



The Shekere Lesson Plan

Lesson Overview (50 minutes)

Warmup - Direct students to work on section 1.1 of the student worksheet/interactive notepad. While the students are working on the questions pass the Shekere from the box around the classroom. Students should understand the following;

- Shekeres originated in West Africa, however, spread across many parts of the continent.

Explain to students that we are going to learn more about the shekere by breaking up into groups and investigating resources. Each group will be responsible for reviewing their source, answering their group's question, and sharing their answers/what they learned in a short presentation to the rest of the class. Ensure the groups cover the following points:

1.2 - The shekere takes on a different form in different parts of the world. Some parts use different shapes, sizes, and gourds. The shekeres are used in different types of music in different parts of the world.

1.3 - A shekere is made from a gourd that is dried out and carved. Then beads are placed on the outside to generate different sounds.

1.4 - The Shekere is used in storytelling to help engage the audience and make stories more exciting. It can help represent the emotions of the story. The stories are used to teach lessons on morality (right v. wrong).

1.5 - Afrobeat is an African music that features traditional African instruments, such as the Shekere, in modern ways. The Music started to

Standards Covered

Social Studies Standards Covered:

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

Map & Globe Skills:

4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
8. Draw conclusions and make generalizations based on information from maps

Information Processing Skills

1. Compare similarities and differences
3. Identify issues and/or problems and alternative solutions
7. Interpret timelines, charts, and tables
11. Draw conclusions and make generalizations

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

become popular in the 1960s and is regaining popularity today.

1.6 - Afrobeat has influenced modern day artists such as Beyonce, Jay-Z and many more. The sounds and rhythms can be found in many popular songs today.

Lesson Extension!
Direct students to work in small groups to act out their own story using the Shekere. Provide students time to plan out the storytelling experience, then allow each group to present to the class.

(If you are completing this lesson using the printable worksheet, share the links below with the class electronically or hang up the QR code pages around the classroom (found on printable) and allow students to use mobile devices to scan codes.)

Web Resources

- 1.6
https://www.youtube.com/watch?v=Txh_xOywJ2A
- 1.5 (B)
<https://www.youtube.com/watch?v=eWHnKVPVwxs>
- 1.5 (A)
<https://www.premiumbeat.com/royalty-free/afrobeat#:~:text=Afrobeat%20tends%20to%20include%20a,songs%20are%20often%20highly%20political>
- 1.4
<https://www.youtube.com/watch?v=eWHnKVPVwxs>
- 1.3
<https://www.washingtonpost.com/archive/lifestyle/2007/01/19/africas-storied-traditions/0e894a89-7bd9-495c-bed8-9779d6c67def/>
- 1.2
<https://www.youtube.com/watch?v=c70YJ02PBr4>

Materials from Aboki Box:

Aboki Box Magazine
Student Workbook

	<p>1.1 https://www.ibiblio.org/musicians/botsford/educators/shekere/</p>		
	<p>Additional Instructional Supports</p>	<p>Specially Designed Instruction for Special Education Students</p>	<p>Strategies for English Language Learners</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing <input checked="" type="checkbox"/> Explaining <input checked="" type="checkbox"/> Prompting for participation <input type="checkbox"/> Challenging or countering <input checked="" type="checkbox"/> Asking "Why?" "How?" <input checked="" type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input checked="" type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way <input type="checkbox"/> Repetition <input type="checkbox"/> Use of manipulatives <input checked="" type="checkbox"/> Collaborative work <input checked="" type="checkbox"/> Direct/explicit instruction <input type="checkbox"/> "Chunking" <input checked="" type="checkbox"/> Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Additional Time <input checked="" type="checkbox"/> Small Group Collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student dictation <input type="checkbox"/> Scaffold information <input type="checkbox"/> Differentiated content process or product <input type="checkbox"/> Consistent reward system <input checked="" type="checkbox"/> Refer to students IEP or 504 plan <input checked="" type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> visuals <input type="checkbox"/> Front-Loading <input type="checkbox"/> Echoing/Choral response <input type="checkbox"/> Color-Coding <input checked="" type="checkbox"/> Multiple exposures in different media <input checked="" type="checkbox"/> Pair Share <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Language Scaffold <input type="checkbox"/> Deconstruct complex sentences and texts <input checked="" type="checkbox"/> increased opportunities for student to student talk <input type="checkbox"/> Strategic vocabulary instruction <input checked="" type="checkbox"/> Additional think time