Lesson Plan
Brandon Minglin

Lesson: Swahili Alphabet Lesson
Length: Two 45 minute lessons
Age or Grade Level Intended: 3rd grade

Academic Standard(s):
3.1 Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Performance Objective(s):
Students will gain an appreciation for the Swahili language, spoken in many parts of Africa.
Students will share and illustrate words from their own culture in English and Swahili to accurately create two word walls in class.
Students will write in journals about what they have learned about different languages and about why it is important to know about other cultures accurately.

Assessment:
Students will be given two different words that they must present to the class pronounced correctly in English and Swahili. They must present the word and explain what it means accurately. Students will write out words and definitions on paper to assess spelling and grammar.
Journals will also be graded on spelling and grammar along with correct ideas being shown.

Advanced Preparation by Teacher:
Have the book Jambo Means Hello by Muriel Feelings before class.
Pick out a few websites to help educate students about other cultures and show pictures of clothing, food or even languages.
Students will need journals to write in; pencils and paper.
A world map to show where Africa is in relation to the United States in the world.
Cut-outs of words to put on word walls will need to be cut before class starts.
Have access to computers in school or at home.

Procedure:
Introduction/ Motivation:
Ask students if they know any other languages? Explain to them why it can be fun and interesting to know other cultures languages. Explain to students why it is important to understand other cultures and the languages that they use. Knowing a cultures customs and trades can be very helpful if you come into a situation where a person is from another country or you are in another country.

Ask a partner if they know any other languages. Spanish, French, Swahili?
Gardner- Interpersonal, Verbal Linguistic
Bloom- Knowledge, Comprehension, Application

Does anyone recall what father was in Swahili from the story?

Gardner- Intrapersonal, Verbal Linguistic, Existential
Bloom- Knowledge, Comprehension, Evaluation

Step-by-Step Plan:
1. Greet each student in the morning by saying “Jambo,” which means hello. Then when everyone is seated asks students what you were saying. (Let them guess!) Then explain to them that Jambo means hello or welcome in Swahili, a language they will be learning more about today.
2. Read the book Have the book Jambo Means Hello by Muriel
3. Talk to students as to why it is important to learn about other cultures. Explain to students why not knowing another person’s traditions from another country can be bad. Explain that you can offend them when you do not mean to. Also explain that if a person from another country does something that we think is funny or offensive that they may not mean to be doing it, they are just unaware. This can also happen to us if we are not aware of some basic cultural differences between American culture and other cultures.
4. Give each student two words to research to find what they mean by using the computer in school or at home or by using the book we just read.

(SECOND CLASS SESSION)
5. Each student will then present their two words to the class by saying them first in Swahili and then again in English. Each student will explain in depth what their word means and when it may be said in the Swahili language.
6. Students will then write in their journals about why it is important to know the differences and similarities between cultures. They will provide a few examples of when this can be used.
7. The class as a whole will then make two different word walls. One word wall will be in English and the other will be in Swahili.

Closure:
Ask students what they have learned and recap. Have students raise their hands and tell us a thing or two they wrote in their journals if they are comfortable doing so. As a teacher, give insight back to not only the student who read but to the entire class about the specific example given. Ask the class what words they found interesting.

Adaptations/ Enrichment
1. Read to students with disabilities.
2. Provide more time, and extra help, for students who do not read well or have other learning disabilities.

Self-Reflection:
How many students understood why knowing about other culture is important? Did the students grasp the concept in either their presentations or in their journal entries? How many of the students will you need to go back and reteach or retouch this concept with? Did students use accurate resources? (Good internet websites, books, encyclopedia, etc.)
Works Cited
