Distance Learning/Videoconferencing at the Center for Puppetry Arts

Exploring Africa

Distance Learning Study Guide

1st – 3rd Grade
Dear Educator:

We are scheduled for an Exploring Africa videoconference with your group. You will need to do some preparation prior to the program. Below are the directions necessary for preparation (REQUIRED TO PARTICIPATE IN THE PROGRAM).

1. The materials list is the first thing on the study guide. Each student needs these materials to fully participate in the program.
2. All templates need to be traced onto yellow (orange or brown are okay, too) construction paper and cut-out.
3. Please bring all pre-cut pieces and other materials to the program. It is helpful if each student has an individual bag with their own puppet parts. You can use small paper lunch baggies or Ziploc baggies.
4. Pass out all materials PRIOR to program start time. This includes glue, tape and scissors. It is helpful if each student has his/her own glue stick or bottle. Please have 5 strips of clear tape the size of a bandaid precut and ready for each student. You can pre-tear pieces and stick them to the sides of the table, OR stick them to yard sticks (just hold out yard stick and students can take a piece of tape from it—teacher recommended!).
5. We will lead all students through the puppet building steps and learning activities.
6. The program does not allow time for students to cut out materials.

- The activities in the study guide are for you to use at your discretion as either pre or post activities. We will be doing different activities with the students during the program.
- Please let us know if you have any questions about how to prepare.
- If you have any technical questions, please contact us directly at (404) 881-5117.

Thank you!!!

The Distance Learning Team
Center for Puppetry Arts

Direct studio line: 404-881-5117
1404 Spring Street, NW at 18th
Atlanta, GA 30309-2820 USA
www.puppet.org/edu/distance.shtml
http://vimeo.com/channels/272008
Visit us on Facebook!
Headquarters of UNIMA-USA
Member of Theatre Communications Group & Atlanta Coalition of Performing Arts
Videoconferencing Activity

Giraffe Rod Puppet

Materials List

Each student will need all of the following items:

1 8-12 oz. styrofoam cup
1 drinking straw (bendy)
1 head (template on yellow construction paper)
1 leg template (template on yellow construction paper)
1 neck (template on yellow construction paper)
1/2 sheet brown construction paper (it doesn’t matter which way the paper is cut, it is going to be torn into little pieces)
scissors
glue
tape

**Templates must be pre-cut before the program!**

Templates

Head Template (1 of 3)
National Curriculum Standards met during live videoconference

Please go to www.educationworld.com for a complete list of national standards.

Fine Arts/Visual Arts

NA-VA.K-4.1 Understanding and applying media, techniques, and processes
NA-VA.K-4.2 Using knowledge of structures and functions
NA-VA.K-4.3 Choosing and evaluating a range of subject matter, symbols, and ideas
NA-VA.K-4.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others
NA-VA.K-4.6 Making connections between visual arts and other disciplines
NA-VA.5-8.1 Understanding and applying media, techniques, and processes
NA-VA.5-8.2 Using knowledge of structures and functions
NA-VA.5-8.3 Choosing and evaluating a range of subject matter, symbols, and ideas
NA-VA.5-8.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others
NA-VA.5-8.6 Making connections between visual arts and other disciplines

Technology

NT.K-12.1 Creativity and Innovation
NT.K-12.2 Communication and Collaboration
NT.K-12.3 Research and Information Fluency
NT.K-12.5 Digital Citizenship
NT.K-12.6 Technology Operations and Concepts

Social Studies

NSS-G.K-12.1 The World in Spatial terms
NSS-G.K-12.4 Human Systems
NSS-G.K-12.5 Environments and Society
NSS-G.K-12.6 The Uses of Geography

Life Science

NS.5-8.3 Structure and function in living systems; Populations and ecosystems; Diversity and adaptations of organisms
Pre- & Post-Videoconference Classroom Activities

Activity 1: Diversity of the African Continent

National Curriculum Standards met by this activity
Please go to www.educationworld.com for a complete list of national standards.

NSS-G.K-12.1 The World in Spatial Terms
NSS-G.K-12.2 Places and Regions
NSS-G.K12.3 Physical Systems

Activity
Africa is made up of different types of land and climates. The topographic regions shape the lives of the African people by influencing the types of homes they build, the food they eat, and the clothing they wear.

Objective: Students will identify and recognize Africa as a continent (not a country) with diverse topography.
Materials: Copy of Map of Africa (Attachment A on page 11) for each student; pencils; crayons or colored pencils; variety of photos of deserts, rain forests and savannas; tape or thumb tacks; butcher paper or chalkboard (see procedure).

Procedure:
1. Please use Attachment A on page 11 for this exercise. Pass out copies to each student.
2. Students will need to fill in each box of the map key with the required color.
3. Have students label and color the topographic regions of the African continent using the map key.
4. Next, show colorful pictures illustrating each habitat (magazine cut-outs or internet pictures of trees, sand, jungle, etc.) and ask students to identify the characteristics of each habitat. Is the habitat dry or wet? Is the temperature hot or cold?
5. Enlarge the map on a piece of poster board or butcher paper, or draw and color the map on your blackboard.
6. Have students take turns and attach the pictures to the corresponding habitat on the map.
Activity 2: Animal Habitats

National Curriculum Standards met by this activity
Please go to www.educationworld.com for a complete list of national standards.

NS.K-4.3 Life Science

Follow Up Activity
Just as there are many types of environments in Africa, there are many different types of animals. Students will match animals to their habitats in this activity using the color-coded map from Activity 1.

This activity builds upon information learned in Activity 1.

Objective: Students will match animals to their habitats.
Materials: Pencils, copy of Animal Habits (Attachment B on page 12) for each student; color coded Map of Africa (from Activity 1, Attachment A, page 11) for each student; crayons or colored pencils; scissors, glue or tape.

Procedure:
1. Pass out copies of Attachment B on page 12 to all students.
2. Ask students to identify the animals on the page.
3. Read the description of each animal to the class, defining the words in bold.
4. Students should match the descriptions to the correct animal. Students can use pencils to draw lines or arrows. This can be done as an oral exercise if you choose.
5. Have students color the animals and cut them out.
6. Next, pass out each student's color coded map from Activity 1.
7. Ask students to place the animals in the correct habitat.
8. Glue or tape the animals in place.
Activity 3: Creating an African Mask

National Curriculum Standards met by this activity

Please go to www.educationworld.com for a complete list of national standards.

NA-VA.K-4.1 Understanding and applying media, techniques, and processes
NA-VA.K-4.4 Understanding the visual arts in relation to history and cultures
NA-VA.K-4.6 Making connections between visual arts and other disciplines

Activity

The Dogon tribe lives in West Africa in the country of Mali. Masks are worn by the Dogon to scare away spirits of the dead and help spirits join their ancestors. The masks are brightly colored, rectangular in shape, and often have a bright ruffle around the neck. Other types of masks are also worn in Mali by other tribes that celebrate harvest, hunting and birth.

Objective: Students will create a Dogon Spirit Mask.

Materials: Brown paper grocery bag (large), colored markers, paint, scissors, glue, bright ribbon or strips of colored paper.

Procedure:

1. First, open the paper bags and have students place them on their heads.
2. Teachers should mark eyeholes for the students.
3. Remove the paper bags.
4. Cut out eyeholes with scissors.
5. Glue decorative ribbon or paper strips to create a ruffle around the bottom of the bag.
6. Use markers and paint to decorate the mask.
Activity 4: Talking Drums of Africa

National Curriculum Standards met by this activity
Please go to www.educationworld.com for a complete list of national standards.

NA-M.K-4.2 Performing on instruments, alone or with others, a varied repertoire of music
NA-M.K-4.3 Improvising melodies, variations, and accompaniments
NA-M.K-4.8 Understanding relationships between music, the other arts, and disciplines outside the arts
NA-M.K-4.9 Understanding music in relation to history and culture
NA-VA.K-4.1 Understanding and applying media, techniques, and processes

Activity
Puppet and mask performances in Africa are always accompanied by traditional African music. Various types of drums, rattles, shakers, xylophones and many other instruments may be used during these performances. Drums serve as a way of communicating ideas and feelings. Drum beats are also used to represent different animals during performances. A fast drum beat may represent a cheetah, or a slow drum beat may represent an elephant. Drums are made of different materials, depending on natural resources of a particular area. Have your students create a “talking drum” of Africa.

Objective: Students will create and play an African drum.
Materials: CD of African music, scissors, glue, crayons or paint, construction paper, coffee can with plastic lid, can opener

Procedure:
1. Using a can opener, cut out the bottom of the coffee can. The top should already be cut out if it is a recycled item.
2. Next, have students glue construction paper to the coffee can and decorate the paper with paint, marker, or crayons.
3. Attach the plastic lid to the coffee can to complete the drum.
4. Have students play their drums to a tape or CD of African music*. Pausing the music, have students try to repeat beats and rhythms.

* Suggested CD available at Barnesandnoble.com:
  African Tribal Music and Dances
  Track 5, Dance of the Hunter
  Original Release Date: July 22, 1993
  Number of Discs: 1
  Label: Laserlight
  ASIN: B000001V3X
Other Resources

Websites to Explore

**www.nationalgeographic.com/kids/index.html**
Select Creature Features to find facts, photos and videoclips of many different types of animals found around the world, including Africa. You will need RealPlayer to play the video clips.

**www.nationalgeographic.com/congotrek360/**
This National Geographic Web site allows you to visit the Congo River Basin. Move your mouse around a 360-degree image and click on animals or objects in the picture. Video, audio or general information is provided about each object. You can click on a chimpanzee high in the trees, or a leech on the researcher’s arm! Your mouse allows you to move through the picture both horizontally and vertically. There are also classroom ideas for teachers.

**www.oxfam.org.uk/coolplanet/ontheline/index.htm**
Hear sounds of Mali or view landscapes from Mali. This Web site looks at several countries along the zero meridian line, including the African countries of Mali, Burkina Faso, Ghana and Togo. Simply select a country to find out information on daily life, food, customs and more.

**www.kenyabeasts.org.uk/**
Take a virtual safari through Kenya. You will find photos and facts about animals in Kenya.

Selected Bibliography

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1404 Spring Street, NW at 18th • Atlanta, Georgia USA 30309-2820  
Distance Learning Studio: 404.881.5117 • Fax: 404.873.9907 • distancelearning@puppet.org  
Ticket Sales: 404.873.3391 • Administrative: 404.873.3089 • www.puppet.org

Text by Patty Petrey Dees • Design by Donna Yocum  
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Attachment A: Map of Africa

Map Key:

- **Desert** (yellow)
- **Savanna** (green)
- **Tropical Forest** (red)
This animal is a meat-eater. The females hunt every few days for food. They often hide or crouch in the grasses before pouncing and chasing their prey. They live in prides.

This animal prefers to spend most of its time in the trees and vines, even sleeping here and making nests. They are known to “talk” to one another by using sounds and facial expressions.

This animal can go for a long period of time without drinking water. It can eat tough spiny plants. People have used this animal for transportation for thousands of years.

This animal uses its stripes for camouflage in the tall grass. It runs very fast. This animal often stays in a herd for protection from predators.

This animal uses its large ears to cool itself from the dry, hot heat of the day. It is very small. In fact, it is the smallest of its kind. It likes to eat plants, insects, and small animals.