

Ubuntu: I Am Because We Are
Humanity Towards Others
Lesson Plan 9th Grade
Fulbright Zulu Summer 2023

Lesson Plan 1: Introduction to Zulu Worldviews and Cultural Perspectives

Objective: Students will gain an introductory understanding of Zulu worldviews and cultural perspectives through readings, videos, and discussions.

California 9th Grade Literacy Standard:

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Activities: Reading and Analysis (Homework Preparation)

- Assign students the readings on Zulu culture, history, and traditions, including "Reflections of South African Student Leaders 1994-2017." Luescher, Webbstock, Bhengu
- "Apartheid An Illustrated History," Micheal Morris
- Biko Worksheets- Hard Copy
- In class, students will discuss the readings, citing specific evidence to support their analysis of Zulu worldviews and cultural elements.

Cultural Showcase (In-Class Exercise)

- Divide students into groups(4 per group) and assign each group a specific aspect of Zulu culture (e.g., traditional dances, music, cuisine).
- Students will research and prepare short presentations showcasing their assigned cultural element. Each presentation should include textual evidence to support their findings.

Lesson Plan 2: Ubuntu and Cross-Cultural Interaction

Objective: Students will explore the concept of Ubuntu and practice applying it in cross-cultural interactions.

California 9th Grade Literacy Standard:

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Activities:

Ubuntu Concept Presentation (Classroom Activity)

- Facilitate a presentation on the concept of Ubuntu, emphasizing its importance in African cultures.
- Use videos and visual aids to present information in diverse formats to meet the literacy standard.

Role-Playing Scenarios (In-Class Exercise)

- Create cross-cultural role-playing scenarios where students apply the principles of Ubuntu to resolve conflicts and improve intercultural understanding.
- Students will actively engage in the scenarios, evaluating the credibility and accuracy of their interactions based on Ubuntu principles.

Reflective Journaling (Homework Assignment)

- Assign students to write reflective journal entries on their experiences with the role-playing scenarios.
- Students will cite specific instances from the scenarios and identify the impact of Ubuntu in promoting cross-cultural understanding.

Lesson Plan 3: Zulu Poetry and Final Assessment

Objective: Students will explore Zulu poetry elements and create their own poems reflecting Zulu worldviews and cultural perspectives.

California 9th Grade Literacy Standard:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Activities:

Zulu Poetry and the [Soweto Uprising](#) (Classroom Activity)

- Introduce students to [Zulu poetry](#) inspired by the [Soweto Uprising](#), emphasizing the use of language to express emotions, experiences, and resistance.
- [Analyze sample poems](#) with the class, discussing the impact of word choices and figurative language in conveying powerful messages.

[Creating Soweto Uprising Poems](#) (In-Class Exercise)

- Students will write their own poems inspired by the Soweto Uprising, incorporating Zulu cultural elements and poetic devices.
- Encourage the use of figurative language and vivid descriptions to convey emotions related to the historical event.

Poetry Reading and Reflection (Classroom Activity)

- Students will read their Soweto Uprising poems aloud to the class, sharing their insights and emotions behind their compositions.
- After each reading, facilitate a discussion about the impact of specific word choices on the meaning and tone of the poems. (small circle group and reflections)

Final Presentation and Showcase (Final Assessment) Whole Class

- Students will showcase their Soweto Uprising poems in a final presentation, incorporating cultural elements, language, and imagery that reflect their understanding of Zulu culture and the historical event.
- The assessment will focus on the creativity, depth of analysis, and engagement with the historical and cultural themes in the poems.
- [Audience Rubric](#)
- Teacher Facing Rubric

Soweto Echo Poem Rubric
Fall 2023

SCORING DOMAIN	APPROACHING STANDARD SCORE: 70-79	MEETING STANDARD/ PASSING SCORE: 80-89	EXCEEDING STANDARD / PASSING WITH DISTINCTION SCORE: 90-100
ARGUMENT - <i>What is the evidence that the student can present a clear argument and line of reasoning?</i>		<ul style="list-style-type: none"> Makes a <i>clear</i> argument about their learning this semester Explains background and context of the topic essential for understanding the argument Makes <i>accurate</i> connections and draws <i>meaningful</i> conclusions to develop the argument 	
EVIDENCE & ANALYSIS - <i>What is the evidence that the student can support an argument with relevant evidence? Did student use relevant event to match Soweto Uprising Poem</i>		<ul style="list-style-type: none"> <i>Elaborates</i> on <i>sufficient</i> and relevant facts, experiences and/or research to support the argument 	
ORGANIZATION - <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>		<ul style="list-style-type: none"> Logically sequences ideas to develop the argument Uses transitions to connect ideas 	
LANGUAGE USE - <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>		<ul style="list-style-type: none"> Uses language and style that is <i>suited</i> to the purpose, audience, and task Speaking is fluid and <i>easy to follow</i> 	
USE OF DIGITAL MEDIA - <i>What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?</i>		<ul style="list-style-type: none"> Digital media or visual displays are <i>appealing</i>, informative, and <i>support audience engagement and understanding</i> 	
PRESENTATION SKILLS - <i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i>		<ul style="list-style-type: none"> Demonstrates <i>most</i> of the following presentation skills: control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing 	
QUESTIONS AND ANSWERS - <i>What is the evidence that the student can respond to audience questions effectively?</i>		<ul style="list-style-type: none"> Provides a direct response to <i>most</i> questions, <i>using examples or evidence when appropriate</i>; Demonstrates an <i>adequate</i> command of the facts and understanding of the topics covered. 	
METWEST SLO's - <i>WHAT IS THE EVIDENCE THAT THE STUDENT DEMONSTRATED CRITICAL THINKING?</i> ***PLEASE KEEP***		<ul style="list-style-type: none"> Provides clear and relevant examples of how student asked questions or stayed curious as a learner 	

Rubric Modified from the Stanford Center for Assessment, Learning, & Equity (SCALE) ©2012

Assessment:

The final assessment will evaluate students' ability to synthesize their understanding of the Soweto Uprising, Zulu culture, and poetic elements to create meaningful and impactful poems. Students will be assessed based on their use of language, figurative expressions, and cultural insights to convey emotions and messages related to the historical event. Additionally, their comprehension of the historical context and its impact on Zulu culture will be evident in their presentations and reflections. The assessment will also consider their ability to analyze the impact of specific word choices on the tone and meaning of their poems, aligning with the California 9th Grade Literacy Standard. (Please note I could not access the California literacy standards exactly, I will update accordingly).