

BLACK LIVES MATTER LESSON PLAN

Date(s): 2/1 /2021

Name: Lydie Koissi

Grade: 4th Grade French Immersion

Time: 45 minutes

Lesson 1

Title: Ancient Africa: Songhai Empire

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| Goal: ACTFL |  ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES |
| <p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>CULTURES Interact with cultural competence and understanding.</p> <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> | |
| <p>Indicators: Standards</p> <p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | |
| <p>Student Objective(s): Students will be able to: Analyze great African Empires before colonization in West Africa</p> | |

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| <p>Students will read the transcript of the video and will</p> <ul style="list-style-type: none"> ○ Read aloud ○ Chunking texts (a little at a time) ○ Provide support while reading, ○ Provide specific text-dependent questions to help readers unravel challenging sentences and require special attention to be paid to them. <p>(DOL 1 positive attitudes and perceptions about learning)</p> <p>(Bloom’s taxonomy level: knowledge)</p> | |
| <p>Introductory and Developmental Activities:</p> <p><u>During reading</u></p> <p><u>First reading:</u> Allow students to respond to the question at the beginning of each paragraph by searching the evidence in the paragraph. <u>Shonghai was a very powerful empire that dominated the west African region. Teacher will show evidence of the greatness of the empire, the strong structure of the government and the freedom of speech of the population in the society.</u></p> <p>Project some pictures to emphasize their comprehension. Provide some sentence starters to help the struggling students in order to encourage them do some sentences and to participate.</p> <p>(DOL 4 using info meaningfully)</p> | <p>5 minutes</p> <ul style="list-style-type: none"> ● Check in at the end of each section to facilitate discussions about key ideas and important vocabulary words ● Ask text-based questions |
| <p>Guided Activities/ Extend and Refine:</p> <p>Have students to complete the activities on worksheet (graphic organizer). Tell them to think about what they have to do. Instruct students to fill the graphic organizer. After filling it, ask them to share what they have done. Students may work together in breakout room.</p> <p>Learning style used: interpersonal – logical/mathematical– visual/spatial – verbal/linguistic.</p> <p>(DOL 2 Acquisition and Integration of Knowledge)</p> | <p>10 minutes</p> |
| <p>Independent Activities/ Meaningful-Use Tasks:</p> <p>Students will work on the worksheet posted in google classroom</p> | <p>10 minutes</p> |

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| <p>Students may work independently or in pairs. The paper will be uploaded to google classroom for a checklist.</p> <p><i>Learning style used: intrapersonal – musical/rhythmic – visual/spatial – verbal/linguistic.</i></p> | |
| <p>Assessment: Exit ticket</p> <p>Directions: Students will use their understanding of the text to complete the comprehension worksheet. The teacher will also walk around the room (breakout rooms) to observe as they work and complete the independent activity and record their progression as they are answering the questions.</p> | <p>5 minutes</p> |
| <p>Closure: Go back to the objective. Have a student explain in their own words what they learned today. Ask questions:</p> <p>What did we learn today?</p> | <p>5 minutes</p> |
| <p>Accommodations:</p> <p><i>(How will my lesson satisfy the needs of all learners?)</i></p> <ul style="list-style-type: none"> • Plan with UDL ○ UDL principles call attention to the importance of providing multiple means of representation • Be cognizant of ways to display and clarify information • Provide alternatives to auditory and visual information • Guide information processing and highlight patterns and relationships ○ UDL principles call attention to the importance of providing multiple means of action and representation • Vary the methods for responding and communicating • Build fluency with scaffolded levels of support for practicing, planning, and monitoring progress ○ UDL principles call attention to the importance of providing multiple means of engagement • Provide choice • Minimize distractions and maximize a positive climate | |

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| Encourage students to mark up their text. For example, they might circle the paragraph where they found an answer to a question and then underline the specific word that supports their response. | |
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| - SUGGESTIONS FOR ACCOMMODATIONS –504s: - Heterogeneous group work. - Modify wording of the paragraph/, to assist with comprehension. - Teacher-led small group with students who need extra assistance in comprehension/writing/etc. | |
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Easy reading for the 4th graders (French)

L'Empire Songhai contrôlait le commerce dans une grande partie de l'Afrique de l'Ouest dans les années 1400 et 1500. L'empire était centré sur ce qui est aujourd'hui le centre du Mali. Il s'est finalement étendu à l'ouest jusqu'à la côte atlantique et à l'est jusqu'à ce qui est aujourd'hui le Niger et le Nigeria. Songhai a grandi riche commerce d'or et de sel de haut en bas du fleuve Niger et à travers les terres désertiques du Sahara.

Les songhais s'étaient installés dans la ville de Gao vers 800 heures. L'Empire malien a repris Gao en 1325. Après 50 ans, les Songhai ont repris leur indépendance. Un grand guerrier Songhai nommé Sonni Ali prit le pouvoir en 1464. Il construisit l'Empire Songhai en conquérant Tombouctou, Djenné et d'autres villes voisines.

La plupart des Songhai ont élevé des animaux pour vivre. Cependant, beaucoup de Songhai vivaient dans les grandes villes. Toutes les villes étaient des centres commerciaux sur le fleuve Niger. Gao était la capitale. Elle avait environ 100 000 personnes. Tombouctou avait au moins 80 000 personnes. C'était le site d'une université célèbre. Alors que la plupart des éleveurs de Songhai continuaient à suivre les religions traditionnelles, l'Islam devint la religion des villes.

L'empire prospéra jusqu'à la fin des années 1500. Puis une armée marocaine, un royaume sur la côte nord-ouest de l'Afrique, a balayé le Sahara. En 1591, les Marocains avaient facilement capturé les villes parce qu'ils avaient de meilleures armes que les Songhai. Les gens en dehors des villes ont continué à combattre les Marocains, mais ils n'ont pas pu ramener l'empire.

Translated text

The Songhai Empire controlled trade in much of western Africa during the 1400s and 1500s. The empire was centered in what is now central Mali. It eventually extended west to the Atlantic coast and east into what are now Niger and Nigeria. Songhai grew rich trading gold and salt up and down the Niger River and across the desert lands of the Sahara.

Songhai people had settled in the city of Gao in about ad 800. The Mali Empire took over Gao in 1325. After 50 years the Songhai won back their independence. A great Songhai warrior named Sonni 'Ali took power in 1464. He built the Songhai Empire by conquering Timbuktu, Djenné, and other nearby cities.

Most Songhai people raised herds of animals for a living. However, many Songhai lived in big cities. All the cities were centers of trade on the Niger River. Gao was the capital. It had about 100,000 people.

Timbuktu had at least 80,000 people. It was the site of a famous university. While most of Songhai's herders continued to follow traditional religions, Islam became the religion of the cities.

The empire prospered until the late 1500s. Then an army from Morocco, a kingdom on Africa's northwestern coast, swept down over the Sahara. By 1591 the Moroccans had easily captured the cities because they had better weapons than the Songhai had. The people outside the cities continued to fight the Moroccans, but they could not bring back the empire.

Where was the Songhai Empire located?

The Songhai Empire was located in Western Africa south of the Sahara Desert and along the Niger River. At its peak, it stretched well over 1,000 miles from the current modern-day country of Niger to the Atlantic Ocean. The capital city of the Songhai was the city of Gao which was located in modern-day Mali on the banks of the Niger River.



When did the Songhai Empire rule?

The Songhai Empire lasted from 1464 to 1591. Prior to the 1400s, the Songhai were under the rule of the Mali Empire.

When did the Songhai Empire rule?

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How did the Empire first begin?

The Songhai Empire first came into power under the leadership of Sunni Ali. Sunni Ali was a prince of the Songhai. He was being held as a political prisoner by the leader of the Mali Empire who ruled over the Songhai. In 1464, Sunni Ali escaped to the city of Gao and took control of the city. From the city of Gao, he established the Songhai Empire and began to conquer nearby regions including the important trading cities of Timbuktu and Djenne.

Askia Muhammad

In 1493, Askia Muhammad became the leader of the Songhai. He brought the Songhai Empire to its height of power and founded the Askia Dynasty. Askia Muhammad was a devout Muslim. Under his rule, Islam became an important part of the empire. He conquered much of the surrounding lands and took control of the gold and salt trade from the Mali Empire.

Government

The Songhai Empire was divided into five provinces each led by a governor. Under Askia Muhammad, all the governors, judges, and town chiefs were Muslims. The emperor had total power, but he also had ministers who ran different aspects of the empire for him. They also counseled the emperor on important issues.

The Songhai Culture

The Songhai culture became a blend of traditional West African beliefs and the religion of Islam. Daily life was often ruled by traditions and local customs, but the law of the land was based on Islam.

Slaves

The slave trade became an important part of the Songhai Empire. Slaves were used to help transport goods across the Sahara Desert to Morocco and the Middle East. Slaves were also sold to Europeans to work in Europe and the Americas. Slaves were usually captives of war captured during raids on nearby regions.

Fall of the Songhai

Empire In the mid-1500's the Songhai Empire began to weaken due to internal strife and civil war. In 1591, the Moroccan army invaded and captured the cities of Timbuktu and Gao. The empire collapsed and was divided up into a number of separate smaller states.

Interesting Facts about the Songhai Empire **Sunni Ali** became a legendary hero in Songhai folklore. He was often portrayed as having magical powers and was known as **Sunni Ali the Great**. If a prisoner of war had already converted to Islam before being captured, they could not be sold as a slave.

A West African storyteller is called a griot. History was often passed down from generation to generation through the griots. The city of Timbuktu became an important city of trade and education during the Songhai Empire.

Assessment

1) Where was the Songhai Empire located?

- Southern Africa
- Eastern Europe
- Western Africa
- South America
- Middle East

2) What river ran along much of the Songhai Empire?

- Congo River
- Niger River
- Nile River
- Amazon River
- Yangtze River

3) What leader first established the Songhai Empire?

- Shaka Zulu

- Mansa Musa
- Hannibal
- Sunni Ali
- Sundiata

4) True or False: The slave trade was an important part of the Songhai economy?

- TRUE
- FALSE
-

5) What was the capital city of the Songhai Empire?

- Gao
- Koumbi Saleh
- Mogadishu
- Addis Ababa
- Tripoli

6) What religion played an important role in the Songhai government and culture?

- Taoism
- Judaism
- Buddhism
- Christianity
- Islam

7) What was one way to avoid being sold into slavery?

- Be captured in an enemy raid
- Prove that you were a Christian

- Convert to Islam
- All of the above
- None of the above

8) What was a griot?

- A governor of a province
- A storyteller
- A slave trader
- A high-ranking Islamic leader
- An iron worker

9) What major geographical feature was located just to the north of the Songhai Empire?

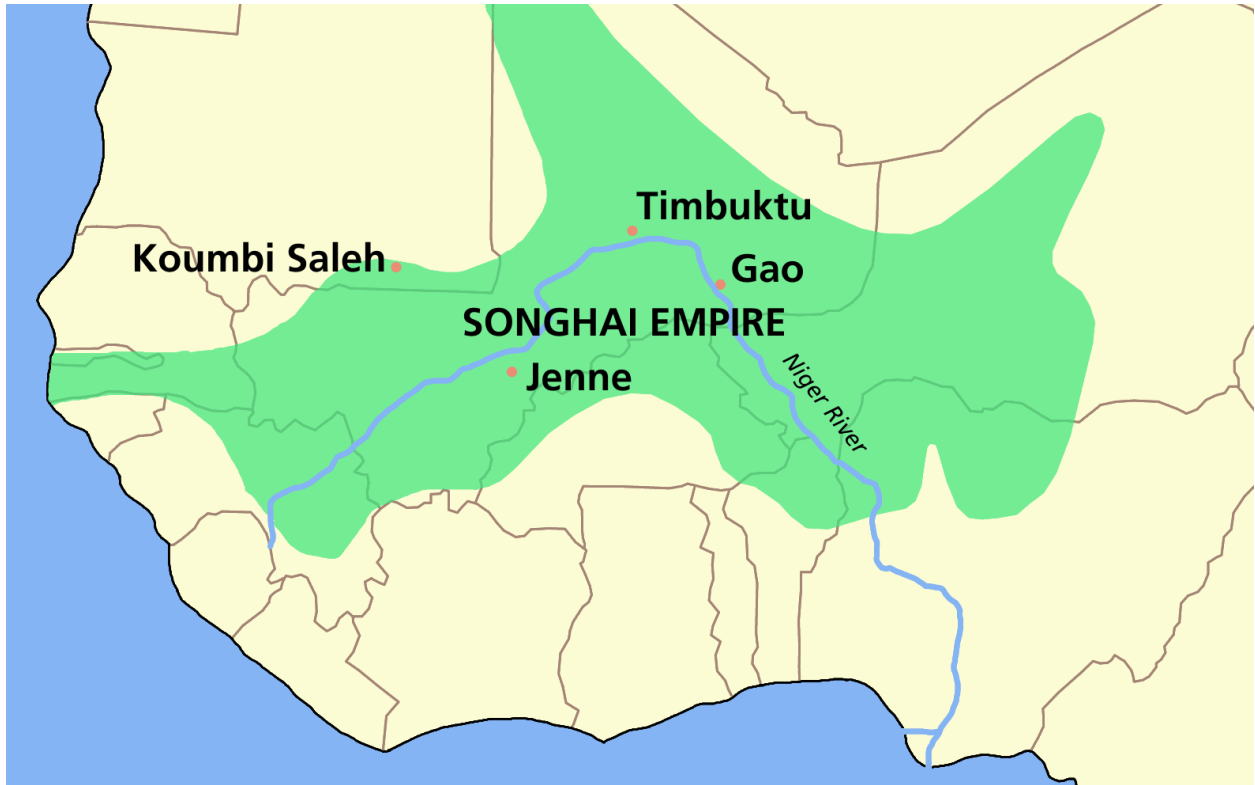
- Sahara Desert
- Pacific Ocean
- Nile River
- Andes Mountains
- Mount Kilimanjaro

10) What empire ruled the region prior to the Songhai Empire?

- Egyptian Empire
- Empire of Mali
- Spanish Empire
- Chinese Empire
- Islamic Empire



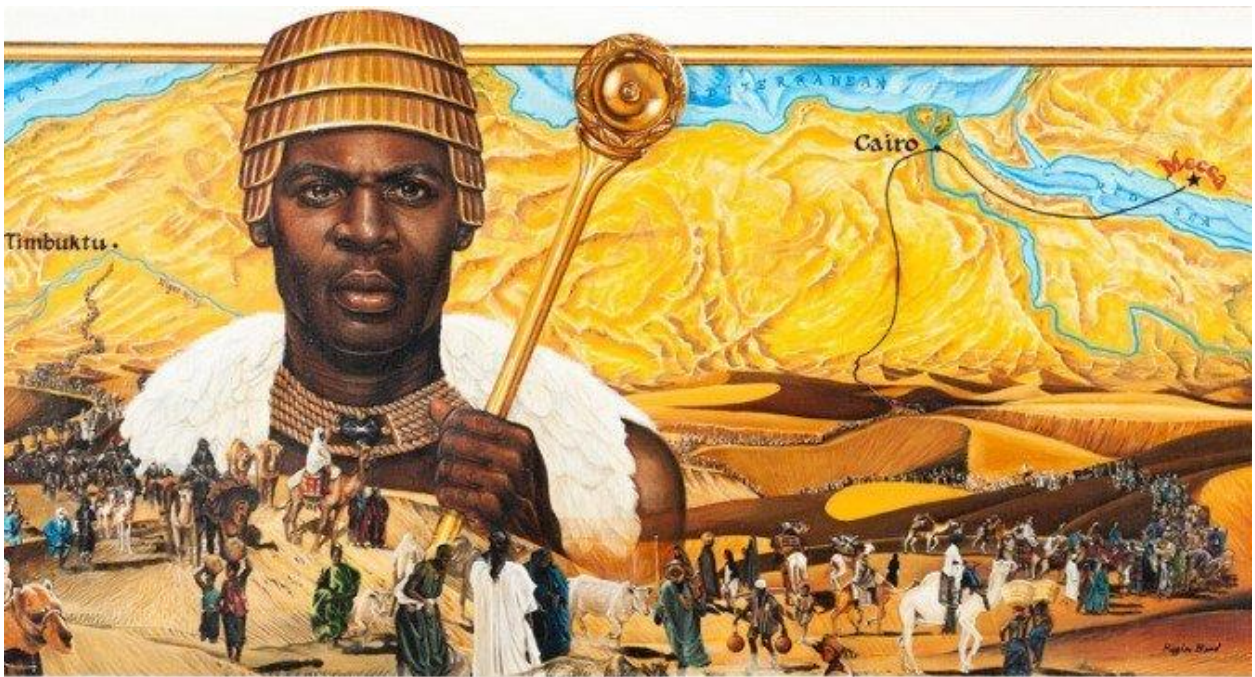
The map of the Songhai empire



Map of countries around with the representation of the Songhai empire



The great mosque of Djenne. Songhai architecture

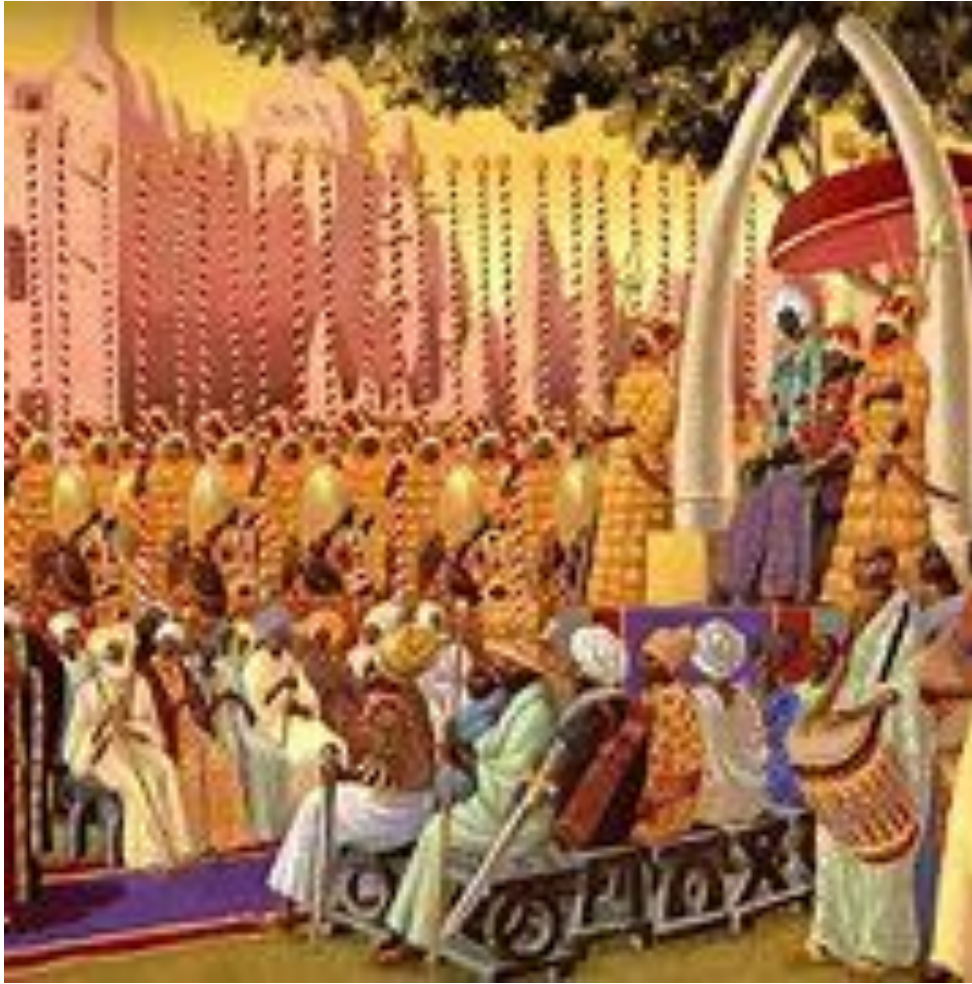


Sunni Ali the great



Askia Mohamed, king of Songhai empire.





Meeting in a public place

SONGHAI EMPIRE



- 1460-1591
- First leader was Sunni Ali
- Height of the Empire was under Askia Muhammad
 - First Muslim ruler



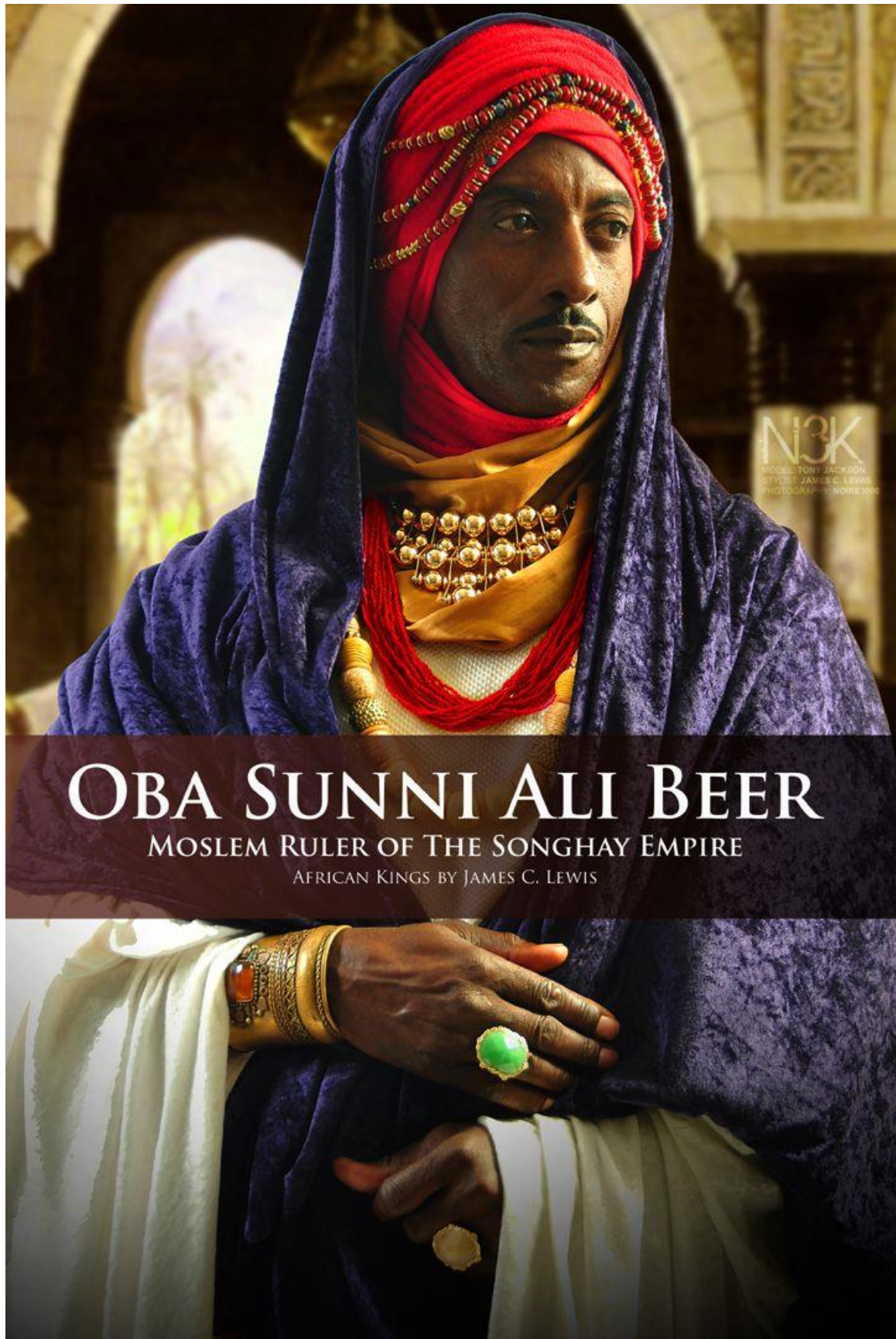
ASKIA'S ACHIEVEMENTS



- ▶ Standardized measures and regulations.
- ▶ Policing of trade routes.
- ▶ Organized Tax System.
- ▶ Encouraged learning and literacy.
- ▶ The building of canals to improve agriculture.



People of west Africa region



N3K
MODEL: TONY JACKSON
STYLIST: JAMES C. LEWIS
PHOTOGRAPHY: NIKORIS

OBA SUNNI ALI BEER

MOSLEM RULER OF THE SONGHAY EMPIRE

AFRICAN KINGS BY JAMES C. LEWIS





These sandstone cliffs run from southwest to northeast, roughly parallel to the Niger River, and attain heights up to 600 meters (2000 feet). The cliffs provide a spectacular physical setting for Dogon villages built on the sides of the escarpment. There are approximately 700 Dogon villages, most with fewer than 500 inhabitants. A Dogon family compound in the village of Pegue is seen from the top of the Bandiagara escarpment. During the hot season, the Dogon sleep on the roofs of their earthen homes.



Women of Mali and west Africa always wear gold.



coins)

money of the kingdom at the time (gold



How did Asika Muhammad's strong rule help Songhai become a great trade empire?

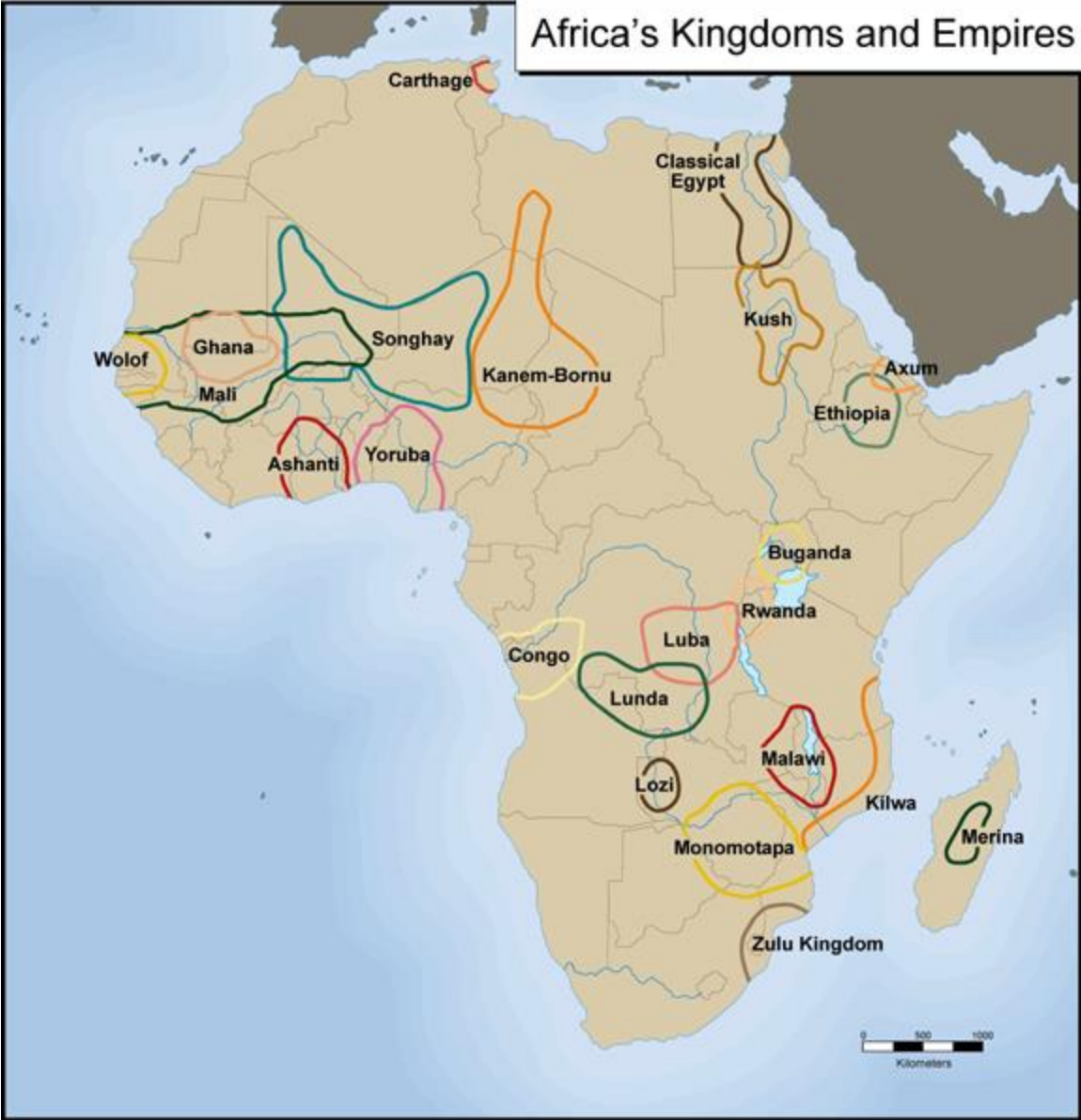


Power shifts to Songhai

- Mansa **Musa dies**. (1332)
- **Mali weakened**.
- Sunni Ali
 - **Songhai** prince
 - **conquers areas around Mali**. (mid 1400s)
- New **Songhai empire created**.
- Askia Muhammad (1490s)
 - became **king of Songhai**
 - **declared Islam official religion**.



Africa's Kingdoms and Empires



BLACK LIVES MATTER LESSON PLAN

Date(s): 2/2 /2021
Time: 45 minutes

Name: Lydie Koissi

Grade: 4th Grade French Immersion

Lesson 2

Title: Mansa Musa, King of Mali Empire

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| <p>Goal: ACTFL</p> <p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>CULTURES Interact with cultural competence and understanding.</p> <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> | | |
| <p>Indicators: Standards</p> <p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | | |
| <p>Student Objective(s): Students will be able to: Analyze great African Empires before colonization in West Africa.</p> | | |

Skills & Processes:

For all lessons and activities, students should be able to see the 5C's of the ACTFL standards and apply that to the sources (texts, audio, video)

BLM Principles

- Empathy
- Self-actualization (we learn from each other-past/present/leading to future transformation)
- Real world application (implementable solutions)
- Celebration of Black excellence
- Empowerment of students so they know THEY are the change-makers
- Community (uplifting the classroom as a community)
- Community Awareness (the truth, history, political, etc. awareness of communities)
- Restorative practices & restorative justice
- Social/Emotional/Mental wellness
- Building awareness of diversity and Acceptance
- Inclusivity, Diversity, Intersectionality,
- Collaboration & Cooperation

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| <p>Before reading, Warm Up/ Focusing Attention: Teacher will brainstorm students about what they know about kings and wealthiest person in ancient Africa and around the world. Teacher will record they answers. The teacher will project the image of African wealth. Students will read as they see the picture. Type of text/audio document: primary source texts; video documentary Vocabulary to work: Wealth; Emperor; timeline (chronologie); Voyage; <u>Introducing the text:</u> Teacher will put the video of the documentary and let the students preview the pictures on the screen by pausing. Have them discuss what they see on the pictures and offer ideas as to what kind of video this is.</p> <p>The RICHEST Person In History - YouTube</p> <p>Students will read the transcript of the video and will</p> <ul style="list-style-type: none">o Read aloudo Chunking texts (a little at a time)o Provide support <i>while</i> reading,o Provide specific text-dependent questions to help readers unravel challenging sentences and require special attention to be paid to them. <p><i>(DOL 1 positive attitudes and perceptions about learning)</i> <i>(Bloom's taxonomy level: knowledge)</i></p> | <p>5 minutes</p> <p>5 minutes</p> |
| <p>Introductory and Developmental Activities:</p> | <p>5 minutes</p> |

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| <p>During reading</p> <p>Musa I (c. 1280 – c. 1337), or Mansa Musa, was the tenth <i>Mansa</i> (a military title meaning "conqueror" or "emperor") of the Mali Empire, an Islamic West African state. He has been described as the wealthiest individual of the Middle Ages and of all of human history.</p> <p>Musa conquered 24 cities, along with their surrounding districts. During Musa's reign, Mali may have been the largest producer of gold in the world, and Musa has been considered one of the wealthiest historical figures. However, modern commentators such as <i>Time</i> magazine have concluded that there is no accurate way to quantify Musa's wealth.</p> <p>Musa is generally referred to as "Mansa Musa" in Western manuscripts and literature. His name also appears as "Kankou Musa", "Kankan Musa", and "Kanku Musa". Other names used for Musa include "Mali-Koy Kankan Musa", "Gonga Musa", and "the Lion of Mali". He was a patron of science, the arts, literature and architecture and the empire flourished culturally during his reign.</p> <p><u>First reading:</u> Allow students to respond to the question at the beginning of each paragraph by searching the evidence in the paragraph.</p> <p>Project some pictures to emphasize their comprehension. Provide some sentence starters to help the struggling students in order to encourage them do some sentences and to participate.</p> <p><i>(DOL 4 using info meaningfully)</i></p> | |
| <p>Guided Activities/ Extend and Refine:</p> <p>Have students to complete the activities on worksheet (graphic organizer). Tell them to think about what they have to do. Instruct students to fill the graphic organizer. After filling it, ask them to share what they have done. Students may work together in breakout room.</p> <p><i>Learning style used: interpersonal – logical/mathematical– visual/spatial – verbal/linguistic.</i></p> <p><i>(DOL 2 Acquisition and Integration of Knowledge)</i></p> | <p>10 minutes</p> |
| <p>Independent Activities/ Meaningful-Use Tasks:</p> <p>Students will work on the worksheet posted in google classroom</p> <p>Students may work independently or in pairs. The paper will be uploaded to google classroom for a checklist.</p> <p><i>Learning style used: intrapersonal – musical/rhythmic – visual/spatial – verbal/linguistic.</i></p> | <p>10 minutes</p> |
| <p>Assessment: Exit ticket</p> <p>Directions: Students will use their knowledge about the Songhai empire and the given data to make a timeline of the Mali empire.</p> <p>Student will draw a powerful and wealthy king to represent Mansa Musa.</p> | <p>10 minutes</p> |
| <p>Closure: Go back to the objective. Have a student explain in their own words what they learned today. Ask questions: What did we learn today?</p> | <p>5 minutes</p> |
| <p>Accommodations:</p> | |

(How will my lesson satisfy the needs of all learners?)

- Plan with UDL
- UDL principles call attention to the importance of providing multiple means of representation
- Be cognizant of ways to display and clarify information
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Encourage students to mark up their text. For example, they might circle the paragraph where they found an answer to a question and then underline the specific word that supports their response.

- SUGGESTIONS FOR ACCOMMODATIONS –504s: - Heterogeneous group work. - Modify wording of the paragraph/, to assist with comprehension. - Teacher-led small group with students who need extra assistance in comprehension/writing/etc.



Musa depicted holding a gold nugget in the 1375 Catalan Atlas.

[The RICHEST Person In History - YouTube](#)

Musa became ruler of the [Mali Empire](#) in 1312, taking the throne after his predecessor, Abu-Bakr II, for whom he'd served as deputy, went missing on a voyage he took by sea to find the edge of the Atlantic Ocean. Musa's rule came at a time when European nations were struggling due to raging civil wars and a lack of resources. During that period, the Mali Empire flourished thanks to ample natural resources like gold and salt.

And under the rule of Musa, the prosperous empire grew to span a sizeable portion of West Africa, from the Atlantic coast to the inland trading hub of Timbuktu and parts of the Sahara Desert. As the territory grew while Musa was on the throne, so did the economic standing of its citizens.

It wasn't until 1324 that the world outside of Mali's border would get a glimpse of the king's expansive wealth. A devout [Muslim](#) in a majority Muslim community, Musa set off on a journey to Mecca for his Hajj pilgrimage. But the king didn't travel by himself.



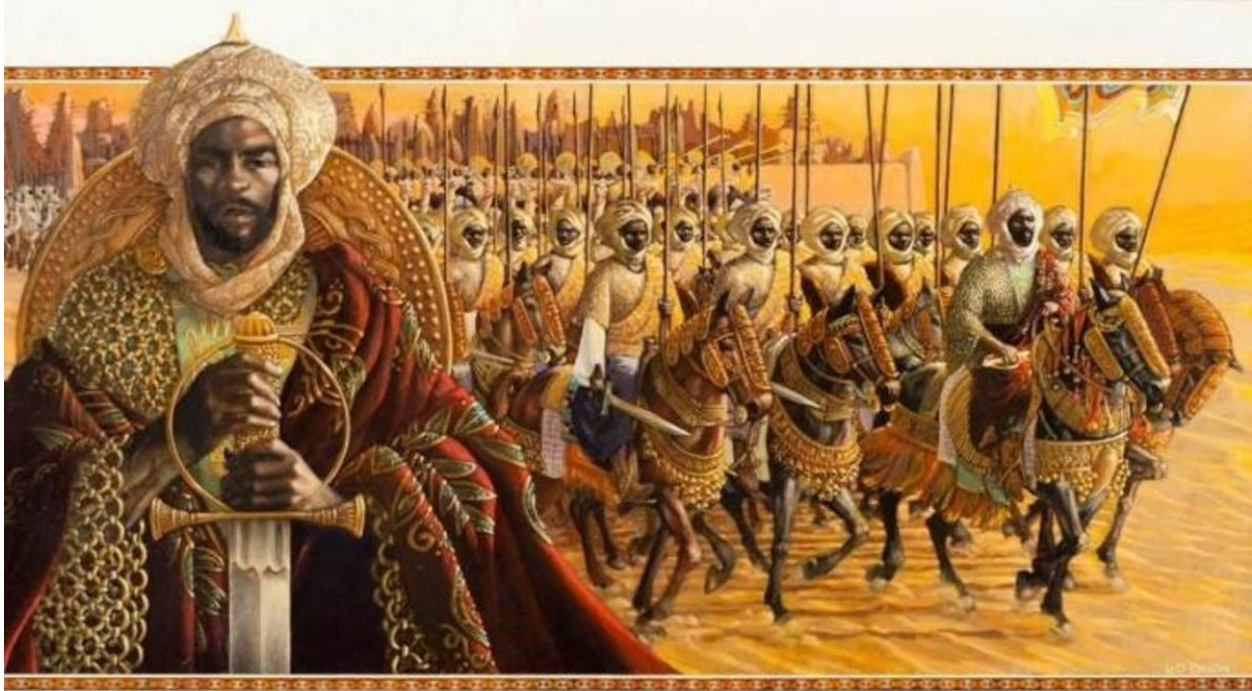
Mansa Musa on his way to Mecca. (Credit: Print Collector/Getty Images)

The voyage, which would span an estimated 4,000 miles, was travelled by Musa and a caravan that included tens of thousands of soldiers, slaves and heralds, draped in Persian silk and carrying golden staffs. Although records of the exact number of people who participated in the voyage are scarce, the elaborate convoy that accompanied Musa marched alongside camels and horses carrying hundreds of pounds of gold.

Of course, this spectacle was noticed by residents of the territories that Musa passed through—after all, a group so massive was impossible to overlook. The impact the Malian emperor left on the Egyptian people would reverberate for more than a decade.

Arriving in Cairo, Musa's character was put on full display during his reluctant encounter with Cairo's ruler, al-Malik al-Nasir. According to [texts](#) from the ancient historian Shihab al-Umari, Musa was greeted in Cairo by a subordinate of al-Nasir, who invited him to meet with the fellow monarch. Musa declined the proposition, claiming that he was only passing through on his pilgrimage to Mecca.

The reason why soon became clear to onlookers. "I realized that the audience was repugnant to him, because he would be obliged to kiss the ground and the sultan's hand," said a man named emir Abu, as chronicled in the [documents](#). "I continue to cajole him, and he continued to make excuses, but the sultan's protocol demanded that I should bring him into the royal presence, so I kept on at him till he agreed."



Mansa Musa, King of Mali. (Credit: History Nmoor/Wikimedia Commons/CC BY-SA 4.0)

The meeting grew contentious when Musa refused to kiss the feet of the sultan, and only turned calm after Musa elected to properly greet al-Nasir. Following a conversation between the two men, al-Nasir offered lodging to Musa and everyone accompanying him, and Musa, in turn, left a piece of his incomprehensible wealth in Egypt.

From the markets of Cairo to royal offices to the impoverished people that crossed his path in Egypt, Musa's generosity and purchase of foreign goods left the streets littered with gold—a resource that was greatly appreciated and in short supply. The people were thrilled—at least at first. Though well-intentioned, Musa's gifts of gold actually depreciated the value of the metal in Egypt, and the economy took a major hit. It took 12 years for the community to recover.

But the king's trip wasn't all about giving. On his voyage, he acquired the territory of Gao within the Songhai kingdom, extending his territory to the southern edge of the Sahara Desert along the Niger River. He would go on to have an empire that spanned several territories, including current-day Senegal, Gambia, Guinea, Niger, Nigeria, Chad, and Mauritania, in addition to Mali.



The Djinguereber Mosque. (Credit: Marka/ UIG via Getty Images)

However, Gao would be of special importance to the king. This territory, in today's Mali, is where Musa would build one of several mosques after completing his Hajj. Timbuktu was also an important city for the affluent king, who used his wealth to build schools, universities, libraries, and mosques there. The burgeoning trading hub was where Musa commissioned the Djinguereber Mosque, a famed place built of mudbrick and wood that has stood the test of time, remaining active for more than 500 years.

Word of Musa's wealth and influence only spread beyond Africa after his voyage to Mecca. Tales of his enormous convoy and generosity continued to be passed on long after his death, which is believed to have taken place sometime between 1332 and 1337. By the late 14th century, Musa had been drawn in the 1375 Catalan Atlas, an important resource for navigators of Medieval Europe. Created by Spanish cartographer Abraham Cresques, the atlas depicted Musa sitting on a throne with a gold scepter and crown, holding a gold nugget.

From the abundance of natural resources, he cultivated to the growth and development of communities that he left behind, Musa has a legend that could give the fictional Black Panther a run for his money. As far as wealth goes, it is nearly impossible to quantify the riches that Musa had during his lifetime. The vastness of Musa's land and material holdings, University of

Michigan associate history professor Rudolph Ware [explained in *Time*](#), seems downright incomprehensible today: “Imagine as much gold as you think a human being could possess and double it, that’s what all the accounts are trying to communicate,” he said. “This is the richest guy anyone has ever seen.”

TAGS

[AFRICAN HISTORY](#)[BLACK HISTORY](#)

BY

THAD MORGAN

The fame of Mansa Musa and his phenomenal wealth spread as he traveled on his hajj to Mecca. Afterward, he put himself and his kingdom, West Africa's Mali, on the map, literally. Mali's Timbuktu (shown here in this 1858 painting by Heinrich Barth) was known for its schools and libraries.







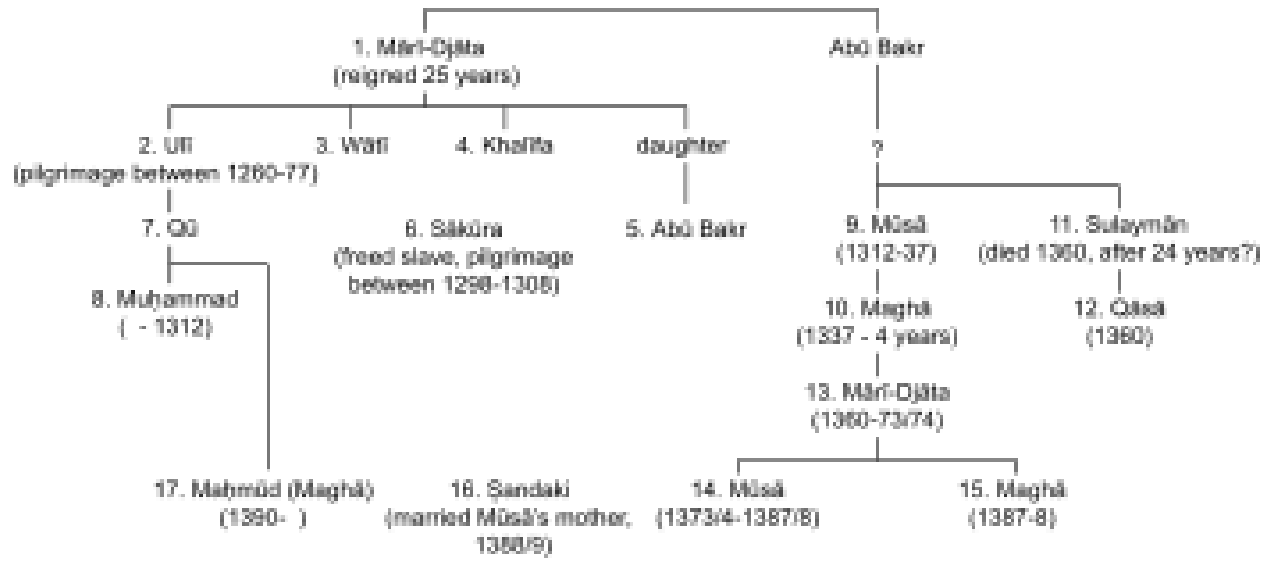
The Mali Empire: The Rise of the Richest Civilization in West Africa

<https://youtu.be/jna1ENY5hi4>

Timeline of kings in Mali empire

Songhai Empire

- 1464–1492 Sunni Ali
- 1492–1493 Sonni Bāru
- 1493–1528 Askia the Great
- 1529–1531 Askia Musa



BLACK LIVES MATTER LESSON PLAN

Date(s): 2/ 3/2021
Time: 45 minutes

Name: Lydie Koissi

Grade: 4th Grade French Immersion

Lesson 3

Title: The migration to France of African Americans

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| Goal: ACTFL |  |
| <p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>CULTURES Interact with cultural competence and understanding.</p> <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> | |
| <p>Indicators: Standards</p> <p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | |
| <p>Student Objective(s): Students will be able to: Analyze the reasons of the migration to France of African Americans</p> | |

Skills & Processes:

For all lessons and activities, students should be able to see the 5C's of the ACTFL standards and apply that to the sources (texts, audio, video)

BLM Principles

- Empathy
- Self-actualization (we learn from each other-past/present/leading to future transformation)
- Real world application (implementable solutions)
- Celebration of Black excellence
- Empowerment of students so they know THEY are the change-makers
- Community (uplifting the classroom as a community)
- Community Awareness (the truth, history, political, etc. awareness of communities)
- Restorative practices & restorative justice
- Social/Emotional/Mental wellness
- Building awareness of diversity and Acceptance
- Inclusivity, Diversity, Intersectionality,
- Collaboration & Cooperation

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| <p>Before reading, Warm Up/ Focusing Attention: Teacher will tell students that African Americans (also referred to as Afro-Americans or Black Americans) in France are people of African American heritage or black people from the United States who are or have become residents or citizens of France, as well as students and temporary workers. We will discover why some of them migrated to France.</p> <p>The teacher will introduce a short definition of migration of Afro-American to France.</p> <p>Migration African Americans, who are largely descended from Africans of the American Colonial Era, have lived and worked in France since the 1800s. Unofficial figures indicate that up to 50,000 free blacks emigrated to Paris from Louisiana in the decades after Napoleon sold the territory to the United States in 1803</p> <p><u>Introducing the text:</u> Teacher will put text in google classroom for each student to have a copy. One of the students will read the document and so on. Students will have the opportunity to read aloud the text document. The students will</p> | <p>5 minutes</p> |
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| <p>view the pictures on the screen by pausing. Have them discuss what they see on the pictures and offer ideas as to what kind of video this is.</p> <p>Jump to navigationJump to search</p> <p><i>(DOL 1 positive attitudes and perceptions about learning)</i></p> <p><i>(Bloom’s taxonomy level: knowledge)</i></p> | |
| <p>Introductory and Developmental Activities:</p> <p><u>Watch the documentary</u></p> <p>Paris Noir Documentary (africanamericansinparis.com)</p> <p>https://youtu.be/BBAfPWQqPF4</p> <p>Project some pictures to emphasize their comprehension. Provide some sentence starters to help the struggling students in order to encourage them do some sentences and to participate.</p> <p><i>(DOL 4 using info meaningfully)</i></p> | <p>5 minutes</p> <ul style="list-style-type: none"> • Check in at the end of each section to facilitate discussions about key ideas and important vocabulary words |
| <p>Guided Activities/ Extend and Refine:</p> <p>Have students to complete the activities on worksheet (graphic organizer). Tell them to think about what they have to do. Instruct students to fill the graphic organizer. After filling it, ask them to share what they have done. Students may work together in breakout room.</p> <p><i>Learning style used: interpersonal – logical/mathematical– visual/spatial – verbal/linguistic.</i></p> <p><i>(DOL 2 Acquisition and Integration of Knowledge)</i></p> | <p>10 minutes</p> |
| <p>Independent Activities/ Meaningful-Use Tasks:</p> <p>Students will work on the worksheet posted in google classroom</p> <p>Students may work independently or in pairs. The paper will be uploaded to google classroom for a checklist.</p> | <p>10 minutes</p> |

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| <p>Learning style used: intrapersonal – musical/rhythmic – visual/spatial – verbal/linguistic.</p> | |
| <p>Assessment: Exit ticket</p> <p>Directions: Students will use their understanding of the text to complete the comprehension worksheet. The teacher will also walk around the room (breakout rooms) to observe as they work and complete the independent activity and record their progression as they are answering the questions.</p> | <p>10 minutes</p> |
| <p>Closure: Go back to the objective. Have a student explain in their own words what they learned today. Ask questions:</p> <p>What did we learn today?</p> | <p>5 minutes</p> |
| <p>Accommodations:</p> <p><i>(How will my lesson satisfy the needs of all learners?)</i></p> <ul style="list-style-type: none"> • Plan with UDL <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of representation • Be cognizant of ways to display and clarify information • Provide alternatives to auditory and visual information • Guide information processing and highlight patterns and relationships <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of action and representation • Vary the methods for responding and communicating • Build fluency with scaffolded levels of support for practicing, planning, and monitoring progress <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of engagement • Provide choice • Minimize distractions and maximize a positive climate <p>Encourage students to mark up their text. For example, they might circle the paragraph where they found an answer to a question and then underline the specific word that supports their response.</p> <p>- SUGGESTIONS FOR ACCOMMODATIONS –504s: - Heterogeneous group work. - Modify wording of the paragraph/, to assist with comprehension. - Teacher-led</p> | |

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| small group with students who need extra assistance in comprehension/writing/etc. | |
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References

[Jump to navigation](#)[Jump to search](#)

<https://www.atlasobscura.com/articles/how-black-americans-influenced-paris>

[https://fr.qaz.wiki/wiki/Great_Migration_\(African_American\)](https://fr.qaz.wiki/wiki/Great_Migration_(African_American))

The text

Paris saw the beginnings of an African American community in the aftermath of World War I when about 200,000 were brought over to fight. Nine tenths of the soldiers were from the American South. Many black GIs decided to stay in France after having been well received by the French, and others followed them. France was viewed by many African Americans as a welcome change from the widespread racism in the United States. It was then that jazz was introduced to the French, and black culture was born in Paris. African American musicians, artists and Harlem Renaissance writers found 1920s Paris ready to embrace them with open arms. Montmartre became the center of the small community, with jazz clubs such as Le Grand Duc, Chez Florence and Bricktop's thriving in Paris.

World War II brought all of the fanfare to an abrupt halt. The Nazi German invasion of Paris in June 1940 meant the suppression of the "corrupt" influence of jazz in the French capital and the danger of imprisonment for African Americans choosing to remain in the city. Most Americans, black as well as white, left Paris at the time.

The political upheavals surrounding the Civil Rights Movement and the Vietnam War protests in the United States were mirrored by civil unrest in France. The African American journalist William Gardner Smith was a novelist (*Last of the Conquerors*) who also worked for Agence France-Presse. That French news service reported the events of the student uprising during the May 1968 protests. Many blacks supported the movement, which escalated into a virtual shutdown of the entire country. Once order was restored, however, a notable increase in repressive tendencies was observed in the French police and the immigration authorities.

Following World War II, the arrival of black immigrants from former French colonies had offered African Americans in France the chance to experience new forms of black culture.

Interpretation

Tyler Stovall, a history professor at the University of California, Berkeley, has said:

In many ways, African Americans came to France as a sort of **privileged minority**, a kind of **model minority**, if you will—a group that benefited not only from French fascination with blackness, but a French fascination about Americanness. Although their numbers never exceeded a few thousand.

Notable people

- **J. Alexander**, model
- **Josephine Baker**, entertainer and actress
- **Mickey Baker**, influential guitarist in rock and roll, and rhythm and blues
- **James Baldwin**, author and essayist
- **Sidney Bechet**, jazzman
- **Arthur Briggs**, jazz musician
- **Eugene Bullard**, world's first Black military pilot
- **Barbara Chase-Riboud**, novelist, poet, sculptor and visual artist
- **Kenny Clarke**, jazz musician
- **Carole Fredericks**, singer
- **Johnny Griffin**, bop and hard bop tenor saxophonist
- **Chester Himes**, crime novelist
- **Eartha Kitt**, singer, actress, and entertainer
- **Lenny Kravitz**, rock musician
- **Ealy Mays**, painter
- **Memphis Slim**, blues pianist and singer
- **Chloé Mortaud**, Miss France, 2009
- **Shaun Ollison**, model, Ms. California 2000
- **Rashaan Nall**, actor, director, screenwriter, painter
- **Lobo Nocho**, jazz singer and painter who was romantically involved with Winston Churchill's daughter Sarah
- Tony Parker, basketball player for the NBA's San Antonio Spurs and Charlotte Hornets (born in Belgium, but raised in France)
- **Melvin Sanders**, professional basketball player
- **Victor Séjour**, playwright
- Nina Simone, jazz and blues singer, a prominent leader during the American Civil Rights Movement
- **Ada "Bricktop" Smith**, dancer, singer, vaudevillian, and self-described saloonkeeper
- **William Gardner Smith**, journalist, novelist, and editor
- **Henry Ossawa Tanner**, painter

- **Dominique Wilkins**, NBA Hall of Famer (born in France while his father was stationed there with the U.S. Air Force)

Richard Wright, author of novels, short stories, and non-fiction





Josephine Baker



James Baldwin worked on his first novel in Paris, and he ultimately spent decades living in France



Map of African American migration



Artist Ealy Mays in Paris; Known for visual artist, painting, drawing

Formative assessment

1 - Classez les notables personnages ci-dessous en fonction de leur métier. (Rank the notable characters below based on their craft)

- J. Alexander, model
- Josephine Baker, entertainer and actress
- Mickey Baker, influential guitarist in rock and roll, and rhythm and blues
- James Baldwin, author and essayist
- Sidney Bechet, jazzman
- Arthur Briggs, jazz musician
- Eugene Bullard, world's first Black military pilot
- Barbara Chase-Riboud, novelist, poet, sculptor and visual artist
- Kenny Clarke, jazz musician
- Carole Fredericks, singer
- Johnny Griffin, bop and hard bop tenor saxophonist
- Chester Himes, crime novelist
- Eartha Kitt, singer, actress, and entertainer
- Lenny Kravitz, rock musician
- Ealy Mays, painter
- Memphis Slim, blues pianist and singer
- Chloé Mortaud, Miss France, 2009
- Shaun Ollison, model, Ms. California 2000
- Rashaan Nall, actor, director, screenwriter, painter
- Lobo Nocho, jazz singer and painter who was romantically involved with Winston Churchill's daughter Sarah
- Tony Parker, basketball player for the NBA's San Antonio Spurs and Charlotte Hornets (born in Belgium, but raised in France)
- Melvin Sanders, professional basketball player

2- Selon le texte, quelles sont les raisons qui ont poussé les Afro-Américains à immigrer en France ? (According to the text, what are the reasons why African Americans immigrated to France?)

- a- Ils voulaient faire des concerts
- b- C'étaient des artistes chassés par leur pays
- c- La France les a bien accueillis
- d- La France n'aimait pas les noirs

3 – Par qui les Afro-Américains ont découvert d'autres cultures noires ? (By whom African Americans discovered other black cultures ?)

Translation of the text in French

La migration des Afro-Américains en France

Paris a vu les débuts d'une communauté afro-américaine au lendemain de la **Première Guerre mondiale** quand environ 200.000 ont été amenés à combattre. Neuf dixièmes des soldats étaient du Sud-américain. Beaucoup d'IG noirs ont décidé de rester en France après avoir été bien accueillis par les Français, et d'autres les ont suivis. La France a été considérée par de nombreux Afro-Américains comme un changement bienvenu par rapport au racisme généralisé aux États-Unis. **C'est alors que le jazz a été introduit dans Français, et la culture noire est née à Paris**. Musiciens, artistes et écrivains afro-américains de la Renaissance ont trouvé Paris des années 1920 prêt à les embrasser à bras ouverts. Montmartre est devenu le centre de la petite communauté, avec des clubs de jazz tels que Le Grand-Duc, Chez Florence et Bricktop en plein essor à Paris.

La Seconde Guerre mondiale a mis fin abruptement à toute la fanfare. L'invasion nazie de Paris par les Allemands en juin 1940 signifie la suppression de l'influence « corrompue » du jazz dans la capitale du Français et le danger d'emprisonnement pour les Afro-Américains qui choisissent de rester dans la ville. La plupart des Américains, noirs comme blancs, ont quitté Paris à l'époque.

Les bouleversements politiques entourant le Mouvement des droits civiques et les manifestations de la guerre du Vietnam aux États-Unis ont été reflétés par des troubles civils en France. Le journaliste afro-américain William Gardner Smith était un romancier (*Last of the Conquerors*) qui a également travaillé pour l'Agence France-Presse. C Français service de presse a rapporté les événements du soulèvement étudiant lors des manifestations de mai 1968. De nombreux Noirs ont soutenu le mouvement, qui a dégénéré en un quasi-arrêt de tout le pays. Une fois l'ordre rétabli, cependant, une augmentation notable des tendances répressives a été observée dans les Français police et les autorités de l'immigration.

Après la Seconde Guerre mondiale, l'arrivée d'immigrants noirs d'anciennes colonies Français avait offert aux Afro-Américains en France la chance de découvrir de nouvelles formes de culture noire.

Interpretation

Tyler Stovall, professeur d'histoire à l'Université de Californie à Berkeley, a déclaré :

À bien des égards, les Afro-Américains sont venus en France comme une sorte **de minorité privilégiée**, une sorte de minorité **modèle**, si vous voulez, un groupe qui Français bénéficié non seulement d'une fascination pour la noirceur, mais aussi d'une fascination Française pour l'américanité. Bien que leur nombre n'ait jamais dépassé quelques milliers.

BLACK LIVES MATTER LESSON PLAN


Date(s): 2/4 /2021
Time: 45 minutes

Name: Lydie Koissi

Grade: 4th Grade French Immersion

Lesson 4

Title: Richard Wright, a great and inspiring writer.

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| <p>Goal: ACTFL</p> |  |
| <p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>CULTURES Interact with cultural competence and understanding.</p> <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> | |
| <p>Indicators: Standards</p> <p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | |
| <p>Student Objective(s): Students will learn about a famous Afro American writer who lived in France during the great migration.</p> | |

Skills & Processes:

For all lessons and activities, students should be able to see the 5C's of the ACTFL standards and apply that to the sources (texts, audio, video)

BLM Principles

- Empathy
- Self-actualization (we learn from each other-past/present/leading to future transformation)
- Real world application (implementable solutions)
- Celebration of Black excellence
- Empowerment of students so they know THEY are the change-makers
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- Social/Emotional/Mental wellness
- Building awareness of diversity and Acceptance
- Inclusivity, Diversity, Intersectionality,
- Collaboration & Cooperation

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| <p>Before reading, Warm Up/ Focusing Attention:</p> <p>Richard Wright One of America's greatest black writers, Richard Wright was also among the first African American writers to achieve literary fame and fortune, but his reputation has less to do with the color of his skin than with the superb quality of his work. He was born and spent the first years of his life on a plantation, not far from the affluent city of Natchez on the Mississippi River, but his life as the son of an illiterate sharecropper was far from affluent. Though he spent only a few years of his life in Mississippi, those years would play a key role in his two most important works: Native Son, a novel, and his autobiography, Black Boy.</p> <p>Type of text/audio document: primary source texts; video documentary</p> <p><u>Introducing the text:</u> Teacher will give opportunity to students to read some quotes from Richard Wright. They will select one quote and try to understand it and find a connection in our environment.</p> <p>Example of Richard's quote "The artist must bow to the monster of his own imagination." — Richard Wright</p> | <p>5 minutes</p> <p>5 minutes</p> |
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| <p>« L'artiste doit s'incliner devant le monstre de sa propre imagination. » — Richard Wright</p> <ul style="list-style-type: none"> ○ Read aloud ○ Chunking texts (a little at a time) ○ Provide support while reading, ○ Provide specific text-dependent questions to help readers unravel challenging sentences and require special attention to be paid to them. <p><i>(DOL 1 positive attitudes and perceptions about learning)</i></p> <p><i>(Bloom's taxonomy level: knowledge)</i></p> | |
| <p>Introductory and Developmental Activities:</p> <p><u>During reading</u></p> <p>Student will work in group to explain the quote that they chose, they will reflect on the quote</p> <p><i>(DOL 4 using info meaningfully)</i></p> | <p>8 minutes</p> <ul style="list-style-type: none"> ● Check in at the end of each section to facilitate discussions about key ideas and important vocabulary words ● Ask text-based questions |
| <p>Guided Activities/ Extend and Refine:</p> <p>Student will learn to recite the extract from the poem Haiku. Students may work together in breakout room.</p> <p><i>Learning style used: interpersonal – logical/mathematical– visual/spatial – verbal/linguistic.</i></p> <p><i>(DOL 2 Acquisition and Integration of Knowledge)</i></p> | <p>15 minutes</p> |
| <p>Independent Activities/ Meaningful-Use Tasks:</p> <p>Students will work on the worksheet posted in google classroom</p> | |

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| <p>Students may work independently or in pairs. The paper will be uploaded to google classroom for a checklist.</p> <p>Learning style used: intrapersonal – musical/rhythmic – visual/spatial – verbal/linguistic.</p> | |
| <p>Assessment: Exit ticket</p> <p>Directions: Students will perform the extract from the poem Haiku</p> | <p>10 minutes</p> |
| <p>Closure: Go back to the objective. Have a student explain in their own words what they learned today. Ask questions:</p> <p>What did we learn today?</p> | <p>2 minutes</p> |
| <p>Accommodations:</p> <p><i>(How will my lesson satisfy the needs of all learners?)</i></p> <ul style="list-style-type: none"> • Plan with UDL <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of representation • Be cognizant of ways to display and clarify information • Provide alternatives to auditory and visual information • Guide information processing and highlight patterns and relationships <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of action and representation • Vary the methods for responding and communicating • Build fluency with scaffolded levels of support for practicing, planning, and monitoring progress <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of engagement • Provide choice • Minimize distractions and maximize a positive climate <p>Encourage students to mark up their text. For example, they might circle the paragraph where they found an answer to a question and then underline the specific word that supports their response.</p> <p>- SUGGESTIONS FOR ACCOMMODATIONS –504s: - Heterogeneous group work. - Modify wording of the paragraph/, to assist with comprehension. - Teacher-led</p> | |

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| small group with students who need extra assistance in comprehension/writing/etc. | |
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References

The Mississippi writer page

[Richard Wright \(Author of Native Son\) \(goodreads.com\)](#)

[The Living Haiku Anthology - Wright, Richard](#)

Few quotes from Richard Wright (group activity)

Students will read the quotes. They will select one quote and try to understand it and find a connection in our environment.

“Whenever my environment had failed to support or nourish me, I had clutched at books...” — Richard Wright, Black Boy

« Chaque fois que mon environnement n’avait pas réussi à me soutenir ou à me nourrir, je m’étais accroché aux livres... » - Richard Wright, Black Boy

“The artist must bow to the monster of his own imagination.” — Richard Wright

« L’artiste doit s’incliner devant le monstre de sa propre imagination. » — Richard Wright

“I would hurl words into this darkness and wait for an echo, and if an echo sounded, no matter how faintly, I would send other words to tell, to march, to fight, to create a sense of the hunger for life that gnaws in us all.” — Richard Wright, Black Boy

« Je jetterais des mots dans cette obscurité et j’attendrais un écho, et si un écho sonnait, aussi faiblement soit-il, j’enverrai d’autres mots pour dire, de marcher, de combattre, de créer un sentiment de la faim pour la vie qui ronge en nous tous. » — Richard Wright, Black Boy

“Men can starve from a lack of self-realization as much as they can from a lack of bread.” — Richard Wright, Native Son

« Les hommes peuvent mourir de faim d'un manque de réalisation de soi autant qu'ils le peuvent à cause d'un manque de pain. » — Richard Wright, fils autochtone

“They hate because they fear, and they fear because they feel that the deepest feelings of their lives are being assaulted and outraged. And they do not know why; they are powerless pawns in a blind play of social forces.” — Richard Wright, Native Son

« Ils détestent parce qu'ils craignent, et ils craignent parce qu'ils ont l'impression que les sentiments les plus profonds de leur vie sont agressés et indignés. Et ils ne savent pas pourquoi; ce sont des pions impuissants dans un jeu aveugle de forces sociales. » — Richard Wright, Fils autochtone

“All literature is protest.” — Richard Wright **« Toute littérature, est protestation. »**

“I was leaving the South to fling myself into the unknown . . . I was taking a part of the South to transplant in alien soil, to see if it could grow differently, if it could drink of new and cool rains, bend in strange winds, respond to the warmth of other suns and, perhaps, to bloom” — Richard Wright

« Je quittais le Sud pour me jeter dans l'inconnu... Je prenais une partie du Sud pour la transplanter dans un sol étranger, pour voir s'il pouvait pousser différemment, s'il pouvait boire de nouvelles pluies fraîches, se plier dans des vents étranges, répondre à la chaleur d'autres soleils et, peut-être, fleurir » — Richard Wright

“Love grows from stable relationships, shared experience, loyalty, devotion, trust.” — Richard Wright

« L'amour naît de relations stables, d'expériences partagées, de loyauté, de dévouement, de confiance. » — Richard Wright

“It was not a matter of believing or disbelieving what I read, but of feeling something new, of being affected by something that made the look of the world different.” — Richard Wright, Black Boy

« Il ne s'agissait pas de croire ou de ne pas croire ce que j'ai lu, mais de ressentir quelque chose de nouveau, d'être affecté par quelque chose qui a rendu le regard du monde différent. » — Richard Wright, Black Boy

“I was not leaving the south to forget the south, but so that some day I might understand it” —
Richard Wright, *Black Boy*

« Je ne quittais pas le sud pour oublier le sud, mais pour qu'un jour je puisse le comprendre »
— Richard Wright, *Black Boy*

Publications of the writer

Drama:

Native Son (The Biography of a Young American): A Play in Ten Scenes, with Paul Green. New York: Harper, 1941.

Fiction:

Uncle Tom's Children: Four Novellas. New York: Harper, 1938.

Uncle Tom's Children: Five Long Stories. New York: Harper, 1938.

Bright and Morning Star (story). New York: International Publishers, 1938.

Native Son. New York: Harper, 1940.

The Outsider. New York: Harper, 1953.

Savage Holiday. New York: Avon, 1954.

The Long Dream. Garden City, New York: Doubleday, 1958.

Eight Men (stories). Cleveland and New York: World, 1961.

Lawd Today. New York: Walker, 1963.

Nonfiction:

How "Bigger" Was Born; the Story of Native Son. New York: Harper, 1940.

12 Million Black Voices: A Folk History of the Negro in the United States. New York: Viking, 1941.

Black Boy: A Record of Childhood and Youth. New York: Harper, 1945.

Black Power: A Record of Reactions in a Land of Pathos. New York: Harper, 1954.

The Color Curtain: A Report on the Bandung Conference. Cleveland and New York: World, 1956.

Pagan Spain. New York: Harper, 1957.

White Man, Listen! Garden City, New York: Doubleday, 1957.

Letters to Joe C. Brown. Edited by Thomas Knipp. Kent, Ohio: Kent State University Libraries, 1968.

12/15/2020 MWP: Richard Wright (1908-1960)

[mwp.olemiss.edu//dir/wright_richard/](http://mwp.olemiss.edu/dir/wright_richard/) 4/6

American Hunger. (Continuation of *Black Boy*.) New York: Harper & Row, 1977.

Poetry:

Haiku: This Other World. Eds. Yoshinobu Hakatuni and Robert L. Tener. Arcade, 1998.

Activity 2: Students will learn to recite this extract of the poem and will perform it.

Selected haiku: Une Selection de Haiku (Richard Wright)

Keep straight down this block,
Then turn right where you will find
A peach tree blooming.

From this skyscraper,
all the bustling streets converge
towards the spring sea

Venturing outdoors,
The children walk timidly,
Respecting the snow.

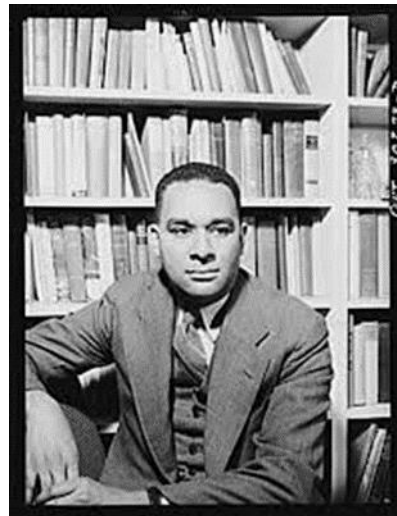
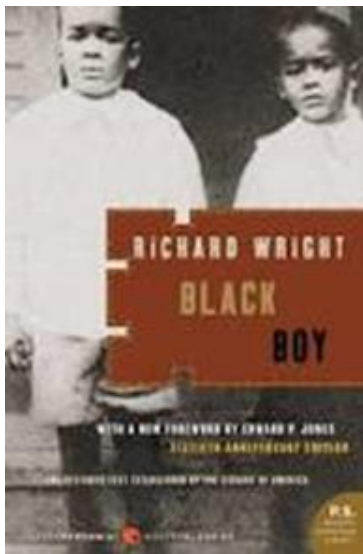
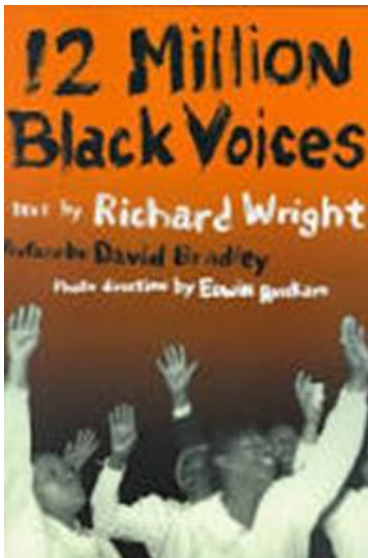
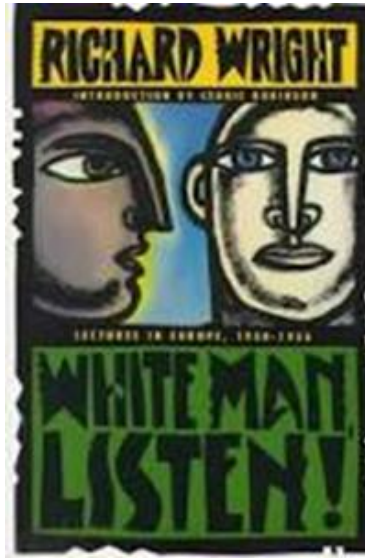
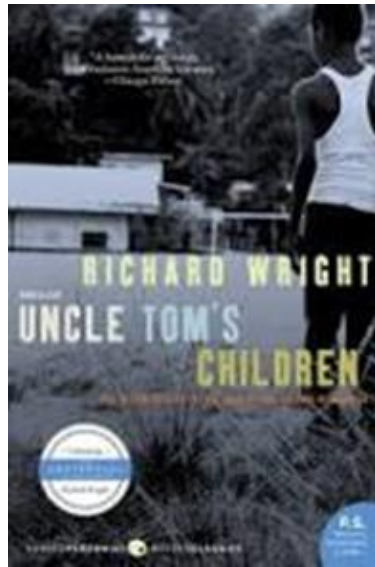
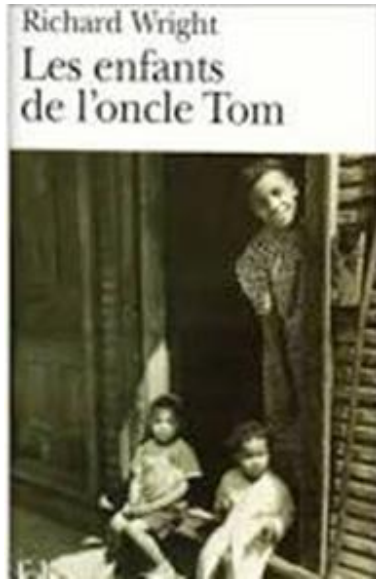
A soft wind at dawn
Lifts one dry leaf and lays it
Upon another.

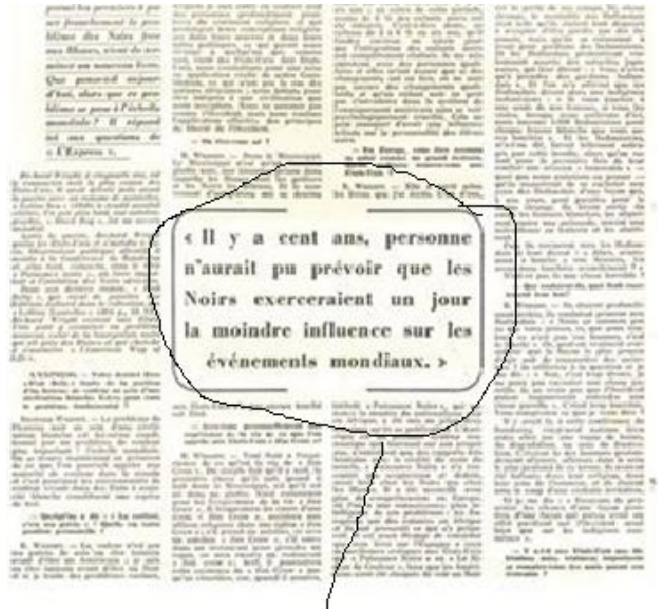
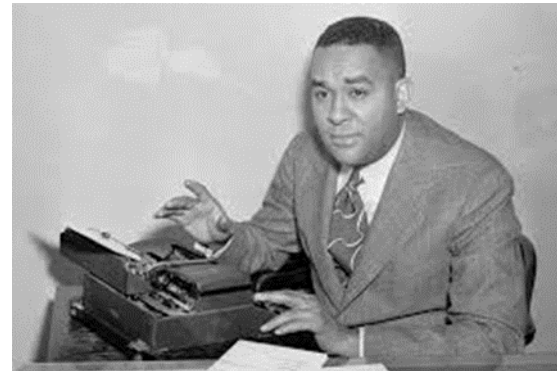
**Restez droit dans ce pâté de maisons,
Ensuite, tournez à droite où vous trouverez
Un pêcher qui fleurit.**

**De ce gratte-ciel,
Toutes les rues animées convergent
Vers la mer de printemps**

**S'aventurer à l'extérieur,
Les enfants marchent timidement,
Respectant la neige.**

**Un vent doux à l'aube
Soulève une feuille sèche et la pose
Sur un autre.**





One hundred years ago, No one could not have foreseen that blacks would one day exert any influence on world events.



A street named after Richard Wright in France.



A monument after him in France

BLACK LIVES MATTER LESSON PLAN


Date(s): 2/5 /2021
Time: 45 minutes

Name: Lydie Koissi

Grade: 4th Grade French Immersion

Lesson 5

Title: Joséphine Baker

| | |
|--|--|
| Goal: ACTFL |  |
| <p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>CULTURES Interact with cultural competence and understanding.</p> <p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> | |
| <p>Indicators: Standards</p> <p>RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | |
| <p>Student Objective(s): Students will be able to: Analyze great African American success in France after their migration. The example of Josephine Baker.</p> | |

Skills & Processes:

For all lessons and activities, students should be able to see the 5C's of the ACTFL standards and apply that to the sources (texts, audio, video)

BLM Principles

- Empathy
- Self-actualization (we learn from each other-past/present/leading to future transformation)
- Real world application (implementable solutions)
- Celebration of Black excellence
- Empowerment of students so they know THEY are the change-makers
- Community (uplifting the classroom as a community)
- Community Awareness (the truth, history, political, etc. awareness of communities)
- Restorative practices & restorative justice
- Social/Emotional/Mental wellness
- Building awareness of diversity and Acceptance
- Inclusivity, Diversity, Intersectionality,
- Collaboration & Cooperation

| | |
|--|-------------------------|
| <p>Before reading, Warm Up/ Focusing Attention: Let's think about this quote of Josephine Baker: <i>I ran away from St. Louis, and then I ran away from the United States, because of that terror of discrimination.</i></p> <p>Type of text/audio document: primary source texts; video documentary</p> | <p>3 minutes</p> |
| <p><u>Introducing the text:</u> Teacher will put the video of the documentary.</p> <p>In the 1920s, Josephine Baker rose the ranks to become the highest paid act in Europe. While she's long been lauded for her magnificent talent on the stage, it's her achievements outside of the entertainment industry that had the most significant impact—from her social activism to her service during the war. Take a look back at these rare photos of Baker to better understand the star who was never afraid to be herself.</p> <p>https://youtu.be/UZfPtV8txlg</p> <p>Students will watch and learn how to dance the Charleston</p> <p>How to dance The Charleston from the 1920s - YouTube</p> | <p>5 minutes</p> |

| | |
|--|-------------------|
| <p>How to Dance: The Charleston - YouTube</p> <p>The Charleston - Dance Entertainment by A.Y Dance. - YouTube</p> <p><i>(DOL 1 positive attitudes and perceptions about learning)</i></p> <p><i>(Bloom's taxonomy level: knowledge)</i></p> | |
| <p>Introductory and Developmental Activities:</p> <p><u>During reading</u></p> <p>Documentary charting the entertainer's life and career, from being the first African American to star in a major film to aiding the French Resistance during the Second World War.</p> <p>Josephine Baker was a civil rights activist, WWII spy, and world-famous dancer.</p> <p>Use this paper doll coloring worksheet to introduce children to this accomplished woman! Children can learn about Josephine Baker through a short paragraph, then color and cut out the Josephine Baker paper doll and her performance outfit. Allow students to respond to the question at the beginning of each paragraph by searching the evidence in the paragraph.</p> <p>For her, there was only one race: the 'human race'.</p> <p><i>(DOL 4 using info meaningfully)</i></p> | 5 minutes |
| <p>Guided Activities/ Extend and Refine:</p> <p>Have students to underline new vocabulary on their text. Tell them to think about what they have to do. Instruct students to find the definition of the words that they underlined. Ask them to share what they have done. Students may work together in breakout room.</p> <p><i>Learning style used: interpersonal – logical/mathematical– visual/spatial – verbal/linguistic.</i></p> <p><i>(DOL 2 Acquisition and Integration of Knowledge)</i></p> | 10 minutes |
| <p>Independent Activities/ Meaningful-Use Tasks:</p> <p>Students will work on the worksheet quiz posted in google classroom. Students may work independently or in pairs.</p> <p><i>Learning style used: intrapersonal – musical/rhythmic – visual/spatial – verbal/linguistic.</i></p> | 10 minutes |
| <p>Assessment: Exit ticket</p> <p>Directions: Students will use their understanding of the text to complete the comprehension worksheet. The teacher will also walk around the room (breakout</p> | 5 minutes |

| | |
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| rooms) to observe as they work and complete the independent activity and record their progression as they are answering the questions. | |
| <p>Closure: Go back to the objective. Have a student explain in their own words what they learned today. Ask questions:</p> <p>What did we learn today?</p> | 5 minutes |
| <p>Accommodations:</p> <p><i>(How will my lesson satisfy the needs of all learners?)</i></p> <ul style="list-style-type: none"> • Plan with UDL <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of representation • Be cognizant of ways to display and clarify information • Provide alternatives to auditory and visual information • Guide information processing and highlight patterns and relationships <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of action and representation • Vary the methods for responding and communicating • Build fluency with scaffolded levels of support for practicing, planning, and monitoring progress <ul style="list-style-type: none"> ○ UDL principles call attention to the importance of providing multiple means of engagement • Provide choice • Minimize distractions and maximize a positive climate <p>Encourage students to mark up their text. For example, they might circle the paragraph where they found an answer to a question and then underline the specific word that supports their response.</p> <p>- SUGGESTIONS FOR ACCOMMODATIONS –504s: - Heterogeneous group work. - Modify wording of the paragraph/, to assist with comprehension. - Teacher-led small group with students who need extra assistance in comprehension/writing/etc.</p> | |

References

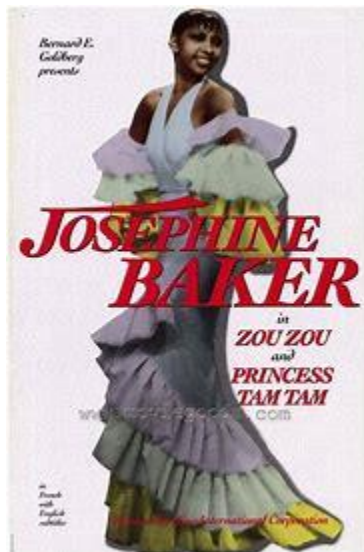
<https://www.ducksters.com/biography/entertainers/josephinebaker.php>

[Josephine Baker: The Story of an Awakening - what time is it on TV? Cast list and preview. \(radiotimes.com\)](#)

[Josephine Baker's Life in Photos \(harpersbazaar.com\)](#)

Film credit

- *Siren of the Tropics* (1927)
- *The Woman from the Folies Bergères* (1927) short subject
- *Parisian Pleasures* (1927)
- *Zouzou* (1934)
- *Princesse Tam Tam* (1935)
- *Fausse alerte (The French Way)* (1945)
- *Moulin Rouge* (1941)
- *An jedem Finger zehn* (1954)
- *Carosello del varietà* (1955)





Josephine Baker



Occupation: Dancer, Singer, Actor Born: June 3, 1906 in St. Louis, Missouri Died: April 12, 1975 in Paris, France Nicknames: Black Pearl, Jazz Cleopatra, Bronze Venus Best known for: Being a famous performer in Paris, a World War II spy, and a civil rights activist

Biography:

Where did Josephine Baker grow up? Josephine Baker was born Freda Josephine McDonald on June 3, 1906 in St. Louis, Missouri. Her father was a vaudeville drummer named Eddie Carson who abandoned Josephine and her mother, Carrie McDonald, at an early age.

With her father gone, Josephine had a difficult childhood. Her mother worked hard as a washerwoman, but the family often went hungry. When Josephine was eight years old, she had to go to work to get to food. She worked as a servant girl in the homes of wealthy people and as a waitress.

Becoming a Dancer

Josephine loved to dance and would sometimes dance on the street corners of the city for money. She soon got a job dancing for local vaudeville shows. She was a talented dancer, actress, and singer. She started getting more important roles and, in 1923, she earned a spot on the Broadway musical *Shuffle Along*.

Moving to France

In 1925, Josephine decided to take on a new adventure. She moved to Paris, France to star in a show called *La Revue Negre*. The show was a hit and Josephine decided to make Paris her new home. Her most famous act was a dance that took place during a show called *La Folie du Jour*. During the dance she wore nothing, but a skirt made of bananas.

Being Famous Over the next ten years, Josephine became one of the biggest stars in Europe. She sung on popular records, danced in shows, and starred in movies. Josephine also became rich. She bought a large home in southern France called the *Chateau des Milandes*. Later, she would adopt 12 children from a variety of countries that she called her "Rainbow Tribe."

World War II Spy

During World War II, Josephine was recruited to spy for the French Resistance. Because she was a famous celebrity, she was invited to important parties and allowed to travel around Europe without being suspected. She passed on secret messages about the Germans such as troop locations and airfields using invisible ink on her sheet music. After the war, she was awarded the French *Croix de guerre* (Cross of war) and the *Rosette de la Resistance* (French Resistance Medal).

Return to the United States

Josephine first tried to return to the United States in 1936 to star in the *Ziegfeld Follies*. Unfortunately, she received poor reviews and returned to France. However, Josephine returned again in the 1950s. This time she received rave reviews and huge audiences came out to see her.

Civil Rights Activist

When Baker returned to the United States, some clubs wanted her to perform for segregated audiences (where only whites or blacks attended). Josephine strongly disagreed. She refused to perform for segregated audiences. She also spoke out against clubs and hotels that refused black people service. In 1963, Josephine participated in the *March on Washington* with Martin Luther King, Jr. She spoke before 250,000 people wearing her uniform of the French Resistance.

In her speech she talked about the freedoms she had in France and how she hoped the same freedoms would soon come to the United States.

Death

In 1975, Josephine starred in a show that reviewed her 50 years as a performer in Paris. The show sold out and huge stars including Mick Jagger, Diana Ross, and Sophia Loren attended. A few days after the show opened, on April 12, 1975, Josephine died of a brain hemorrhage.

Interesting Facts about Josephine Baker

She had a variety of exotic pets including a leopard named Chiquita and a chimpanzee named Ethel. Josephine's adopted children would entertain and sing songs for paying visitors to her house. The NAACP named May 20th as Josephine Baker Day. She was asked by Coretta Scott King to become the new leader of the civil rights movement in the United States after Martin Luther King, Jr. died. Baker refused because she didn't want to leave her children. She was close friends with the famous actress Grace Kelly.



Baker at the Château des Milandes, 1961

Formative assessment

Questions on this quiz are based on information from Josephine Baker.

1. Where was Josephine Baker born?
 - a. Paris, France
 - b. Atlanta, Georgia
 - c. St. Louis, Missouri
 - d. Albany, New York
 - e. Austin, Texas

2. When Josephine Baker was a child, her mom worked as a _____ ?
 - a. Dancer
 - b. Actress
 - c. Waitress
 - d. Singer
 - e. Washerwoman

3. True or False: Josephine Baker grew up in a wealthy home where she attended dance and singing lessons.
 - a. TRUE
 - b. FALSE

4. What 1923 Broadway show did Josephine Baker earn her first role in?
 - a. Shuffle Along
 - b. Hello Dolly!
 - c. Wildflower
 - d. The King and I
 - e. Oklahoma!

5. What European country did Josephine Baker move to in 1925?
 - a. England
 - b. France
 - c. Germany
 - d. Spain
 - e. Italy

6. Josephine Baker worked as a spy for the French Resistance during what war?
 - a. World War I
 - b. World War II
 - c. Cold War

- d. French Revolution
- e. Hundred Years War

7. How did Josephine pass on secret messages when spying?

- a. Secret codes incorporated into her song lyrics
- b. By hand signals she used during her dance routines
- c. Invisible ink on sheet music
- d. She would attach messages to her pet homing pigeons
- e. None of the above

8. What day is known as Josephine Baker Day?

- a. June 3rd
- b. April 12th
- c. May 20th
- d. September 19th
- e. August 7th



French translation

Activité : Danseuse, Chanteuse, Actrice Née en Juin 3, 1906 à St. Louis, Missouri Décédée en Avril 12, 1975 à Paris, France Surnoms : Black Pearl, Jazz Cleopatra, Bronze Venus Mieux connu pour: Être un artiste célèbre à Paris, un espion de la Seconde Guerre mondiale, et un militant des droits civiques

Biographie:

Où Joséphine Baker a-t-elle grandi ? Joséphine Baker est née Freda Joséphine McDonald le 3 juin 1906 à St. Louis, Missouri. Son père était un batteur de vaudeville nommé Eddie Carson qui a abandonné Joséphine et sa mère, Carrie McDonald, à un âge précoce.

Avec son père parti, Joséphine a eu une enfance difficile. Sa mère travaillait dur comme laveuse, mais la famille avait souvent faim. Quand Joséphine avait huit ans, elle a dû aller travailler pour se rendre à la nourriture. Elle a travaillé comme servante dans les maisons des gens riches et comme serveuse.

Devenir danseuse

Joséphine aimait danser et dansait parfois dans les coins de rue de la ville pour de l'argent. Elle a rapidement obtenu un emploi de danse pour les spectacles locaux de vaudeville. Elle était une danseuse, actrice et chanteuse talentueuse. Elle a commencé à obtenir des rôles plus importants et, en 1923, elle a gagné une place sur la comédie musicale de Broadway **Shuffle Along**.

Déménagement en France

En 1925, Joséphine décide de s'aventurer. Elle s'installe à Paris, en France, pour jouer dans un spectacle appelé La Revue Negre. Le spectacle a été un succès et Joséphine a décidé de faire de Paris sa nouvelle maison. Son numéro le plus célèbre était une danse qui a eu lieu lors d'un spectacle appelé La Folie du Jour. Pendant la danse, elle ne portait rien, mais une jupe faite de bananes.

Etant célèbre Au cours des dix années suivantes, Joséphine est devenue l'une des plus grandes stars en Europe. Elle a chanté sur des disques populaires, dansé dans des spectacles, et a joué dans des films. Joséphine est également devenue riche. Elle a acheté une grande maison dans le sud de la France appelée le Château des Milandes. Plus tard, elle adoptera 12 enfants de divers pays qu'elle appellera sa « tribu arc-en-ciel ».

Espion de la Seconde Guerre mondiale

Pendant la Seconde Guerre mondiale, Joséphine est recrutée pour espionner pour la résistance Française. Parce qu'elle était une célébrité célèbre, elle a été invitée à des fêtes importantes et autorisée à voyager à travers l'Europe sans être soupçonné. Elle a transmis des messages secrets sur les Allemands tels que l'emplacement des troupes et des aérodromes à l'aide d'encre invisible sur sa partition. Après la guerre, elle reçoit la Croix de guerre Français et la Rosette de la Résistance (Médaille de la Résistance Français).

Retour aux États-Unis

Joséphine a d'abord essayé de retourner aux États-Unis en 1936 pour jouer dans les Folies de Ziegfeld. Malheureusement, elle reçoit de mauvaises critiques et retourne en France. Cependant, Joséphine revient dans les années 1950. Cette fois, elle a reçu des critiques élogieuses et d'énormes auditoires sont venus la voir.

Militante des droits civiques

Lorsque Baker est retournée aux États-Unis, certains clubs voulaient qu'elle se produise pour un public séparé (où seuls les Blancs ou les Noirs étaient présents). Joséphine n'était pas du tout d'accord. Elle a refusé de se produire pour un public séparé. Elle s'est également exprimée contre les clubs et les hôtels qui refusaient le service aux Noirs. En 1963, Joséphine participe à la Marche sur Washington avec Martin Luther King, Jr. Elle s'est exprimée devant 250 000 personnes portant son uniforme de Résistance Française. Dans son discours, elle a parlé des libertés qu'elle avait en France et de la façon dont elle espérait que les mêmes libertés viendraient bientôt aux États-Unis.

Mort

En 1975, Joséphine a joué dans un spectacle qui a passé en revue ses 50 ans en tant qu'interprète à Paris. Le spectacle s'est vendu et d'énormes stars, y compris Mick Jagger, Diana Ross, et Sophia Loren assisté. Quelques jours après l'ouverture du spectacle, le 12 avril 1975, Joséphine meurt d'une hémorragie cérébrale.

Faits intéressants sur Joséphine Baker

Elle avait une variété d'animaux exotiques, y compris un léopard nommé Chiquita et un chimpanzé nommé Ethel. Les enfants adoptés de Joséphine divertissent et chantent des chansons pour payer les visiteurs de sa maison. La NAACP a nommé le 20 mai Joséphine Baker Day. Coretta Scott King lui a demandé de devenir le nouveau leader du mouvement des droits civiques aux États-Unis après la mort de Martin Luther King Jr. Baker a refusé parce qu'elle ne voulait pas quitter ses enfants. Elle était amie proche de la célèbre actrice Grace Kelly.

Formative assessment

Les questions sur ce quiz sont basées sur les informations de Joséphine Baker.

1. Où est née Joséphine Baker?

- a. Paris, France
- b. Atlanta, Georgia
- c. St. Louis, Missouri
- d. Albany, New York
- e. Austin, Texas

2. Quand Joséphine Baker était enfant, sa mère travaillait comme ____ ?

- a. Danseuse
- b. Actrice
- c. Serveuse
- d. Chanteuse
- e. Lavandière

3. Vrai ou faux: Joséphine Baker a grandi dans une maison riche où elle a assisté à des cours de danse et de chant.

- a. Vrai
- b. Faux

4. Dans quel spectacle de Broadway Joséphine Baker a-t-elle gagné son premier rôle en 1923?

- a. Shuffle Along
- b. Hello Dolly!
- c. Wildflower
- d. The King and I
- e. Oklahoma!

5. Dans quel pays européen Joséphine Baker s'est-elle installée en 1925?

- a. Angleterre
- b. France
- c. Allemagne
- d. Espagne
- e. Italie

6. Joséphine Baker a travaillé comme espionne pour la France pendant quelle guerre ?

- a. Première Guerre mondiale
- b. Seconde Guerre mondiale
- c. Guerre froide
- d. Révolution Française
- e. Guerre de cent ans

7. Comment Joséphine a-t-elle passé des messages secrets lors de l'espionnage ?

- a. Codes secrets incorporés dans les paroles de sa chanson
- b. Par des signaux à la main qu'elle a utilisés pendant ses routines de danse
- c. Encre invisible sur la partition
- d. Elle attachait des messages à ses pigeons homing animal de compagnie
- e. Rien de ce qui précède

8. Quel jour est connu sous le nom de Joséphine Baker Day?

- a. 3 juin
- b. 12 avril
- c. 20 mai
- d. 19 septembre
- e. 7 août

Name _____

Date _____

Josephine Baker Paper Doll

All About Josephine Baker:

Josephine Baker was a civil rights activist, spy, and world famous dancer. She grew up in St. Louis and then moved to Paris where she lived for many years. She became a famous performer and later an important spy during World War II before moving back to the United States. She believed that segregation was wrong and stood up for her beliefs by refusing to perform to segregated audiences.

