</li> <li>Some notes taken on learning web.</li> </ul>	<ul style="list-style-type: none"> <li>No attempt was made to take complete and organized notes.</li> <li>Little or no attempt at recording ideas from learning web.</li> </ul>