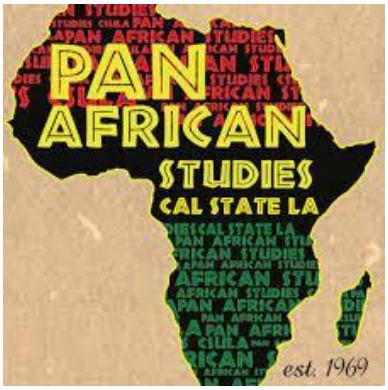


Ubuntu Gumuntu Gabuntu

Curriculum

For

Fulbright-Hays Group Project Abroad Program
African Knowledge Systems: Performing Arts in South Africa During Apartheid and Beyond

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California State University, Los Angeles
Pan African Studies
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CAL STATE LA
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

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Introduction

About the Program

"African Knowledge Systems: Performing Arts in South Africa During Apartheid and Beyond," the four-week Fulbright-Hays GPA program will be held in South Africa. The Fulbright-Hays Group Projects Abroad Program (GPA) is a national, federally-funded program by the U.S. Department of Education, with partial support from California State University, Los Angeles. California State University, Los Angeles is the administrative institution for the program. The program is designed to promote, improve, and develop the study of modern foreign languages and area studies in the United States. The short-term curriculum development GPA is a four week program that provides faculty, teachers, administrators, and students of social sciences, humanities, and foreign languages from across U.S. institutions of education with an opportunity to advance their competency in the Zulu language and culture in South Africa and the opportunity to acquire resource materials for curriculum development in modern foreign language (i.e. Zulu language) and area studies (performing arts) for use and dissemination in the United States.

Project Goals

- To promote the integration of international/ethnic studies into the social sciences and/or humanities curriculum throughout U.S. school systems at all levels;
- To increase linguistic and cultural competency among U.S. students and educators; and
- To focus on a particular aspect of area study.

Pan African Studies at California State University, Los Angeles

"Pan-African Studies (PAS) encompasses the systematic investigation of the History, Culture, Social Relationships, Political Economy, Literature, Arts, and Languages of peoples of African descent and their contribution to world civilization. In order to give students a unique foundation for critical thinking and socio-cultural analysis, the curriculum combines in-depth and transnational approaches to the study of the Black experience. In particular, PAS places African American Studies in a larger comparative context of Africa and the African Diaspora—thus the name "Pan-African" Studies. Moreover, the goal of the curriculum is to allow for flexibility in required core and elective courses. This approach maximizes student ability to determine areas of emphasis and, with faculty advisement, to select a creative set of courses that expose majors and minors to the historical context, fundamental concepts, central issues, and methodological evolution of Pan-African Studies.

Although the African-American experience remains central to an understanding of the United States, teaching and research on the African Diaspora has come to include the study of peoples from every continent, language group, and religious faith, and especially Africans in the Americas. The goal of the curriculum is to allow for flexibility in required core and elective courses. This approach maximizes student ability to determine areas of emphasis and, with faculty advisement, to select a creative set of courses that expose majors and minors to the historical context, fundamental concepts, central issues, and methodological evolution of Pan-African Studies."

From: The Department of Pan-African Studies at CalState LA Website

Understanding By Design (UbD) Unit

Title of Unit	Ubuntu: African Indigenous Knowledge Systems	**Grade Level**	College/University
Subject	Ubuntu, Education, and You	**Time Frame**	Three Weeks to 1.5 Months
Developed By	Deborah Anna Brown		

Stage 1 - Identify Desired Results

Broad Areas of Learning
How are the BAL incorporated into this unit?

Students will independently use their learning to...
★ Question and think critically about the world around them.
★ Recognize that truth is subjective, nuanced, and multifaceted.
★ Define the concepts of worldview and orature.
★ Recognize the importance of language in the construction of worldviews.
★ Identify African Indigenous knowledge systems and a Western/Eurocentric worldview.
★ Identify Western/Eurocentric worldview.
★ Compare and contrast African Indigenous and Western/Eurocentric worldviews.

Cross curricular Competencies
How will this unit promote CCC?

1. Students will use concepts and tools of inquiry to examine the beliefs, history, social experiences, social structures, artistic or literary expressions, and/or traditions of one or more cultures or societies located outside the United States.
2. Students will analyze, evaluate, and synthesize complex interrelationships between humans and the natural world.
3. Students will reflect critically on the ways in which diversity (broadly understood) within the United States shapes the experience of citizens and persons residing in the U.S.

Learning Outcomes
What relevant goals will this unit address?

1. Improve your students' knowledge of Zulu worldviews and African cultural perspectives.
2. Develop social and cultural participation skills and awareness that will help them engage in effective cross-cultural and cross-ethnic interactions to be better citizens in a culturally plural world.
3. Apply the principles of liberation, freedom, and social justice to address issues of identity, power, and privilege and contribute to the advancement of local communities, nations, or the world.
4. Students will study language as a complex multifunctional phenomenon – as a system for communicating thought and information and as an essential element of human thought processes, perceptions, and self-expression – that allows them to understand different peoples and their communities.
5. Students will examine the world, their own culture, and their own language through the lens of a foreign language and culture.
6. Students will interpret texts with awareness of the texts' basic orientation in the world (historical, philosophical, religious, linguistic, etc.).
7. Students will construct arguments and evaluate canons using the evidence and tools of critical analysis appropriate to the object of inquiry.

Enduring Understandings What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now) What misunderstandings are predictable?	**Essential Questions** What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)
Students will understand that... ★ African indigenous knowledge systems are intrinsically tied to language and culture. ★ Knowledge of some Zulu concepts can help to recognize a southern African worldview. ★ Education in the U.S. includes limited or no conversations about worldviews other than a Western/Eurocentric worldview. ★ A Western/Eurocentric worldview is founded in individualism while an African worldview is collectivist. ★ History can skewed or twisted for political gain.	Content specific…. ★ What part do culture and history play in the formation of our individual and collective identities? ★ How do our various group identities shape us as individuals? ★ What do we gain when we learn about the lived experiences of other people? ★ What is African indigenous knowledge and how does is differ from Eurocentrism? ★ Who writes history?

★ History should consist of a myriad of different voices and experiences. ★ The descendants of people who were conquered, enslaved, or discriminated against in history still face inequality and violence today. ★ Discrimination is fueled by a fear of what is different or unfamiliar. ★ Race and gender are socially constructed; they matter because they impact how people are treated in society. Related misconceptions… - Lack of knowledge and understanding about the diversity of language and culture on the African continent - Devaluation of indigenous knowledge systems - Lack of understanding of Eurocentrism in U.S. education and curriculum	★ Whose stories go untold? ★ How can we tell more accurate stories about the past? ★ How does the African concept of Ubuntu compare to American individualism? ★ In what ways can Ubuntu be used to understand ourselves and our connection to family, community, and the Earth?
Knowledge: What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.	**Skills** What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.
Students will know... **History:** I can trace characteristics of societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. I can analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed.	Students will be able to… **Teaching Tolerance Social Justice Standards:** Diversity #6 - I can interact with people who are different from and similar to me, showing respect to all. Diversity #7 - I can accurately and respectfully identify ways that people in the same identity groups are different and similar. Diversity #8 - I can ask questions and show curiosity about others' experiences and cultures.

I can explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	Diversity #9 - I can embrace my interconnectedness with others despite our differences. Diversity #10 - I can be aware of how groups are treated today depends on whether they were persecuted or privileged in the past. Justice #12 - I can recognize unfairness & injustice in: attitudes, speeches, behaviors, practices, and laws. Justice #13 - I can be aware of the ways injustice impacts the rights of people based on their identity groups. Justice #14 - I can realize that all people have certain advantages and disadvantages in society because of who they are or where they're from. Justice #15 - I can identify some of the people in social justice history and evaluate the beliefs that motivated them. Action #16 - I can demonstrate concern about how people feel and are treated, especially when they are excluded or mistreated. Action #17 - I can stand up for myself and for others when faced with exclusion, injustice, or prejudice. Action #19 - I can speak up or take action when I witness unfairness, even if those around me don't, without letting them convince me. Action #20 - I can work with family, community, & friends to make things fairer for everyone, & we will plan and coordinate our actions. **Analyzing Information in Literary Texts:** I can make inferences about visible and invisible culture based on evidence in a literary text (a novel, poem, play, short story, etc.). I can identify historical events or connections to history in a literary text (a novel, poem, play, short story, etc). I can analyze how the setting of the literary text, both in terms of time and place,

	impacts what happens. I can draw conclusions about what challenges different ethnic groups have been through or still face. I can connect a work of writing or art to the culture and time period in history in which it was created. **Analyzing Information in Informational Texts:** I can sequence historical events using a timeline from the beginning to the ending. I can categorize information into meaningful groups in order to find patterns. I can identify cause-and-effect to understand how one event connects to another. I can compare & contrast similar/different people, events, places, systems, and beliefs. I can make inferences and predictions about what the truth might be. I can draw conclusions about the messages we can learn from history. I can create summaries that include main ideas and supporting details, and my own conclusions. **Using Proof and Evidence:** I can answer social studies questions using proof from graphs, charts, timelines, and maps. I can evaluate whether an opinion is true or false based on the evidence in a graph, chart, timelines, or map. I can answer social studies questions using textual evidence from an informational or literary text. I can evaluate whether an opinion is true or false based on the textual evidence in an informational or literary text. I can use primary sources such as interviews, newspapers, diary entries, letters, & artifacts to draw conclusions about history.

	I can identify if the "proof" is a secondary sources like textbooks, newspapers, video clips, biographies, etc. is credible or biased. **Understanding Different Perspectives:** I can identify multiple perspectives about what happened in history. I can defend my own perspective about what the truth is using proof and evidence. I can argue against bias or hate speech in tellings of history, in sources, the media, or in class discussion.

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G *– Goal* *What should students accomplish by completing this task?*	Students will demonstrate meaning-making and transfer by creating an Ubuntu Vision Board that identifies individual visions for the future that are informed by the ancestors, elders, peers, future generations, and the environment. The Ubuntu Vision Boards will be shared in peer groups and with the class as a whole. In order to prepare for their Ubuntu vision board projects, students will learn about African indigenous worldviews, with a specific emphasis on Zulu language and culture, and contrast these with Western/Eurocentric worldviews. Following a close textual analysis of Ngomane's *Everyday Ubuntu*, students will write an analysis essay comparing and contrasting the two worldviews. During the peer-reviewed presentations, students will discuss the ways in which Ubuntu is present or can be used as they envision their own futures. As presenters, students will provide their peers with a one-page reflection on their vision board and its connection to the Ubuntu worldview. At the end of the unit, all Ubuntu Vision Boards will be hung from a communal tree (physically or virtually) to respect and honor the ancestors and elders while also reminding the students of their communal connectedness to the Earth. * Every student will help to discuss a classmate's Ubuntu Vision Board utilizing the tenets learned during the textual analysis. Students can complete final drafts, if they want to make changes following the discussion. * Every student must produce a written reflection on the Ubuntu Vision Board making process Other Evidence: (e.g., formative)
R *– Role* *What role (perspective) will your students be taking?*	
A *– Audience* *Who is the relevant audience?*	
S *– Situation* *The context or challenge provided to the student.*	
P *– Product, Performance* *What product/performance will the student create?*	
S *– Standards & Criteria for Success* *Create the rubric for the Performance Task*	Attach rubric to Unit Plan

Other Evidence Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.	**Student Self-Assessment** How will students reflect upon or self-assess their learning?
Week 1 - Unit Introduction - Worldview 1. - Worldview Carousel (Pre-Assessment) 2. -Mini-Lecture: Language & Worldview 3. – African Indigenous Worldviews Activity Week 2 – Ubuntu and African Indigenous Knowledge 4.. – Define Ubuntu & African Indigenous Knowledge a. Ngomane's *Everyday Ubuntu* b. Annotation Exercise & Textual Analysis 5. – Circle Discussion: Ubuntu and U.S. Individualism 6. – Writing Assignment: Ubuntu and U.S. Individualism Week 3 – Ubuntu, Education, and You 7. – Free-Write: What is the purpose of Education? a. Education vs. Learning 8. – Mini-Lecture: Ubuntu 9. – Circle Discussion: Ubuntu, Education, and You 10. – Assignment: Ubuntu Vision Boards Week 4 - Project Work Time & Class Presentations 11. Mini Self & Group Reflection & Goal Setting 12. End of project essay reflection	Students will engage in open discussion and peer reviews of the final Ubuntu Vision Boards. Students will then be asked to reflect upon the experience of making an Ubuntu-focused vision board and its impact on their self-understanding and goal making.

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going?
What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

Ideally, students will be positioned in a circle. This utilizes the centrality of the circle as it appears in Ubuntu, and specifically Zulu culture. We will discuss the importance of the circle as opposed to a Western/European linear model to further highlight the nuances of the two worldviews.

How will you engage students at the beginning of the unit? (motivational set)

I will engage students in activities that ask them to share their knowledge in community while introducing concepts specific to the unit. The Carousel Review activity, circle discussion, and free-write are all introductory activities that hope to illicit student connections to the material.

What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

In my opinion, the events that students will experience and explore are those that critique and question the unilateral worldview that is embedded in U.S. curriculum. Beyond a critique, students will be asked to envision a future that connects them to African indigenous knowledge and values that can be discuss with other indigenous knowledge systems (i.e. First Nations, Native American, and Aboriginal).
I hope to equip students with the ability to critically think about their lived experiences and education and ask questions about the things they have received.

#	Lesson Title	Lesson Activities	Assignments	Resources
1	Language & Worldview	1. Mini-Lecture: Introduction to Language and Worldview 2. Carousel Brainstorming (aka Rotating Review)	Text Annotation – Everyday Ubuntu	• Facing History & Ourselves, "**Language and Worldview**," last updated September 20, 2019. • Ngomane, Mungi. *Everyday Ubuntu: Living Better Together, the African Way*. New York, NY: Harper Design, 2020. • Annotation Assignment & Rubric
2	Ubuntu & African Indigenous Knowledge		Analysis Essay – "Ubuntu and Individualism"	• Ngomane, Mungi. *Everyday Ubuntu: Living Better Together, the African Way*. New York, NY: Harper Design, 2020. • Annotation Assignment & Rubric
3	Ubuntu, Education, & You		Ubuntu Vision Board & Reflective Essay – "Self in the Collective"	• Ubuntu Vision Board Assignment & Rubric • Reflection Assignment & Rubric

Lesson Plan #1:
Worldview
(Duration: 1-2 Weeks)

Objectives:
In this introductory module, students learn the significance of stories and storytelling in Indigenous societies. We explore history that comes from Indigenous worldviews. This includes Bantu and Nguni lingual traditions such as Zulu, Xhosa, Khoisan, and Swahili.

- Explain the significance of *orature* (oral literature) in the form of stories and storytelling in Indigenous African cultures.
- Identify the four general components of Indigenous orature to allow students to apply their knowledge of those components to stories.
- Define the concept of a worldview (how they develop, etc.).
- Analyze Indigenous and Western world views.
- Define and compare the indigenous worldviews of Bantu and Nguni languages that includes Zulu, Xhosa, Khoisan peoples.

Materials:
1. Post-It Note Flip-Chart Paper
2. Four to five different-colored Markers
3. Article: Facing History & Ourselves, "**Language and Worldview**," last updated September 20, 2019.

Opening (Set):
The anticipatory set gets students focused and interested in the content of the lesson.

It is usually only two to five minutes in length. When writing your set, you should:
1. State the objective clearly - preview the current lesson.
2. Involve the students with questions, activities, or interaction to get them interested.
3. Make the material relevant by connecting it to real life.

The opening should focus on introducing the concepts of orature and the importance of stories and storytelling in Indigenous societies. Then the hook will be to discuss stories that students might have remembered in their own families and communities. Ask how these stories impact the way they see the world.

Learning Tasks (Procedures):
A. Provide markers and post-it note flip chart paper/butcher paper for the Carousel Brainstorming* using the following words: worldview, indigenous, individualism, and collectivism.
B. Write the words/questions at the top of a piece of chart paper and tape the paper to the wall.
C. Divide your class into groups of three or four and assign each group a different colored marker with which they will write their responses on the chart paper. Assign each group to a particular "station" or piece of chart paper.

D. Give groups 1-2 minutes to discuss the topic/concept/question noted on the piece of chart paper among their group members and then write down everything they know or have learned about the topic on that particular piece of chart paper (using their assigned colored marker).
E. After the allotted 1-2 minutes, each group should rotate to the next station where they will read the new topic/concept/question and what others have written about it, discuss it with their group, and add new information. Students can also write questions about things that other groups wrote (existing answers/notes about the topic/question).
F. Continue this process until each group is back to their original station.
G. Wrap up the brainstorming session by having a discussion about the topics on each piece of chart paper and reading/discussing what each group wrote, answering questions as you go.
H. Have your students organize the information from the brainstorming session by using a graphic organizer, writing a summary, or doing a gallery walk, recording useful information.

Mini-Lecture: Indigenous Worldviews

Four General Components of Indigenous Worldviews

1. First, Indigenous worldviews often have the philosophy of interconnectedness and belonging. There is an understanding that we are connected to each other and to all life on Earth.
2. Second, there is unity through collaboration. As we are all connected, the group is then accountable for each of their actions. Each child, youth, adult, and elder has a role and a responsibility to each other and to the community.
3. There is a distinct relationship with the land extending to environmental stewardship. The idea that land is a commodity to be exploited or owned could not be conceived. Land is only borrowed from future generations.
4. Lastly, land is not merely a supplier for resources, but an environment to be cared for and looked after for the next generations. This is because land is at the heart of creation.

Closure:

The closure of the lesson should refocus the learner on what was learned. When writing your closure, you should:

1. Restate the objective
2. Review the lesson's learning
3. Involve the learner with questions, summarizing, or performing a review task
4. Preview what will be learned next in an upcoming lesson

Differentiated Instruction:**

Enrichment: What will you do to challenge students?

Intervention (students struggling or in the tier process/response to intervention)**:** What will you do to support/remediate learners?

Accommodation (Differently-Abled Students)**:** What will you do accommodate students?

* **Carousel Brainstorming** is a cooperative learning activity that can be used both to discover and discuss background knowledge prior to studying a new topic, as well as for review of content already learned. This technique allows for small group discussion, followed by whole-class reflection. While taking part in Carousel Brainstorming, small groups of students rotate around the classroom, stopping at various "stations" for a designated period of time (usually 1-2 minutes). At each station, students activate their prior knowledge of a topic or concept and share their ideas with their small group. Each group posts their ideas at each station for all groups to read.

** Enrichments and interventions should be some change in the ***content*** taught, the ***process*** in which the material is taught, or the ***product*** produced by the student.

Lesson Plan #2:
Ubuntu and African Indigenous Knowledge
(Duration: 1-2 Weeks)

Objectives:
In this second module, students learn the significance of stories and storytelling in Indigenous societies. We explore history that comes from Indigenous worldviews. This includes Bantu and Nguni lingual traditions such as Zulu, Xhosa, Khoisan, and Swahili.

- Define the concept of *Ubuntu*
- Discuss the pillars of *Ubuntu*
- Explain its history and lingual/cultural significance throughout the sub-saharan African continent
- Examine the way ubuntu functions in everyday lived experience

Materials:
1. Book: Ngomane, Mungi. *Everyday Ubuntu: Living Better Together, the African Way*. New York, NY: Harper Design, 2020.
2. Annotation Assignment and Rubric

Opening (Set):
The anticipatory set gets students focused and interested in the content of the lesson.

The opening for this lesson will focus on ubuntu. Students will be asked if they have any prior knowledge of the concept ubuntu. We will engage in whole-class discussion as a way to segue into a mini-lecture on Ubuntu.

Learning Tasks (Procedures):
List your procedures in order.
A. Mini-Lecture on Ubuntu
B. Selected Close Reading Discussion: The class will be divided into groups of three to four students, and they will each be given a different passage from Ngomane's *Everyday Ubuntu* to read and critically analyze. In groups, students with discuss the main idea of the passage and how it connects to what was learned in Lesson #1.
C. Each group will present their passage to the entire class.
D. Whole-Class discussion on Ubuntu
E. Annotation Assignment and Rubric distributed.

Closure:
The closure of the lesson should refocus the learner on what was learned.

In review, students will be reminded of the concept of ubuntu and its importance in African indigenous worldviews. To foreshadow the next lesson where students will be asked to create an Ubuntu Vision Board, students will be told to think about their own understanding of ubuntu and how it relates their life and goals.

Differentiated Instruction:

Enrichment: What will you do to challenge students?
Intervention (students struggling or in the tier process/response to intervention)**:** What will you do to support/remediate learners?
Accommodation (Differently-Abled Students)**:** What will you do accommodate students?

* Enrichments and interventions should be some change in the ***content*** taught, the ***process*** in which the material is taught, or the ***product*** produced by the student.

Lesson Plan #3:
Ubuntu, Education, and You
(Duration: 1-2 Weeks)

Objectives:
This third lesson will be all about exploring student's aspirations through the lens of an African indigenous worldview and ubuntu. Remind students **they** have the power to decide how their future life looks, and it all begins with thinking about what **they** want for themselves. Students often hear expectations from their parents or guardians, but it is important that students understand what they expect of themselves too. As opposed to very Western/Eurocentric vision board assignments that ask the student to think about themselves individually, the objective of this lesson is to ask students to think about themselves and their integral connections to ancestors, family, community, and the Earth.

Materials:
- Space for students to move around
- Magazines/newspapers
- Colored pencils and markers
- Glue/tape and scissors
- Poster paper (or any large piece of paper) as foundation for an Ubuntu Vision Board
- Any other materials that may be beneficial for students to express their creativity

Opening (Set):
The anticipatory set gets students focused and interested in the content of the lesson.

For an opening, students will play a word association game with the word "success."

Ask students what comes to mind when they think of the word "success" for themselves. Afterwards, have an open discussion with some of the following questions:

- Why do we often assume that success is only about having things like power and wealth?
- What influences our ideas of success?
- How has your idea of success changed over time? Has it changed with this discussion?
- How do your ancestors, your family, your community, and the Earth impact your vision of "success"?

Close the activity by reminding students that their ideas of success, or even their aspirations, may change over time as they experience new things.

Learning Tasks (Procedures):
Procedures are a detailed list of what *you* and the *students* will do to accomplish the objective. Write your procedures as if you are writing them for someone else who will teach the lesson i.e., a substitute. If they can follow your procedures without questioning you, then your procedures are clear.
List your procedures in order.

Example:

- Introduction Activity
- Divide the students into pairs.
- Let's Talk Activity: Set up the room in an arrangement that allows students to sit face-to-face with a peer. Students will need to find a partner and sit across from them to start. Throughout the activity, students will swap partners to their left or right as they talk to their peers about their aspirations and future goals. As the instructor, you will be facilitating the swaps by telling students to switch left or right. After each switch, provide students with a broad question to kick off a brief conversation. You can decide on how long conversations last (ideally 2-4 minutes). Depending on time, you can decide how many questions/conversation starters to initiate.
  Example questions: Describe your dream life to your partner. What are three things you love about yourself? Tell your partner one hope you have for your future. If money were no object, what would you do? What do you see yourself doing after high school, even if you don't know what your "dream job" is yet? What are you most scared of after graduation?
  The objective of this activity is to encourage students to think about their future goals and aspirations. Notes: Instructors should monitor students to ensure all students are being inclusive and that conversations remain appropriate. If there is an uneven number of students or if the instructor feels that conversations are not going well, it might be beneficial to have small group discussions instead (3-4 students per group).
- Give students a break and reorganize the class to engage in creative work with a table of supplies.
- Ubuntu Vision Board Activity: Explain to students what the purpose of a vision board is and provide a few example images.
  Vision board: A collage of images, pictures and words that are a reflection of dreams and desires. This project is meant to be a source of inspiration and motivation for students. Students will create a vision board based on their goals and aspirations for life in the future. Remind students that their vision board does not have to reflect only education and career aspirations – it can be anything! Encourage students to dream big. At the end of the activity, students can display their vision boards for others to see and/or share what their vision board portrays.
  This particular activity/assignment will ask students to envision a future that is connected to one another in community. As they begin to draft their boards, ask questions about how their visions are connected and will impact themselves, their families, their communities, future generations, and the Earth.
- Ubuntu Vision Board Peer Presentations
- Ubuntu Vision Board Reflection Assignment & Rubric

Closure:

The closure of the lesson should refocus the learner on what was learned.

As this is the end of the unit, the closure will include a restatement of the concepts we have covered with specific emphasis on African indigenous knowledge and worldviews, Ubuntu, and the role of language in culture.

Differentiated Instruction:

Enrichment: What will you do to challenge students?

Intervention (students struggling or in the tier process/response to intervention)**:** What will you do to support/remediate learners?

Accommodation (Differently-Abled Students)**:** What will you do accommodate students?

* Enrichments and interventions should be some change in the ***content*** taught, the ***process*** in which the material is taught, or the ***product*** produced by the student.

Stage 4: Assess and Reflect	
Considerations	**Comments**
Required Areas of Study: **Is there alignment between outcomes, performance assessment and learning experiences?**	
Adaptive Dimension:	For struggling students: For students who need a challenge:
Instructional Approaches: **Do I use a variety of teacher directed and student centered instructional approaches?**	
Resource Based Learning: **Do the students have access to various resources on an ongoing basis?**	
FNM/I Content and Perspectives/Gender Equity/Multicultural Education: **Have I nurtured and promoted diversity while honoring each child's identity?**	

From: Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. ISBN # 0-87120-313-8 (pbk)

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