

## **Cultures of Innovation: Intersection of Social Studies and STEAM in East Africa, Summer of 2023**

### **Curriculum Units**

These lesson plans will contribute to teaching various topics through an African centered approach crafted by the educators participating in the Fulbright Hays Group Projects Abroad in Kenya. Please use the resulting lesson plans as you see best in your classroom or learning environment.

*\*The content of these curriculum units were developed under a grant from the Fulbright-Hays [Group Projects Abroad \(GPA\)](#), [U.S. Department of Education](#) in partnership with the [Center for African Studies](#) at the University of Pittsburgh. However, this content does not necessarily represent the policy of the Department of Education, or the Center for African Studies and you should not assume endorsement by the Federal Government.*

## TITLE PAGE

# **William James Schoy IV Fulbright Hayes Project Lesson Plan #1 Collective Action and Social Change**

This lesson could be used by high school teachers seeking to connect students with foregrounded knowledge on U.S. topics, social movements, and leaders within the U.S. to global movements, in order to encourage student critical thinking.

## ACKNOWLEDGEMENTS

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This project was co-led by Dr. Maureen K. Porter and Dr. Filipino Gao Lubua, faculty members at the University of Pittsburgh. As part of the 14-member cohort, I wish to thank both Maureen and Filipino, along with my fellow travelers, for being on this journey.

The support provided by Irene Muthoni Kibandi, the University librarian from St. Paul's University; Professor John K. Chang'ach from Moi University; Dr. Macrina Leilei, Associate Director, and Dr. Anna-Maria Karnes, Assistant Director for Academic Affairs, both from the Center for African Studies at the University of Pittsburgh, was essential in the planning and implementation stages of this trip.

Additionally, I wish to thank Bancy Gichovi and Joyce Mutsoli, our cultural ambassadors, for supporting our travel.

From being greeted and welcomed at St. Paul's University, being immersed in Nairobi, traveling to Eldoret, attending lectures at Moi University, and more, I was humbled by our hosts' patience and kindness during our stay in Kenya.

The lesson plans drawn from this trip were inspired by, and eventually illustrated through, iterative, evolving, and defining moments, and were designed to be accessible for teachers and students in the U.S. context.

## SPECIAL NOTE ON MATERIAL USE: HARAMBEE (“PULL TOGETHER”)

My intention with using the film “**Harambee (“Pull Together”)** within this lesson plan is to use the indicated clips as part of a larger lesson, exploring the broader theme of collective unity. For any reader/viewer considering larger portions of the film, I encourage greater consideration and care pertaining to the meaning of the film, the date it was produced and its context, before use in the classroom.

Further, the film is not in the public domain, which may prove another barrier for access. It may be found within your institutional licenses, local library or academic institution.

Despite extensive personal search, consultation with library specialists and collaborators, I was not able to find a more contemporary digital film related to this lesson or the concept of “Harambee” in Kenya. For future considerations, I would recommend interviewing contemporary sources and academics to provide an updated and present understanding of “Harambee” and its place in Kenya.

The Permalink for the University of Pittsburgh of this film is listed here:

[https://pitt.primo.exlibrisgroup.com/permalink/01PITT\\_INST/e8h8hp/alma9964364443406236](https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/e8h8hp/alma9964364443406236)

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**GRADE: 12th**

**SUBJECT: Social Studies**

**TOPIC: Collective Action for Change**

**Lesson Duration: 2-3 Periods**

## PENNSYLVANIA ACADEMIC STANDARDS:

Civics and Government (9.1):

9.1.6.E: Evaluate how individuals and groups can work to influence government.

Social Studies (6.2):

6.2.6.B: Identify and analyze primary documents, material artifacts, and historic sites important in Pennsylvania history from 1824 to the Present.

## LESSON OBJECTIVES:

Students will reflect on local service groups in their community and school and then investigate the principles of a particular group of their choice.

Students will consider the concept of Harambee and collective action with their chosen group.

## MATERIALS AND TECHNOLOGY:

- Video clips or slideshows showcasing local service groups and their activities.
- Pictures or posters depicting examples of community service and collaboration.
- Chart paper and markers.
- Index cards
- Access to internet for research

Video: [Please Refer to “ **Special Note on Material Use: Harambee (“Pull Together”)**]

A] Harambee (Pull Together) 4:35-5:10,

B] Harambee (Pull Together) 6:10-6:35

## PROCEDURE (INTRODUCTION, BODY, CLOSING):

Introduction [15 minutes]:

**Warm-up:**

As students enter the classroom, present on the board the question "What is Collective Action?" Around this question, include various photos of collective action as an Anchor Point. Refer to supporting document: "Lesson 1 Warm up Exercise".

Either list on the board or provide an image of: "What is Collective Action?"

- Begin with a brief discussion on the significance of Collective Action and how organizing principles play a crucial role in achieving goals.
- Ask students to call out which student-led service groups in school, or groups in their local communities they know of, and how these groups work together to achieve a common goal. [Be prepared to use examples such as the Civil Rights Movement, and Women's Suffrage Movement]
- Show clips from Harambee (Pull Together) Appx. 1 Min

*Citation:*

MacDougal, David., & Blue, J. (1974). *Harambee ("pull together")*. Documentary Educational Resources. [https://pitt.primo.exlibrisgroup.com/permalink/01PITT\\_INST/e8h8hp/alma9964364443406236](https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/e8h8hp/alma9964364443406236)

Body:

### **Group Presentations**

- Divide the class into small teams of 3-5, considering different strengths and students' abilities to work together. Assign or ask students to choose roles such as notetaker, researcher, designer, etc. Assign each group to think about and research a student-led or community group and research their group's organizing principles.
- Hand out presentation guide as a visual tool for groups to perform research: **[Refer to "Lesson 1 Group Presentations Working Guide"]**

**Guiding questions:** 1. What is your group's name? 2. What problem is the group solving? 3. How does the group describe the way they work together? 4. What are your group's examples of how they work together and practice their stated ideals of "collective action?"

- Ask students to assess how these organizing goals and practices relate to the group's purpose.

### ***Presentations***

- Encourage students to use PowerPoint and physical mediums to share their findings: with around 5-7 slides addressing the guiding questions in addition to introducing the group.
- Have each of the student teams share their findings with the class, assessing their chosen group's organizing principles to achieve their goals.
- Ask students to use relevant online materials, videos, pictures, and statements to showcase their group's organizational principles.
- Facilitate a class discussion following each presentation, allowing students to ask questions, provide feedback, and identify common organizing principles/actions across different groups.

Closing:

- Lead a guided discussion on the organizing principles of various groups and ask students how the principles relate to the concept of Harambee as seen at the beginning of class.

- Prompt students to consider how organizations promote collaborative efforts and how this relates to the concept of Harambee
- Ask students which organizing principles they would choose if participating in a group project.

## **ADAPTATIONS & ACCOMMODATIONS (SPECIFIC AND GENERAL):**

Flexible Grouping: Allow students to work in diverse group configurations, considering their strengths and needs, to promote collaboration and peer support.

Peer Support: Encourage peer mentoring or buddy systems, pairing students who may benefit from additional support with classmates who can provide assistance and encouragement.

Clear Instructions and Expectations: Provide clear and concise instructions, using visual cues or step-by-step guidance, to ensure that all students understand what is expected of them.

## **ASSESSMENT (FORMATIVE AND/OR SUMMATIVE):**

Formative

## **ASSIGNMENT:**

Instructor Choice

## REFERENCES

- MacDougal, David., & Blue, J. (1974). *Harambee* (“pull together”). Documentary Educational Resources. [https://pitt.primo.exlibrisgroup.com/permalink/01PITT\\_INST/e8h8hp/alma9964364443406236](https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/e8h8hp/alma9964364443406236)
- Express Newspapers. (1963). Civil Rights Leaders at The March on Washington[photograph]. Washington DC. <https://www.history.com/topics/black-history/civil-rights-movement>.
- SBP (unknown) SBP affiliated individuals carry bag labeled cargo rack [Photograph] Florida. <https://sbpusa.org/recovery-operations/florida-panhandle>
- Bettman. (1800). Suffragettes Marching with Signs [Photograph]. New York Society Women Suffragettes, New York United States. <https://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>

[Please Refer to “**Special Note on Material Use: Harambee (“Pull Together”)**”]



## APPENDIX 1 LESSON 1 WARM UP EXERCISE

### Lesson 1 Warm up Exercise

#### Procedure:

1. As students walk into the classroom present on the board the Question “What is Collective Action”
2. Include various photos of Collective Action as an Anchor Point [Examples Attached]
3. Ask students to write down ways the following pictures illustrate “Collective Action”



### **Civil Rights Leaders At The March On Washington**

*“Civil rights Leaders hold hands as they lead a crowd of hundreds of thousands at the March on Washington for Jobs and Freedom, Washington DC, August 28, 1963.”*

Those in attendance include (front row): James Meredith and Martin Luther King, Jr. (1929 - 1968), left; (L-R) Roy Wilkins (1901 - 1981), light-colored suit, A. Phillip Randolph (1889 - 1979) and Walther Reuther (1907 - 1970). (Photo by Express/Hulton Archive/Getty Images)

**Weblink:**

<https://www.history.com/topics/black-history/civil-rights-movement>

**Note:** Copyright information found here:

<https://www.gettyimages.com/detail/news-photo/civil-rights-leaders-hold-hands-as-they-lead-a-crowd-of-news-photo/53016748?phrase=civil+rights+movement&adpopup=true>



### **"Resilience in Action:**

*Volunteers join forces with SBP in Panama City, Florida, to rebuild homes and hearts after Hurricane Michael's devastation in 2018. Together, they're not just restoring houses; they're rebuilding hope and community for those affected by the storm*

**Web Link:** [Florida Panhandle | Where We Help | SBP USA](#)

**Note:** No Copyright information



### Suffragettes Marching with Signs

(Original Caption)

*“New York: New York Society Woman Suffragettes as sandwich men advertise a mass meeting to be addressed by the Governor of the Suffrage states. Photograph.”*

Web Link:

[Women’s Suffrage - The U.S. Movement, Leaders & 19th Amendment HISTORY](https://www.gettyimages.com/detail/new-s-photo/new-york-society-woman-suffragettes-as-sandwich-men-news-photo/514892136?phrase=Women%27s+Suffrage&adppopup=true)

Note: Copyright information found here:

<https://www.gettyimages.com/detail/new-s-photo/new-york-society-woman-suffragettes-as-sandwich-men-news-photo/514892136?phrase=Women%27s+Suffrage&adppopup=true>

## APPENDIX 2 LESSON 1 GROUP PRESENTATIONS WORKING GUIDE

# Lesson 1 Group Presentations Working Guide

### Team Members:

**Instructions:** In your group, assign each team member a role and address the following questions using either 5-7 slides or another medium of your choice.

### Example Roles:

- Notetaker
- Researcher
- Designer

### Guiding Questions:

1. What is your group's name?
2. What problem is your group solving?
3. How does your group describe the ways they will work together?
4. What are your group's examples of how they work together and practice their stated ideals of collective action?

### Assignment:

Be prepared to present your findings in a 10-minute presentation with around 5-7 slides addressing the guiding questions. Use pictures, videos, and audio. Use at least five photos.

### Note:

As you watch other groups present, identify their organizing principles.

# **PowerPoint Template**

## **Slide 1:**

1. List your group name
2. List Team Members
3. List Member Roles

## **Slide 2:**

1. State your group's purpose.
  - A. What issues are they facing?
  - B. How were they founded and what is their mission?

## **Slide 3:**

1. Describe your group's organizing principles.
2. What values do they mutually care about?
3. What activities do they engage in that demonstrate unity?

## **Slide 4:**

1. Provide concrete examples of your group performing "Collective Action"  
Ex: Video, Audio, Images

## **Slide 5:**

1. What are your takeaways or lessons from the research done with your group?
2. Which of these examples would you use to engage "Collective Action" to achieve a goal that interests you?

## **Slide 6:**

Credits

## Closing

### Guiding Script of Questions:

After Group Presentations refer to this script in whole class discussion.

1. What are the **similarities** between the groups we have shown and researched today?
2. What are the **differences** between the groups we have shown and researched today?
3. What are the **organizing principles** of these groups? [List them on the board etc. as students call them out]

## Exit Ticket

1. After the class has generated a list of **organizing principles**, hand out precut exit slips for students to write down and then prepare a list of which they find most important.