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ABSTRACT

This teaching guide provides objectives, activities, resources, and evaluation criteria for a four-week minicourse on the Akan and Manding tribes of Africa. It is intended for use by third grade classroom teachers as they develop and implement African area studies programs. The objective is to help students overcome negative attitudes toward Africa and African heritage by exposing them to positive aspects of African culture in a classroom setting. The instructional guide is the product of a summer workshop for teachers on African curriculum development. Ten lesson plans are presented. Topics include African geography, stereotypes, distribution of Akan and Manding ethnic groups throughout Africa, and cultural and social organization of Akan and Manding people. Students are involved in a variety of activities including working with maps and globes, playing word association games, role playing, discussing issues in class, preparing Akan and Manding food, analyzing folk tales, and listening and dancing to African music. For each lesson, information is presented on objectives, basic skills, materials, time required, activities, resources, and evaluation. (DB)

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"THE AKAN AND THE MANDING"

An Instructional Unit for Third Grade

by

Letitia M. Parker

Mt. Washington Elementary School.

Independence, Missouri C

This teaching unit on Africa was developed as part of an interdisciplinary workshop project in African curriculum development held on the University of Illinois' Urbana-Champaign campus in the summer of 1978. The workshop project, which was funded by the National Endowment for the Humanities, was carried out from 1977-80 and was integrated into an ongoing program of outreach services offered to teachers nationwide. For further information on teaching aids available through outreach services, contact:

Outreach Director
African Studies Program
1208 West California, #101
Urbana, Illinois 61801

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Preface Statement

As part of our desegregation plan, there is an added emphasis on learning about other cultures and people. Often children have negative attitudes about Africa and African heritage. During the study of this unit, my class will be provided the opportunity to explore and be exposed to African culture in a positive way henceforth reducing negative attitudes about Africa.

Class Framework

1. Grade: Third (self contained)
2. Blasses: Social Studies, Art, Music and Literature
3. Date: February 1979
4. Length: Four weeks -- four days per week.

Preparations

In anticipation of the unit on Africa, I would have already prepared a bulletin board consisting of positive pictures of a classroom, the dress and land features.

A learning center would be prepared from the beginning. One must be careful to add only a few activities at a time. Each activity should have been thoroughly explained before the children are allowed to work in the center. The learning center would include student books, slides, tapes, records, earphones, art supplies and directions for using and constructing the various games and activities. The children will be allocated time for using the learning center. Additional time would be provided as a reward for those completing assignments early.

Activities

1. Color countries in Africa on map -- label a few countries
2. Word association game
3. Read selected children's books
4. Draw scenes from savannah and rain forest
5. Play Manding name game
6. Role playing -- Koranic school
7. Oral quiz

8. Dramatize scenes from "Anansi the Spider"
9. Listening to traditional and modern popular African music
10. Movement to music
11. Drum construction
12. Creating adinkra
13. Food preparation

Audiovisual Aids

All the audiovisual materials in this unit designated from "African Studies Program" are available free of charge from the following address:

African Studies Program
University of Illinois
1208 West California
Urbana, Illinois 61801

Instructional Concepts

Basic Skills

1. To reinforce map reading skills and following directions.
2. To identify myth of African being one "country" rather than a continent.
3. To encourage discovery through reading.
4. To learn terms Akan, Ashanti and Manding.
5. To make children aware of the importance of Ashanti and Manding names.
6. To stress listening, observing and discovering.
7. To help children appreciate African literature.
8. To construct a simple drum.
9. To encourage participation in activities.
10. To help children recognize crafts and games they can do, given the classroom limitations.

Instructional Objectives**Concepts:**

1. To make children aware Africa is a continent of 50 separate countries.
2. To try to eradicate negative stereotypes about Africa - Tarzan syndrome.
3. To introduce geographical features of the Akan (Ashanti) and Manding people. (Begin case study.)
4. To stress differences in meanings of names in the Manding and Akan (Ashanti) societies.
5. To show the Akan and Manding people have educational similarities.
6. To present the diversity of languages of the Ashanti and Manding.
7. To point out that folk tales sometimes explain natural phenomena.
8. To stress the importance of instruments and music to daily living.
9. To present the culture as interwoven in the people's dress and dress patterns.
10. To help children gain further insight to culture through exposure to food, crafts, and games.

Lesson Plan I

A. Objective

Concept

- (1) To make children aware Africa is a continent of 50 separate countries

Basic Skills

- (1) To reinforce map reading skills
- (2) To identify myth of Africa being one "country."

B. Implementation

- 1. Discussion and explanation of terms "African" and "American" in relation to their broad general use as: American-resident in any North American country, such as U.S.A., Canada or Mexico.
- 2. Stress multi-nation aspects of the continent of Africa.

Materials

- (1) Overlay of the North American continent with the country borders delineated.
- (2) Overlay of the African continent with the country borders delineated.
- (3) Student's crayons.
- (4) Individual ditto copies of delineated borders of countries in the African continent.
- (5) Hanging wall map of Africa and North America.
- (6) Individual globes for each student.

C. Activities for students:

- (1) Use individual dittoed maps so the children can color in African countries.

- (2) They may write in names of countries such as: Ghana, Sierra Leone, Ivory Coast, Mali, Niger and Nigeria

D. Evaluation:

- (1) Have children point to a country of Northern, Southern, Eastern and Western Africa.
- (2) Teacher may walk around to spot check and offer assistance to help children in locating areas.

Selected Bibliography

Students:

Feelings, Muriel and Tom. Moja Means One. New York: The Dial Press, 1971. A Swahili counting book. Excellent pictures.

Feelings, Muriel and Tom. Jambo Means Hello. New York: The Dial Press, 1974. A Swahili alphabet book. Excellent pictures.

Teacher:

Bohannon, Paul and Curtin, Phillip. Africa and Africans. Garden City, New York: The Natural History Press, 1971. Account of people and continent of Africa.

Remy, Mylene. Ghana Today. Distributed in the U. S. by Rizzoli International Publications, Inc., 712 Fifth Ave., New York, N.Y. 10019. This book contains much material on the Akan. The text is informative and the pictures, all in color, outstanding.

Lesson Plan II (two days)

A. Objectives

Concept

- (1) To try to eradicate negative stereotypes about Africa--Tarzan syndrome.
- (2) To help children discriminate the real from the unreal (stereotype)

Basic Skills

- (1) To encourage discovery through reading.

B. Implementation

1. List on the chalkboard those ideas suggested by the children of what Africa is like.
2. Discussion and explanation of stereotypes.
3. Question: Where do we get our ideas about what Africa is like?
4. "Family of the City" - film. Explain that although this film is set in East Africa (Kenya), cities in Manding and Akan areas are similar.

Materials

1. Chalkboard
2. "Family of the City" - film
3. Enchantment of Africa: Guinea
4. Enchantment of Africa: Mali
5. Wall map and/or globe (point out Kenya, Guinea, Zaire)

C. Activities

1. Word association game for stereotypes.
2. Allow children to browse and read through two selected books, (Guinea and Mali).

Lesson Plan II (con't)

D. Evaluation:

Reaction and response children make after short discussion about the film.

Selected Bibliography

Film

"Family of the City." 11 minutes, color. Two boys see Nairobi, Kenya enroute to the airport.

Available free of charge from the African Studies Program, University of Illinois, 1208 West California, Urbana, IL 61801. All audiovisual materials listed from the African Studies Program are available free.

Students

Carpenter, Allan and O'Toole, Thomas. Enchantment of Africa: Guinea.

Chicago: Children's Press, 1972. Interesting sketches about the people of Guinea.

Carpenter, Allan, et al. Enchantment of Africa: Mali. Chicago: Children's Press, 1975. Good introduction to Manding people.

Teacher

Bohannon, Paul and Curtin, Phillip. Africa and Africans. Garden City, N.Y.:

The Natural History Press, 1971. The book discusses the people and continent of Africa.

Lesson Plan III (two days).

A. Objectives

Concepts

- (1) To introduce geographical features of the Akan (Ashanti) and Manding People.
- (2) To look at two cultural groups and see the diversity and commonalities.

Basic Skills

- (1) To learn terms (1) Akan, (2) Ashanti and Manding
- (2) Reinforce map skills

B. Implementation

1. Introduction: Discuss and explain the land features, desert, savannah and rain forest.
2. Explain that present day boundaries of countries were drawn by the British and French without regard for who lived in them, therefore different groups were spread in many countries. (Late 1800's till early 1960's—Colonial Period)
3. Akan live mostly in the rain forest and to a lesser extent in the savannah.
4. Manding people live mainly in the sahel and savannah with a smaller number in the rain forest.
5. Both people share poor tropical soil, causing crops to be hard to grow.

Explain why.

Materials

- (1) Wall map or globe
- (2) Mounted pictures illustrating climatic vegetation types
- (3) Crayons
- (4) Manila or newsprint paper

Lesson Plan III (con't)

C. Activities

(1) Akan (Ashanti)

(a) Ghana

Manding

Mali

Ghana

Liberia

Guinea

Sierra Leone

Senegal

The Gambia

Ivory Coast

Guinea Bissau

Upper Volta

Name the ethnic group and have the children point to the country which they might be found.

(2) Draw what you might see in a savannah or rain forest.

Evaluation

(1) Write the question and answer it.

What group of people might you find in the sahel?

Selected Bibliography

Students

Carpenter, Allan and O'Toole, Thomas. Enchantment of Africa: Guinea.

Chicago: Children's Press.

Carpenter, Allan, et al. Enchantment of Africa: Mali, Chicago: Children's Press.

Teacher

Handouts available from the African Studies Program.

"Developing a Unit on the Akan"

"Developing a Unit on the Manding"

Lesson Plan IV (two days)

A. Objectives

Concept

- 1. To stress difference in meanings of names in the Manding and Akan societies.

Basic Skills

- 1. To see diversity in culture
- 2. To make children aware of name importance.

B. Implementation

- 1. Discuss and illustrate case study.
 - (a) Akan--Name children according to days. (Ashanti)
 - (b) Manding--Last names often indicate the family's occupation
- 2. Role playing

Materials

- 1. Handouts: "African Names: The Case of the Akan of Ghana" and "The Manding Name Game"
- 2. Pop bottle (empty)
- 3. Chart of Akan (Ashanti) and Manding names.
- 4. Tape of music
- 5. Perpetual calender

C. Activities

- 1. Play Manding name game.
- 2. Assign as homework: Each child is to try to find out the meaning of his or her name.

D. Evaluation

Teacher observation

Lesson Plan IV (con't)**Selected Bibliography****Students**

Gerson, Mary-Joan. Omoteji's Baby Brother. New York: Henry Z. Walck, Inc., 1974. Omoteji gets a new brother. The naming is beautifully described through the ceremony.

Teacher

Handouts available from the African Studies Program:

"African Names: The Case of the Akan of Ghana"

"The Manding Name Game."

Lesson Plan V (two days)

A. Objectives

Concepts

1. The Akan and Manding people have educational similarities: the traditional education, Islamic education and Western education types.
2. Opposed to the commonality of educational types, there is a diversity in language.

Basic Skills

1. Listening
2. Observing
3. Discovering

B. Implementation

1. Case Study of Akan and Manding Education

a. Commonalities of Akan and Manding education

(1) Traditional - Facts of Living

culmination in adulthood ceremonies

(2) Quranic Schools - Muslim - long days

recitation of "Quran (Koran), the Bible"
speak Arabic

Manding people more often attend
Quranic (Koranic) schools

(3) Western modeled schools

Similar to ours

Importance of testing for advancement

(4) Children may have any combination of the aforementioned

education or none.

(5) Slide presentation

2. Language - diversity and commonality

a. Akan (Ashanti) - traditional education - Twi

Lesson Plan V (con't)

- b. Manding - traditional education - Manding languages
- c. Official languages by country
 - Ghana--English
 - Ivory Coast--French
 - The Gambia--English
 - Liberia--English
 - Mali--French
 - Niger--French
 - Nigeria--English
 - Senegal--French
 - Sierra Leone--English

In Ghana where the Akan live the language of instruction in the schools is English, the official language of the country. In most of the countries where the Manding live French is the official language and also the language of instruction in the schools.

Materials:

Slidesets: "Schools in East and West Africa"

"Islam and Africa"

Handouts: "Education in Africa: Traditional, Islamic, and Western"

"African Countries, Capitals, Heads of State, and Official Languages"

C. Activities

1. Slide discussion,
2. Role playing - Act out Quranic school.
 1. teacher
 2. seated on floor
 3. write on board with ink
 4. loud chant

Lesson Plan V (con't)

D. Evaluation

1. Teacher determination of ease in which children are able to conceptualize and act upon the dramatization of a Quranic school and education in general.
2. Oral quiz
 - (a) Name the three kinds of education
 - (b) What people are more likely to attend Quranic schools?
 - (c) An Ashanti person is more likely to speak what Western language?

Selected Bibliography

Slidesets: "Schools in East and West Africa" Contains slides pertaining to elementary schools; available from African Studies Program.

"Islam and Africa." Contains slides of Quranic schools as well as introduction to the Islamic religion. Available from the African Studies Program.

Student's Books:

Bernheim, Marc and Evelyne. The Drums Speak. New York: Harcourt Brace, Jovanovich, Inc., 1971. Kofi's diligence in study is rewarded by the chief.

Teacher:

Handout available from the African Studies Program - "African Countries, Capitals, Heads of State, and Official Languages"

"Education in Africa: Traditional, Islamic, and Western"

Carpenter, Allan and O'Toole, Thomas. Enchantment of Africa: Guinea.

Chicago: Children's Press, 1972. Speaks of language and education in Guinea.

Lesson Plan VI

Objectives**A. Concept**

1. Folktales often explain natural phenomena

Basic Skills

1. Viewing and understanding film
2. Appreciating a story from another culture.

B. Implementation

Have children watch the film, "Anansi the Spider." Then ask:

1. What kind of fellow was Anansi?
2. Did his sons do what he was asked to do? Why or why not?
3. What happened to Anansi?
4. How does Nyame, the God of creation, solve the problem of which son deserves the prize?

Materials

1. Film: "Anansi the Spider." 11 minutes, color. Available from the African Studies Program of the University of Illinois. An adventurous tale about Anansi, the folk hero of Ghana, who becomes responsible for placing the moon in the sky.

C. Activities

1. Let the students dramatize scenes from the film.
2. Let the students paint pictures of their impression or scenes from the film.

D. Evaluation

1. What did we do best?
2. Did the children enjoy this lesson? Cite evidence.
3. Did the children understand the lesson taught in the folktale?

Lesson Plan VI (continued)**Selected Bibliography****Teacher:****Handouts from the African Studies Program:**

- "A Study of Five African Folktales"
- "Folk Tales from Sierra Leone"
- "Understanding African Folklore"

Lesson Plan VII (two days)**Objectives****Concept**

1. Music is important to daily living.
2. Discuss the stereotype of the drum as being the only instrument used by Africans.

Basic Skills

1. To introduce movement to music.
2. To listen to music.

Implementation

1. Questions:
 - a. Describe the instruments used in the films.
 - b. What different kinds of music were there?
 - c. For what activities did the people use music?
 - d. What differences did you notice between Akan and Manding music?
2. Films - "Discovering the Music of Africa" and "Alhaji Bai Konte"
3. Re-ask question #1 and proceed with a discussion of the film.
4. Discuss differences students noticed between Akan and Manding music.

Materials

1. Picture of African musical instruments
2. Films - "Discovering the Music of Africa" and "Alhaji Bai Konte"

Activities

1. Allow children to listen and dance to African traditional and contemporary music.

Evaluation

Teacher observation.

Lesson Plan VII (con't)

Selected Bibliography

A two record album which contains much Ghanaian traditional and contemporary music is:

"Music of West Africa," Oscar Sulley, Delta Records, DRS 77M 610-11

An album that contains music of the Manding performed on the kora (harp-like instrument) by Foday Musa Suso and others is "Manding Griot Society" on the Flying Fish Label.

Films:

"Discovering the Music of Africa." 20 minutes, color, \$10. Available for rental from Visual Aids Service, University of Illinois, Champaign, Illinois 61820. The complexity and long traditions of African music are demonstrated by musicians from Ghana who play the rattle, single and double bells of various pitches, and many types of drums.

"Alhaji Bai Konte." 12 minutes, color. Available free of charge from the African Studies Program. A glimpse into the music of the Gambian kora (harp-like instrument) player Alhaji Bai Konte, an acclaimed Manding musician.

Students

Bernheim, Marc and Evelyne. The Drums Speak. New York: Harcourt, Brace, Jovanovich, Inc., 1971. In Ghana Kofi's uncle hears the talking drums while in the forest summoning him and others to a council.

Teacher

Deitz, Betty and Ojatunji, Michael. Musical Instruments of Africa. New York: The John Day Company, 1965.

Lesson Plan VIII

Objectives:Concept

The drum is one of the important musical instruments in much of African music.

Basic Skills

1. To construct a simple drum.
2. To reinforce following directions.

Implementation:

1. Discuss meaningfulness of music to the people through a variety of instruments.
2. Explain and draw a diagram of an Atumpan drum.
3. Discuss how drums can relay messages (because of the tonal nature of the Akan language). See the African Studies Program handout "An Approach to African Music."
4. Explain that today we will be constructing a drum.

Materials:

1. Quaker Oats or Morton Salt box (round)
2. 5 inch square chamois or paper
3. Scissors
4. Straight pins or small nails
5. Length of string to encircle top of box two times.
6. Colored construction paper
7. Paste
8. Glue
9. Reproduce West Africa: An American Heritage, page A.26. Drum Patterns (27 copies)

Activities:

- (1) Construct drum

Lesson Plan VIII (con't)

- (a) Wrap construction paper around the outside of the box and glue it down.
 - (b) Take chamois or paper and stretch it across the end of the box so that some material is left to go over the edge.
 - (c) Tack down the edges with the pins.
 - (d) Paint or color design on the sides of the box
- (2) Using different objects such as a pen, pencil, stick or hands, beat out a rhythmic pattern.
- (a) Listen to different sounds each instrument makes.

Evaluation

Teacher is to notice interest level of the students.

Selected BibliographyStudents

Price, Christine. Talking Drums of Africa. New York: Charles Scribner's Sons, 1973. Tells how drums are made to sing and talk, the stories they tell, and the wise old words of perpetual things.

Lesson Plan IX

A. Objective

Concept

1. Culture is interwoven in the people's dress and dress patterns.
2. To dispel the stereotype of naked Africans running through the "jungle."

Basic Skills

1. To stress listening
2. To stress following directions

B. Implementation

1. View clothing slides and discuss.
2. Discuss and show pictures of tie-dyeing and adinkra cloth.
3. Tell the importance to the Ashanti of adinkra, originally used as a funeral cloth.
4. Creation of adinkra.

Materials

1. Slides: "West African Dress"
2. Handout: "Adinkra Cloth"
3. Three or four potatoes cut in half with a design cut on each flat surface.
4. Newspaper
5. Newsprint 8 x 11 or larger
6. Four or five colors of powder paint mixed thickly.
7. 4 x 4 inch square of white cotton fabric

C. Activities

1. Watch and discuss slides

Lesson Plan IX (con't)

2. Create adinkra design on newsprint
3. Create adinkra design on fabric

D. Evaluation

1. Have each student write a few sentences (2 or 3) about why the adinkra cloth is important to the Ashanti.
2. Display the sentences with the creations on a bulletin board.

BibliographyTeacher

Kerina, Jane. African Crafts. New York: Lion Press, 1970. Gives numerous ideas and directions for creating African crafts.

Slideset

"West African Dress" Shows how to make, decorate and wear cloth. Available from the African Studies Program.

Handouts available from the African Studies Program:

"Adinkra Cloth"

"Teaching Notes on West African Cloth"

Lesson Plan X

A. Objectives

Concept

1. Children can gain further insight to culture through exposure to food, crafts and games.

Basic Skills

1. To stress following written and oral directions.
2. To help children recognize crafts and games they can do, given the limitations of the class.
3. To encourage participation.

B. Implementation

1. Plantain preparation
2. Games
3. Crafts

Materials

1. Plantains (about one for every four or five students)
 - (a) Ripe plantain (peel and cut into slices)
 - (b) Bowl of cold salt water (wash plantain in)
 - (c) Peanut oil (enough for deep frying)
2. Games
 - (a) "African Games for American Elementary School Children" by Nancy J. Schmidt.
 - (b) Paste, glue, scissors, paper, newspaper, small round stones or nuts, pencils, crayons, egg cartons and paper cups.
 - (c) See handouts listed in the bibliography at the end of the lesson.
3. Crafts
 - (a) Bleach, dye, cloth, string, rubber bands
 - (b) African Crafts by Kerina

Lesson Plan X (con't)

D. Evaluation

1. Teacher observation of activities

Selected Bibliography

Students and Teacher

Kerina, Jape. African Crafts. New York: Lion Press, 1970.

Schmidt, Nancy J. et al. Resources for Teaching Children about Africa.

Urbana: Eric, 1976. This contains the African games used in this lesson.

Handouts available from the African Studies Program:

"African Recipes"

"African Checkers"

"Che-che-ku-le: An African Musical Game" from Ghana

"Popular Games for African Children"

Bibliography

Films

- Alhaji Bai Konte.** 12 minutes, color. Available from the African Studies Program. The music of a renowned Kora (harp-like) player from the Gambia.
- Anansi the Spider.** 11 minutes, color. Available from the African Studies Program. Anansi, the spider's explanation for how the moon was put in place.
- Discovering the Music of Africa.** 20 minutes, color: \$10.00. Available for rental from Visual Aids Service, University of Illinois, Champaign, IL 61820. Musicians demonstrate traditional instruments.
- Family of the City.** 11 minutes, color. Available from the African Studies Program. Two boys explore Nairobi on the way to the airport.

Maps and Globes

Hanging wall maps of North America and Africa

27 globes

Overlay

Delineated country map of Africa - unnamed

Delineated country map of Africa - some West African countries' names

(See lesson I)

The following slide sets and handouts are available free of charge from:

African Studies Program
University of Illinois
1208 West California
Urbana, Illinois 61801

Slide Sets

Islam and Africa
Schools in East and West Africa
West African Dress

Handouts

Adinkra Cloth
African Countries, Capitals, Heads of Government, and Official Languages
African Names: The Case of the Akan of Ghana
African Recipes
Che-che-ku-le: An African Musical Game (from Ghana)
Developing a Unit on the Akan
Developing a Unit on the Manding
Education in Africa: Traditional, Islamic, and Western
Folk Tales from Sierra Leone
Manding Name Game
Popular Games for African Children
Study of Five African Folktales
Teaching Notes on West African Cloth
Understanding African Folklore

Selected Bibliography

Students

Bernheim, Marc and Evelyne. The Drums Speak. New York: Harcourt, Brace, Jovanovich Inc., 1971.

Kofi conquers his one great fear and is rewarded for his academic pursuits.

Carpenter, Allen and O'Toole, Thomas. Enchantment of Africa: Guinea.

Chicago: Children's Press, 1972.

Inclusive study of Guinea and its people.

Elisofon, Eliot. Zaire: A Week in Joseph's World. New York: Crowell-

Collier Press, 1973.

Story tells what Joseph does during an ordinary week.

Feelings, Muriel and Tom. Jambo Means Hello. New York: The Dial Press, 1974.

Swahili alphabet book. Excellent charcoal pictures.

Feelings, Muriel and Tom. Moja Means One. New York: The Dial Press, 1971.

Swahili counting book.

Gerson, Mary-Joan. Omoteji's Baby Brother. New York: Henry Z. Walck, Inc., 1974.

Story of a young Yoruba boy who feels less important with the arrival of his baby brother.

Guirma, Frederic. Princess of the Full Moon. London: Macmillan Company, 1970.

Folklore about young girl who becomes a princess.

Hawkins, John and Maksik, Jon. Teacher's Resource Handbook for African Studies.

Los Angeles: UCLA African Studies Center, Occasional Paper #16, 1976.

Lists teaching aids of Africa by grade level.

Kerina, Jane. African Crafts. New York: Lion Press, 1970.

Crafts that can be easily made and explained.

Price, Christine. Dancing Masks of Africa. New York: Charles Scribner's Sons, 1975.

Explaining masks.

Remy, Mylene. Ghana Today. Distributed in the U. S. by Rizzoli:

International Publications, Inc., 712 Fifth Ave., New York, NY 10019.

This book devotes many pages to the Akan and the numerous pictures (all in color) are outstanding.

Schatz, Letta. Taiwo and Her Twin. New York: McGraw-Hill, 1964.

Fictional tale about a pair of Yoruban twins.

Schmidt, Nancy. Resources for Teaching Children about Africa. Urbana:

ERIC, 1976.

Urch, George E. West Africa: An American Heritage. Amherst, Mass.:

University of Mass., 1975.

Resource of units and lessons about Africa.

Watson, Clifford D. Pride. Steenville, Michigan: Educational Service, Inc.,

1971.

McDermott, Gerald. Anansi the Spider. New York: Holt, Rinehart and Winston, 1972.

Spider story and explanation for how the moon was placed in the sky.

Price, Christine. Dancing Masks of Africa. New York: Charles Scribner's Sons, 1975.

Tells the purposes and ceremonies masks are used.

Price, Christine. Talking Drums of Africa. New York: Charles Scribner's Sons, 1973.

Tells how the talking drums are used in the daily lives of the people.

Rose, Anne. Akimba and the Magic Cow. U.S.A.: Scholastic Book Service, 1976.

Folk tale about a poor farmer, his neighbor, magic animals and a magic stick.

Teacher

Bohannon, Paul and Curtin, Philip. Africa and Africans. rev. ed., Garden City, New York: The Natural History Press.

Camara, Laye. The Dark Child. New York: Farrar, Straus and Giroux, 1954.
Autobiography of Camara's early life.

Carpenter, Allan and O'Toole, Thomas. Enchantment of Africa: Guinea.
Chicago: Children's Press, 1972.

Dietz, Betty and Ojatonji, Michael. Musical Instruments of Africa. New York: The John Day Company, 1965.

Gives illustrations and facts about many traditional instruments.

Haley, Alex. Roots. New York: Dell Publishing Co., Inc., Nov. 1977.

An American black man explores his ancestry back to Africa. A combination of fiction and non-fiction.