

Title: Africa Is Not A Country

Overview: In this lesson, students identify and dispel myths, stereotypes and “the single story” about Africa by creating an Animoto Public Service Announcement (PSA) video.

Objectives:

Students will be able to:

1. Differentiate between a country and a continent
2. Use Internet resources to Identify myths and stereotypes about Africa
3. Create an Animoto Public Service Announcement (PSA) that dispels myths and stereotypes about Africa

Grade Level: 9

Time: 4-5 Class Periods

Required Materials:

- Internet Access
- Student headphones or earbuds
- Copies of Student Instructions including Public Service Announcement (PSA) Rubric, Myth/Reality/Illustration handout and Public Service Announcement (PSA) video Storyboard
- Copies of Theydiffer.com article: *Difference Between Continent and Country*

Minnesota Social Studies Standards - 9-12 Geography

Substrand 1: Geospatial Skills

Standard: 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

Benchmark 9.3.1.1.2: Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Substrand 2: Places and Regions

Standard 3: 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

Benchmark 9.3.2.3.1: Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Suggested Procedure:

1. Prior to teaching the lesson, review Teacher Background Materials and all Student Materials found on Weebly: <http://africaintheclassroom2016.weebly.com/africa-is-not-a-country.html>

Teacher background materials materials include:

*Africa - Entry Points For Teaching*

*Teach Kids About Africa As If Our Lives Depended On It ... And Maybe They Do*

*Weary Professors Give Up, Concede That Africa Is A Country* (this was an April Fool's joke article)

2. Prior to teaching the lesson, decide whether students will work individually, with a partner or in small groups (3 is a good number) and how they will be divided into groups.

3. Prior to teaching the lesson, create a free Animoto Educational Account. Educational accounts allow you to set up 50 free accounts for students. Information here: <https://animoto.com/business/education>

and here:

<http://tinyurl.com/zsoz2ho>

**You will need to communicate details about Animoto accounts to your students.**

### **Days 1 and 2**

1. Begin the lesson by sharing the *Upfront - Reality Check: Africa Is Not A Country* video. Discuss the video with students. Ask students to identify the myths and stereotypes that are highlighted in the video and to consider how and why these myths and stereotypes emerged and persist.
2. Next, share and discuss the video *The Danger Of A Single Story*. What is the “single story” about Africa that Chimamanda Adichie identifies? Why is it dangerous? How can students and an educated society in general avoid “the danger of a single story”? What specific actions can students take to create a multi-layered story of Africa?
3. Distribute and review the TheyDiffer.com article *Difference Between Continent and Country*. Considering that the Upfront - Reality Check video was entitled *Africa Is Not A Country*, discuss why some people mistakenly believe Africa is a country and what the actual differences are between countries and continents.
4. Distribute and review Student Instructions including the Public Service Announcement (PSA) rubric, Myth/Reality/Illustration handout and Public Service Announcement (PSA) video Storyboard. Explain that students will be creating an Animoto Public Service Announcement to combat myths, stereotypes and “the single story” about Africa.
5. If students are not familiar with Public Service Announcements in general, share some of the examples from the Ad Council found under the Additional Student Materials section on the Weebly. A link to *How To Create The Perfect Public Service Announcement* is also posted there as a reference.
6. Communicate details to students about Animoto accounts.

*Note: Only one person in a group can be logged in to Animoto at a time. If working in groups, those who are not actually working in Animoto should be locating images, planning out text, suggesting ideas for style, music, order of slides, etc.*

### **Days 3, 4 and 5**

1. Briefly review instructions and answer student questions.
2. Circulate and provide assistance.
3. Approve student Myth/Reality/Illustration handouts before they move on to creating their Storyboards.
4. Approve student Storyboards before they begin their Animoto videos.
5. Share and discuss Animoto Public Service Announcement (PSA) videos in a class film festival. Consider having students vote for the best videos and award small prizes.

Extensions: Share student videos with school community, parents, etc. through a class website or blog. Enter students videos in a PSA contest (search Google for existing opportunities), set up a video exchange with students in an African country (see Africa In The Classroom Weebly for ideas.)

Assessment: Reality/Illustration handout, Storyboard, Animoto Public Service Announcement (PSA) video

Resources: <http://africaintheclassroom2016.weebly.com/africa-is-not-a-country.html>

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