

# African American Voices Lesson Plans

**Lesson Plan:** The Pan-African Flag

**Subject:** Social Studies

**Grade:** 1<sup>st</sup> Grade



**NGSSS-SS:** **SS.1.A.2.1-** Understand history tells the story of people and events of other times and places.

**SS.1.G.1.2-** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

**Description/**

**Abstract of Lesson:** Students will identify the colors of the Pan-African flag and the meaning for each individual color. By way of this activity, students will develop an appreciation for the concepts of family, leadership and the original homeland of peoples of African descent.

**Objective(s):** The students will develop an appreciation of the principles of Pan-Africanism by designing and applying visuals that correspond to the meaning of each color in the Pan-African flag.

**Materials:**

- Transparencies and/or jpeg files of Marcus Garvey and the Pan-African flag
- Activity sheets (provided by the teacher)
- Map-ecological areas of Africa
- Poster boards
- Crayons or markers
- Construction paper
- Scissors

**Duration:** 1 – 2 Class Sessions

**Lesson Lead In/  
Opening:**

1. The teacher will show the students either a transparency or smart board image of the Pan-African flag and go over the colors in order (Red, Black and Green). The teacher is to explain the meaning of each color:

- Red stands for “The Blood” or the family heritage of African Americans (and all other peoples of African descent).
- Black stands for “The People” (Explain how peoples of African descent are also commonly known as “Blacks.”)
- Green stands for “The Land” (Africa).

2. The teacher will show the students an overhead or smart board image of Marcus Garvey. The teacher will explain that Marcus Garvey was a great leader who designed the Pan-African flag.

**Assessment:**

After discussing the meaning of the Pan-African flag, the teacher will engage the students in a lesson about the Pan-African flag. The end product will be a mural which demonstrates understanding for the meaning of the Pan-African flag.

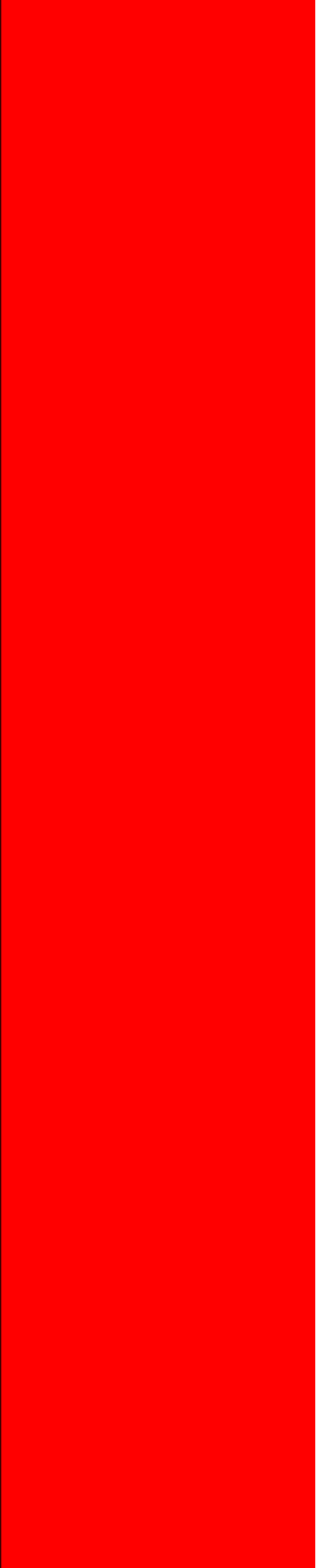
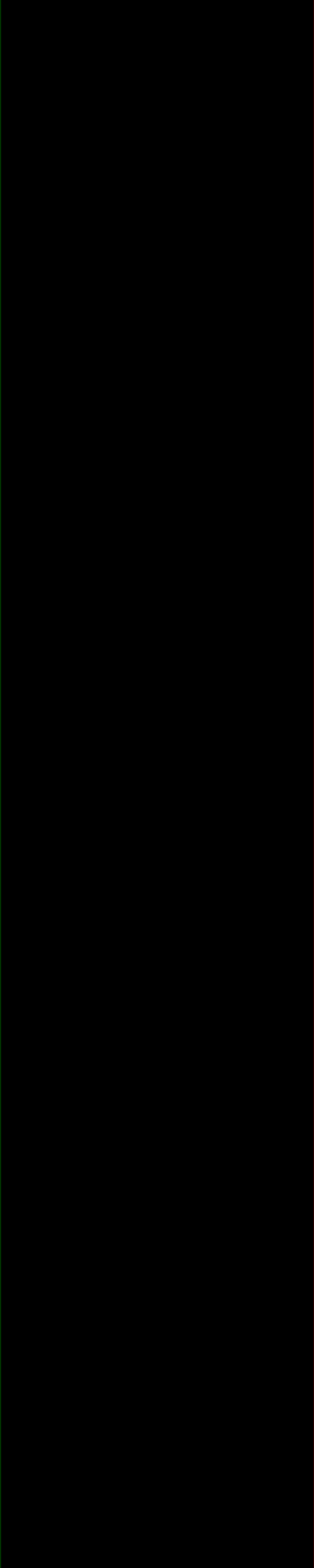
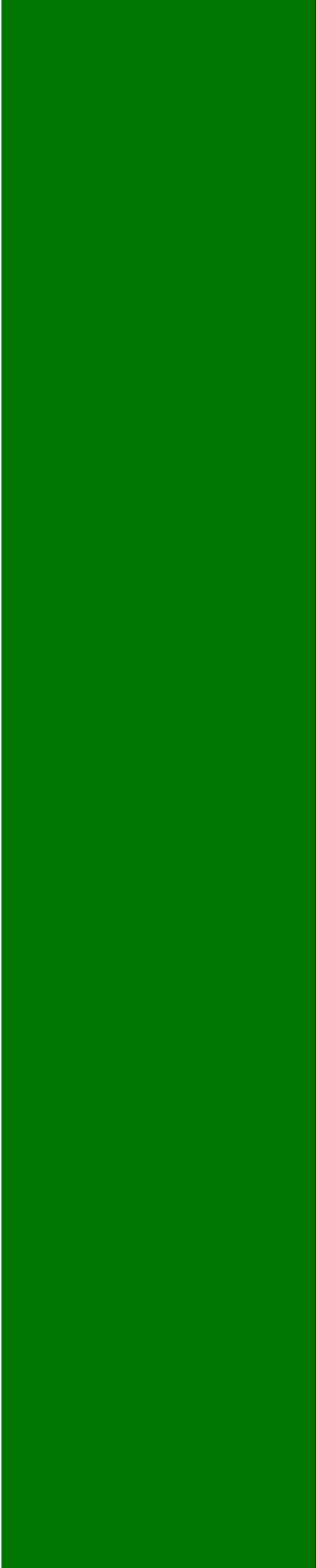
1. On an activity sheet already provided by the teacher, students will color a drawing of the Pan-African flag. The students will label what each color stands for:
  - Red = The Blood
  - Black = The People
  - Green = The Land
2. On the top of a blank sheet of paper, the students are to copy or trace the words "The Blood" and are to draw a picture of their family (or close relatives or friends) involved in an activity that brings them together (i.e. dinner, playing a game, watching television, etc.).
3. For the concept of "The People," the teacher will provide each student with a coloring/biographical sheet of an accomplished person of African descent. Each student should receive different sheets. (Examples follow this lesson) The students are to color the picture and copy the short biography.
4. For the concept of "The Land," the teacher will provide each student with a sheet with a climate zone outline of the continent of Africa. The students are to copy or trace the words "The Land" at the top of the sheet. On an overhead or smart board, the teacher will demonstrate how Africa has different climate zones (Savanna, Dessert, Dry Woodland and Rain Forest). The students are to copy the names of the different climate zones, writing them next to their appropriate areas on the map. The students are to color the climate zones appropriately.
5. Each student is to paste the three pieces of work onto a poster board.
6. Each student will be called to explain the one of the four pieces to the rest of the class.

### **Higher Order**

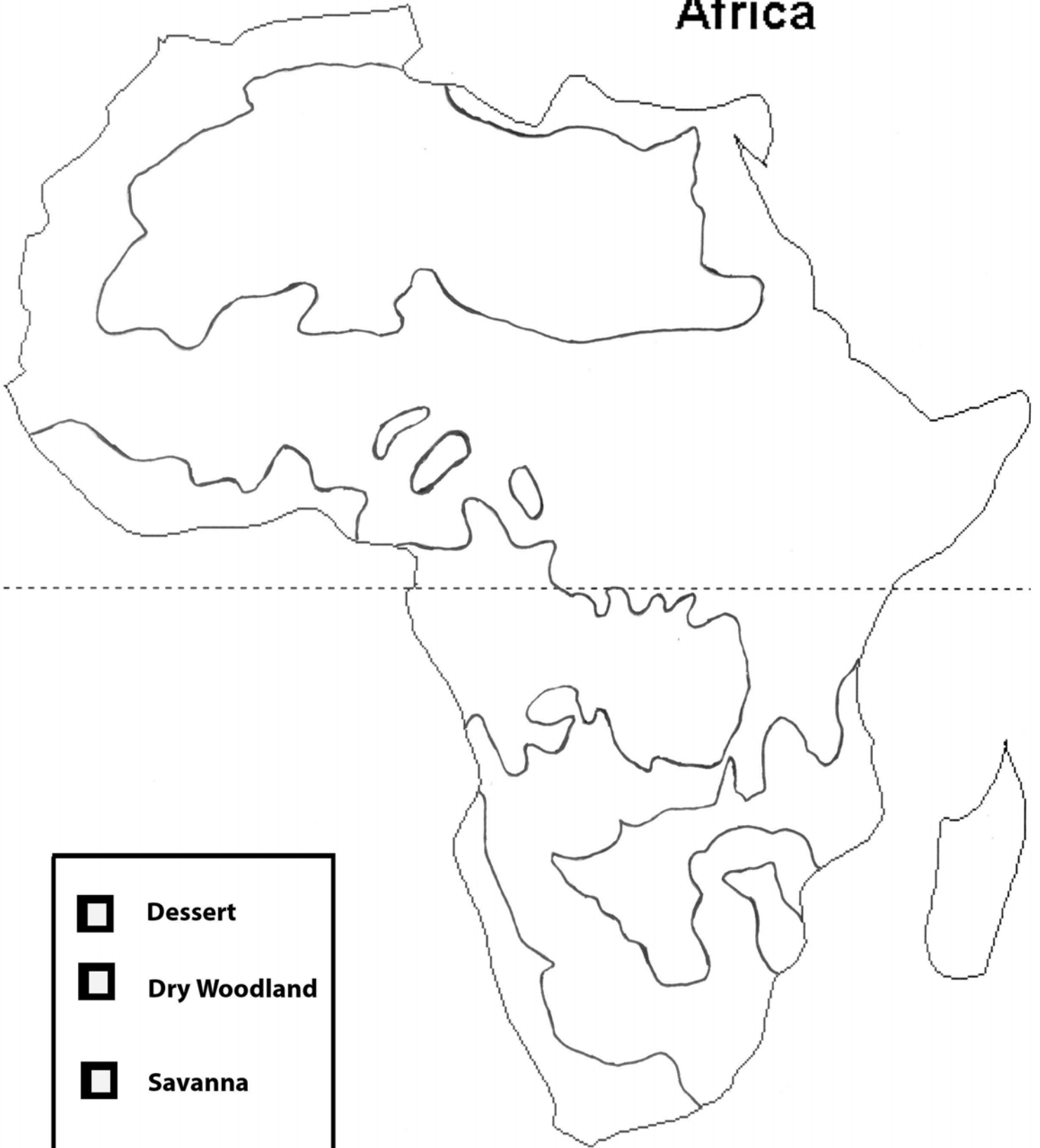
#### **Thinking Questions:**

1. What do you know about Africa?
2. What are the kind of things that bring family together?
3. Who do you consider to be a leader?
4. What are some important things that leaders do?
5. Where do you think the hottest area of Africa would be? Why?
6. Why should we use different colors for each (climate zone) area?
7. What do you know about Africa?
8. Knowing that the majority of Africa is savanna (grass land) how do you expect the majority of people to live there?
9. How do you expect people to live in desert climates?
10. How do you expect people to live in tropical rain forest?



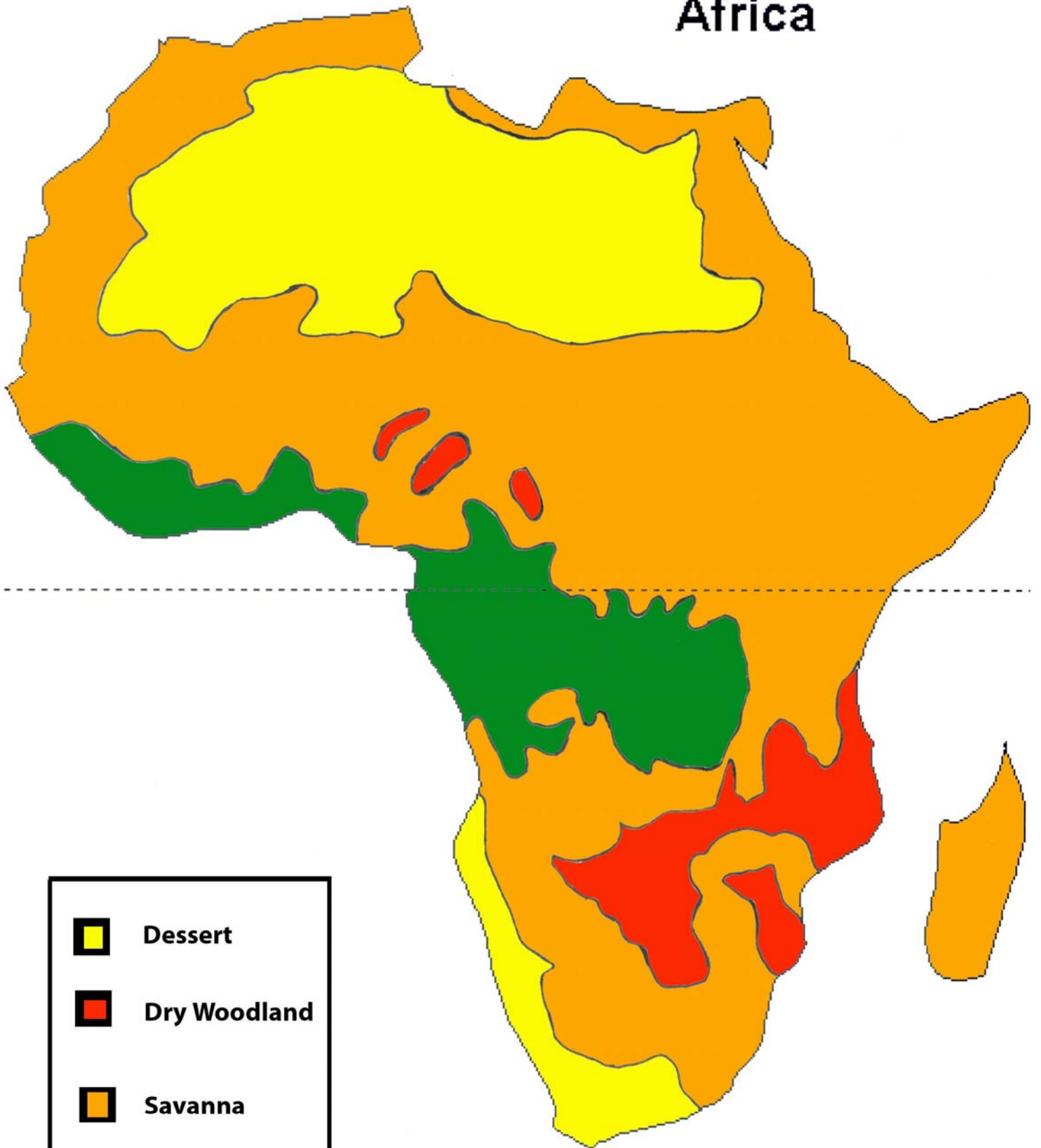


# Africa



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|--------------------------|-----------------------------|
| <input type="checkbox"/> | <b>Dessert</b>              |
| <input type="checkbox"/> | <b>Dry Woodland</b>         |
| <input type="checkbox"/> | <b>Savanna</b>              |
| <input type="checkbox"/> | <b>Tropical Rain Forest</b> |

# Africa



The People  
Malcolm X



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The People  
Martin Luther King, Jr.



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The People  
Jackie Robinson



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The People  
Rosa Parks



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