



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete: _____
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

## SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

<b>LESSON NAME:</b> (What is the name of the activity?) The Adinkra Cloth	<b>TIME REQUIRED:</b> 30 – 60 minutes	<b>AGES:</b> All
<b>SCALED LEARNING FRAMEWORK ELEMENTS:</b> (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> <li>• Diversity and Global Learning</li> <li>• STEM</li> <li>• Art Integrated</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards) <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision</li> </ul>		
<b>LESSON OBJECTIVE:</b> (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> <li>• Create their own symbols by drawing and combining different shapes.</li> </ul>		
<b>MATERIALS NEEDED:</b> <ul style="list-style-type: none"> <li>• One copy of an <a href="#">Adinkra Cloth</a> to show youth</li> <li>• One copy of the <a href="#">Adinkra Symbols</a> to show youth</li> <li>• Two pieces of blank white paper for each child</li> <li>• Markers</li> <li>• <i>The Talking Cloth</i> by Rhonda Mitchell (optional)</li> </ul>	<b>PREPARE AHEAD OF TIME:</b> <ul style="list-style-type: none"> <li>• Make print outs of the Adinkra Cloth and Symbols or have a way to project</li> </ul>	

### PART ONE:

**SAY:** Today in honor of Black History Month we are going to learn about the **adinkra**, which is a printed or stamped traditional cloth that is made by the Ashanti people of Ghana, a country in West Africa.

**ASK & CONNECT** (prepare opening ideas to connect lesson to youth’s prior experience or prior session)

- Explain to students that the adinkra is covered in **symbols**, which are images that represent something, such as an object or an idea.
- Tell youth that traditionally people decorate the cloths to tell a story and to express their thoughts.
- Show youth the *Adinkra Cloth* image and ask youth to describe what they see.
- Optional: Read students *The Talking Cloth* by Rhonda Mitchell.

## PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Show youth *Adinkra Symbols* (on a screen or print out)
2. Tell students that these are the symbols the Ashanti people of Ghana stamped onto their adinkra cloths.
3. Explain that each symbol has its own meaning, such as family and independence.
4. Call on youth to share their observations about the symbols. For example, what do they think each symbol means and what shapes are used to create each symbol?
5. Support youth to see that the symbols are created from different lines and shapes. For example, the symbol for "fence" is made up of four diamonds and the symbol for "five tufts of hair" is comprised of five circles.
6. Tell youth that before they make their own cloths they are going to create their own symbols.
7. Ask youth if they can think of examples of symbols they have seen (i.e. the recycling symbol, the no smoking symbol, and a peace sign).
8. Write and draw youth ideas on the board.
9. Tell youth that they can create their own symbols using different shapes.
10. Model for youth how to create a symbol by saying aloud, "I want to create a symbol for power, so I will use a circle and lines to create a sun because I think of the sun as being powerful."
11. Distribute blank white paper to each child and give them time to work on their symbols.
12. Come together as a group to share their ideas and address any questions or concerns.
13. Tell youth that they are now going to use their symbols to create and decorate their own "cloths." Tell youth they can use as many different colored markers as they would like to decorate their cloths. Also, they can use as many symbols as they would like to decorate their cloths.
14. Explain to youth that they can also incorporate some of the adinkra symbols onto their cloths.
15. Distribute blank white paper to each child and give them time to work on their cloths.

What key skills will I need to be prepared to model or teach?

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**ASK DURING** (open-ended questions for during activity)

- What can your symbols represent?

**SITE SPECIFIC** (complete prior to lesson delivery)

<b>Leadership</b> (How can youth help lead?)	<b>Choices</b> (What content or process choices are there?)	How will I promote exploration?  How will I nurture creativity?
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**PART THREE:**

**REFLECT**

- Ask youth to leave their cloths facing up.
- Tell youth to walk safely around to look at each other's cloths.
- Ask youth to think about what they like about others' cloths and how their symbols are similar to theirs and how they are different.

**FAMILY AND PARENT ENGAGEMENT** (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email