



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Lesson Information

Lesson Title/#:	Swahili Modules
Course:	Hujambo? Sijambo! An Introduction to Swahili, grade 4
Lesson Designer:	Jennifer Metzler

Desired Results

Lesson Objectives:

Students will be exposed to how speakers of another language exchange common greetings. Students can infer how common greetings reflect values in a culture.

Essential Questions

What is culture? How does a culture's way of greeting reflect its values?

Arizona State Standards

Strand 4: Geography

Concept 1: The World in Spatial Terms

PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates).

PO 2. Interpret political and

Cultural Competencies

Analyze and evaluate practices, products, and perspectives of the culture studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of their own cultures (as applicable).

Interact at a culturally competent level in familiar and some unfamiliar cultural situations (e.g., community events, travel, service activities, interactions).

physical maps using the following map elements:

- a. title
- b. compass rose (cardinal and intermediate directions)
- c. symbols
- d. legend
- e. scale
- f. road map index
- g. grid (latitude and longitude)

PO 4. *Construct charts and graphs to display geographic information.*

PO 5. *Describe characteristics of human and physical features:*

- b. human – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county, languages spoken)

PO 6. *Locate physical and human features using maps, illustrations, images, or globes:*

- b. human (i.e., equator four hemispheres, city, state, country, roads, railroads, languages spoken)

Concept 4: Human Systems

PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.

PO 6. Describe elements of culture in areas studied (e.g., Mexico, Central and South

Connections (CON)

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. The student can:

Analyze and synthesize information gathered in the target language to think critically and solve problems in other content areas and real world situations in the culture(s) studied and (as applicable) in one's own culture.

Comparisons (COMP)

Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own. The student can:

Analyze and compare features of different registers of language, cultural perspectives as reflected in a variety of genres (e.g., literature, blogs, podcasts, newspaper articles), and regional varieties (e.g., differences in pronunciation, intonation, stress, dialects, vocabulary, grammar).

Research cultural traditions and authentic works in order to analyze the viewpoints and their impact on cultures (e.g., recognize stereotypes).

America).	
<p>Materials Needed</p> <ul style="list-style-type: none"> • Acces to the internet • large chart paper • large chart paper with “web” of “culture” prepared ahead of time • Copies of “Graphic Organizer” for each student • large chart paper, create “Graphic Organizer” for whole class use • world map • Student notebooks • Copies of Greeting Card 1 and Greeting Card 2 for student use (replicate Greeting Card 2 on large chart paper if time) • post it notes (3x3 inches) • markers for student use • highlighters for student use 	<p>Anticipated Time</p> <p>Three 45-60 minute sessions, depending on the needs of the students</p>
<p>Extentions</p> <p>Important note: Extensions are listed throughout the lessons in <i>italicized</i> type, and some are listed at the end of the lesson plan.</p>	
<p>Background Information</p> <p>“Brief History of Swahili Languages”</p> <p>http://www.glcom.com/hassan/swahili_history.html</p>	
<p>Day One: Initial Study of Culture</p> <p>(Depending on the students’ exposure to studies of culture, Day 1 activities could be extended or skipped.)</p> <p>(16-18 minutes) Anticipatory Set: Web on the term “culture”</p>	

in general.

1. Assist students in setting up web on white boards or in student notebooks.
2. Teacher states (something to the effect of): “Students, today we will explore the idea of culture. Cultures are not right or wrong, but differ according to a group of people. “
3. Prompt students to brainstorm what comes to mind when they hear the word “culture?” They should record as many ideas as they can in 5 minutes.
4. After 5 minutes, students turn to partner and share ideas they have. They may add more ideas to their web. (2 minutes)
5. Students contribute their ideas to a class web you have prepared on large chart paper. (This is a very flexible graphic organizer, so take all answers, sending the message that there are no “wrong” answers when defining culture.)(10 minutes) Keep this chart available for the duration of this lesson plan.
6. Your students’ answers will vary greatly. Below are listed some components (but is not necessarily complete).
 - Food – *What foods defines you? What foods define our culture?*
 - Clothing – *What clothing describes you? What clothing describes our culture?*
 - Architecture – *What architecture style describes you? What architecture describes your culture?*
 - History – *How does our history impact our culture?*

- Art
- Music – *How does music reflect your culture?*

Students download a favorite piece of music to share with the class. (Provide rubric ahead of time.) Be prepared to give a brief bio of the artist, share the audio, and explain how it reflects their culture.

Jambo song from Zanzibar

<https://www.youtube.com/watch?v=fK0wPpLryc4>)

- Holidays (*Ramadan and Eid in Muslim countries*)(*Lunar calendar vs. solar calendar?*)
- Religion
- Transportation
- Language

Activity (20-30 minutes)

Students will begin to complete graphic organizer that focuses on Language as part of culture. (Center part of graphic organizer) The three questions for them to respond to and research are:

1. What language defines your culture?
2. Where does your language come from?
3. How does language impact our cultures?

Students are encouraged to describe their answers with words, sentences, and/or drawings. (see Graphic Organizer for Day 1 Activity at end of lesson plan)

(5 minutes) Closure: Buddy Buzz activity - Teacher reads one word at a time from the following list. Students prepare their thoughts independently. When teacher gives cue, for

example, “Ready....buzz!” students turn to partner and say the first word that comes to their mind. For example, if the teacher says, “Food!” and waits, then says, “Ready...buzz!” students turn to partner and say the first word that came to mind when hearing the word, “Food!” Teacher continues through list. (Food, Clothing, Architecture, History, Art, Music, Holidays, Religion, Transportation, Language)

Teacher States (something to the effect of): “Students, today we explored the idea of culture and learned that culture has many components. Each component changes in each culture. These components are not right or wrong, but describe the culture. “

Assessment: Teacher informal observation of students participating, engaging, making connections to their own culture.

Homework options: *Interview parents and/or family members about the language spoken at home. Record languages spoken by grandparents and great grandparents, etc. to determine a first language.*

Day Two: “How do you greet each other” lesson

(5 minutes) **Anticipatory Set:** Refer to graphic organizers created the day before in which students answered three questions (1. What language defines your culture? 2. Where does your language come from? 3. How does language impact culture?). Students choose a partner from another table (or whatever management system you have set up for

finding partners quickly) to share their ideas from yesterday.

Activity: Today students will record how they say “hello” on one side of the graphic organizer and learn how another culture says “hello” in their language.

Part One

1. Discuss with class, “How do you say hello? How does it change when your audience changes? For example, how do you say hello to your parents? To your siblings? Does it change between older and younger siblings? How do you greet elders in your family? How do you greet elders who are strangers? How would you greet the president of the United States if you had a chance to meet him/her?”
2. On the left margin of our graphic organizer let’s record the many ways we say hello. Assist students in recording this list of options. You might want to color code informal (green?) and formal (purple?).

Part Two

1. After students have had ample time to record these words, introduce them to a culture that speaks Swahili. Refer to map that identifies where in the world English is spoken and where in the world Swahili is spoken. Be open to comments students have, observations they are making.

(English spoken map link)

<https://www.google.com/search?hl=en&site=imghp&tbm=is>

https://www.google.com/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1434&bih=779&q=Where+in+the+world+is+English+spoken%3F&oq=Where+in+the+world+is+English+spoken%3F&gs_l=img.3...1908.7337.0.7609.37.15.0.18.18.0.178.1376.0j11.11.0...0...1ac.1.64.img..8.28.1445...0j0i24k1.vyzE-YVBHo#imgsrc=BGBIbHkMOw8PDM%3A

(Swahili spoken map link)

https://www.google.com/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1434&bih=779&q=Where+in+the+world+is+Swahili+spoken%3F&oq=Where+in+the+world+is+Swahili+spoken%3F&gs_l=img.3...1717.8331.0.8562.41.17.2.20.22.0.276.1731.5j6j3.14.0...0...1ac.1.64.img..5.19.1764...0j0i8i30k1j0i24k1.diGIF0L2bps#imgsrc=BtUXsnBWoTvBCM%3A

2. Share with students the procedure for greeting someone in Swahili. (Greeting Card 1) If possible, prep a student the day before to read the response, helping them read the words correctly. Practice giving the “call” and students giving the “response.” In partners, students practice exchanging greetings with each other. (5 minutes)

3. On the right side of the margin of the graphic organizer let’s record the many ways to greet anyone in Swahili. Assist students in recording the call and response, color coding call in one color (blue?) and the response in a different color (orange?).

Closure: Ticket out the Door - On a post it note, write down two things: 1. something new you learned today about Swahili, and 2. something new you learned today about

culture. Play “Jambo” song as students are filling out tickets.
(<https://www.youtube.com/watch?v=fK0wPpLryc4>)

Assessment: Read “Tickets out the Door” to determine if student learning is being challenged and stretched.

Day 3 “What does how we say ‘hello’ say about our culture?”

As students enter room or transition to this lesson, play “Jambo” song.

(<https://www.youtube.com/watch?v=fK0wPpLryc4>)

Anticipatory Set: Run through the call and response of typical greetings in Swahili with the class.

Activity: For the past two lessons we have explored the idea of culture and looked specifically at how to greet each other in 2 different languages. Today’s big question is “How do greetings in different languages reflect culture?”

1. In small groups (of 4 students ideally) students assign jobs : recorder, time keeper, focuser, and reporter. (Or if you have other jobs appropriate to your cooperative groups, adjust as needed.)
2. Let groups know they need to study their graphic organizers and make a list of observations about how the two sets of greetings, English and Swahili, describe the cultures that use those languages. Each recorder can list observations on white board. Give 5-10 minutes for this discussion.
3. After time, ask groups to finish comments. Ask the

recorder in each group to share their group's observations. Record class list on large chart paper while students record observations in bottom rectangle of graphic organizer. If students need prompting or their thinking "pushed," consider the following questions:

Why in some cultures do greetings incorporate food?

Why in some cultures do greetings incorporate well being?

Why in some cultures do greetings incorporate family?

What does this say about the culture?

Why in some cultures are greetings brief?

Why in some cultures do greetings take longer?

What does this say about the culture and the relationship between peoples?

Closure: Using your highlighter, highlight an observation you recorded that has pushed your thinking about culture the most. At the beginning of these lessons we understood that we were going to explore culture and ask how a culture's greeting reflect it's values.

Assessment: On the back of your graphic organizer, please answer the following questions: 1. What is culture?

2. How do you think a culture's greetings reflect it's values?

Write in complete sentences. Don't forget to introduce and conclude your statements.

Extensions and Resources

Looking at English, or a language the whole class shares, choose a genre of words (greetings, food names, animal names, etc.) and research the origin of that word. Create a matrix that compares the word in English to at least 2 other languages (most of my students will choose Spanish and another language of their choice). If they need more guidance or structure, I will

assign them to compare the English word with Spanish and Swahili. The words should be written phonetically so that students can compare the sounds of the words. At this point I would not introduce how the writing of the words in different languages may or may not be similar

Jambo Means Hello, Swahili Alphabet Book by Muriel Feelings

<https://mic.com/articles/110652/these-amazing-maps-show-the-true-diversity-of-africa?ncid=fcbklnkushpimg00000047#.8nQt0fw2o>

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Graphic Organizer template, Greeting Card 1 and Greeting Card 2 follow (below)

Greeting Card 1	
Call	Response
<u>Hujambo?</u>	<u>Sijambo.</u>
<u>Habari?</u>	<u>Nzuri.</u>
<u>Habarigani?</u>	<u>Njema.</u>
<u>Habarizaasubuhi.</u>	<u>Habarizaasubuhi.</u>
<u>Habarizachakula?</u>	<u>Nzuri.</u>
<u>Salama.</u>	<u>Salama.</u>



Greeting Card 2	
Call	Response
<u>Hujambo?</u> (How are things? Any problems?)	<u>Sijambo.</u> (No problems.)
<u>Habari?</u> (Any news?)	<u>Nzuri.</u> (Good, nice.)
<u>Habarigani?</u> (What news?)	<u>Njema.</u> (Fine.)
<u>Habarizaasubuhi.</u> (Good morning.)	<u>Habarizaasubuhi.</u> (Good morning.)
<u>Habarizachakula?</u> (How was your food?)	<u>Nzuri.</u> (Good, nice.)
<u>Salama?</u> (Peaceful?)	<u>Salama.</u> (Peaceful.)





Greetings in English

What language defines your culture?

Greetings in Swahili

Where does your language come from?

How does language impact culture?

