



AMUM

Lesson Plan Template

Teacher	
Grade/Subject	High English Language Arts
Lesson Title	Myths and Masks: Exploring African Mythology Through Traditional Art

Lesson Overview

Students will explore African mythology and traditional African art to analyze how cultural values and stories are expressed through both narrative and visual symbolism and discuss how storytelling and visual art preserve cultural values.

Suggested Standards

- RL.KID.1, RL.KID.3, SL.CC.1

Objectives

- Pre-Instruction guided recall questions
- Strategic questioning as a group during instruction
- Present and reflect on choices made during the activity (group talk, exit ticket)

Assessment

- Pre-Instruction guided discussion questions
- Strategic questioning as a group during instruction
- Present and reflect on choices made during the activity (group talk, exit ticket, etc.)

Materials

Printed or digital copies of African mythology stories, images of traditional African art, index cards or sticky notes

Introduction

- Ask students to respond to questions and display the answers to refer to during the lesson.
 - “What is the purpose of mythology?”
 - “What do you think of when you hear the word myth?”

- “What role does art play in storytelling?”

Instruction	Activity
<ul style="list-style-type: none"> • Distribute or display a selected African myth (e.g. Anansi and the Pot of Wisdom or How Death) Came to the World). Alternatively sort students into small groups and give each group a different myth. • As students read, ask them to annotate: <ul style="list-style-type: none"> ○ Main characters and traits ○ Themes or morals ○ Symbols or repeated motifs • After they complete their annotations, have students respond to a given prompt or prompts: <ul style="list-style-type: none"> ○ “What values or beliefs are communicated in the story?” ○ “What role does nature / spirituality / community play?” ○ “How is the myth structured? (cycle, journey, transformation?)” 	<ul style="list-style-type: none"> • Introduce students to Masquerades and the way performers don masks and tell a story. <ul style="list-style-type: none"> ○ Masks are more than just static objects. They are worn by skilled performers in masquerade ceremonies as a means of spiritual, social, and artistic expression. • Either independently or in small groups provide students a list of different Masquerades, students will select one to research and respond to a set of questions. <ul style="list-style-type: none"> ○ “What is the purpose or significant meaning behind the Masquerade you chose?” ○ “What other practices serve a similar purpose to Masquerades? (either modern or historical)”

Reflection

- Have students complete an exit ticket to be turned in before they leave answering a prompt (ex. What was your favorite fact about the lesson?)

Additional Resources