



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

The Kanga As Communication

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Fulbright-Hays to Oman-Zanzibar 2016

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| Lesson Title | The Kanga as Communication |
| Author | Katharine Mitchell |
| Grade Level | 7-9 |
| Lesson Duration | 5 Days |
| Objective | Inspired by the proverbs central to the Kanga, students will write a fable that illustrates a specific proverb. |
| Standards | <ul style="list-style-type: none">● CCSS.ELA-LITERACY.L.7.5, RH.6-8.1, RH.6-8.2, RH.6-8.7, W7.3.A-D |
| Resources/Materials | <ul style="list-style-type: none">● T-Charts (https://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html)● Colored pencils/white paper● Copies of 2-3 fables (select fables based upon your own geographic interest). Suggested links below.<ul style="list-style-type: none">○ http://americanfolklore.net/folklore/animal-stories/○ http://www.pitt.edu/~dash/japan.html○ https://russian-crafts.com/tales.html○ http://gec.kmu.edu.tw/~lc/ecorner/eBook/Teaching%20W ith%20Aesop's%20Fables.pdf● Print pictures of Kangas.<ul style="list-style-type: none">○ http://www.glcom.com/hassan/kanga/kanga1.html○ http://perpetualbeta.vcfa.edu/2015/01/30/kanga-as-a-form-of-visual-communication/● Copies of articles. Choose articles based upon individual student needs.<ul style="list-style-type: none">○ http://www.glcom.com/hassan/kanga_history.html○ http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1735&context=tsaconf (high level text)○ http://www.thecitizen.co.tz/magazine/woman/Origin-of-kangas-in-Tanzania/-/1843796/2332678/-/1171re9/-/index.html |

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| | <ul style="list-style-type: none"> ○ http://fashion-history.lovetoknow.com/clothing-types-styles/kanga |
| <p>Day 1 (30 min) Pre-Activities</p> | <p>Opening Activity:</p> <ol style="list-style-type: none"> 1. Ask students to look around and take note of who is wearing a message on their shirts, hoodies and other garments. Ask students to read the messages out loud. 2. Pass out the T-Chart. Working in pairs, students will make a list of messages that appear on their own clothing on the left. On the right side of the T-Chart, they'll comment on why they wear that message and what that message says about them as individuals. 3. Whole group discussion. Encourage students to question how we use labels, teams, etc. to form part of our identities. <p>Gallery Walk: Create a list of 10 popular proverbs and post them around the room. Provide students with a T-Chart. They will choose 3-6 proverbs to write down on the left side. Students reflect on the proverbs and record their interpretations of what they mean on the right side of the T-Chart. Adaptation: Add a third column for students to draw a picture to illustrate the meaning of the proverbs.</p> <p>Homework: Create a list of proverbs from your own community. Ask family members/neighbors/teachers to share proverbs they've grown up with or heard before.</p> |
| <p>Day 2</p> | <p>Reading and Summarizing</p> <ul style="list-style-type: none"> ● Students read article on kangas and write a summary. ● Differentiation: <ul style="list-style-type: none"> ○ Assign articles to students based on complexity. ○ Students read and summarize in pairs. <p>Gallery Walk Print examples of kangas and post them around the room. Provide the English interpretation of the Swahili. Provide students with a T-Chart and ask them to record the Kanga's message on the left. On the right, they can interpret the message or provide an example of when it might be appropriate for a woman to wear that kanga or give it as a gift.</p> |

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| Day 3 | Introduce students to a selection of fables. Select fables based upon your geographical interest and current curriculum. Guide students to identify the elements of a fable, focusing on the proverb or moral embedded in the story. |
| Day 4 - 5 | Students select a proverb or moral and write a fable to illustrate that message. Students then design their own kanga based on the proverb in their fable. Challenge students to include symbols or images from their story in their Kanga design. Students can use colored pencils and paper. |
| Assessment | <ul style="list-style-type: none"> ● Students write a fable that clearly illustrates a fable. Differentiate by challenging students to write a fable set in Zanzibar, requiring students to research foods, animals, flora and fauna, etc. ● Students design their own kanga based on the proverb in their fable. Challenge students to include symbols or images from their story in their Kanga design. Students can use colored pencils and paper. |
| Extensions | <ul style="list-style-type: none"> ● Extension activity: Split students into groups of 3-4. Provide each group with a piece of cloth that is equivalent in size to a kanga. Give students 5 minutes to “dress” one of their group members. |