

# An Ethiopian Expedition: Learn All About Ethiopia!

----- Teacher Video Guide -----



This video guide was created to accompany the YouTube video, “An Ethiopian Expedition.”  
View the video here: <https://www.youtube.com/watch?v=klYl6MUymuc>

Ethiopia is home to many vibrant communities of benevolent people. After viewing the video and participating in the discussion questions and activities, students will appreciate Ethiopia as a modern country with its own unique culture. Students will also develop an understanding that, despite differences, communities across the world share many commonalities.

## **0:00 to 2:17 → 5 Clue Challenge**

Before beginning the video, explain the five clue challenge to your students. Ideally students should not know what country they are learning about prior to the start of the video. After each clue is given, you can pause the video and give students the opportunity to research and make a hypothesis. See more at: <http://5cluechallenge.weebly.com>

Here are the 5 clues that are given in the video:

Clue #1 - This country grows a lot of coffee.

Clue #2 - Some people say this country has some of the largest crocodiles in the world.

Clue #3 - In this country several religions coexist peacefully. The people here pride themselves on religious tolerance, and two of the most popular religions here are Orthodox Christianity and Islam.

Clue #4 - This country is on the continent of Africa.

Clue #5 - In 1974 a paleoanthropologist discovered hundreds of human bone fossils dating back to approximately 3.2 million years ago. These bone fossils were named Lucy.

## **Classroom Activities:**

- Find Ethiopia on a map or globe before you continue the video.
- Make your own five clue challenge! What are five clues you would use to describe your town to somebody who has never been there? What about your state or country?

## **2:18 to 2:57 → Language & Greetings**

The traditional Ethiopian handshake involves grasping right hands and touching shoulders as shown in the video. The closer your relationship the more times you tap your shoulders together.

### **Discussion Questions:**

- 1) In the video, you see several different ways of greeting your friends and neighbors. What are they?
- 2) What are the ways you greet your friends, neighbors, and family?
- 3) Do you have different greetings for different groups of people?

### **Classroom Activities:**

- Practice the Ethiopian handshake with students seated near you.

## **2:58 to 4:14 → Coffee & Natural Resources**

Coffee is believed to have been discovered in the Kaffa region of Ethiopia. The beans are grown naturally and on farms. It is one of the country's most important natural resources.

### **Discussion Questions:**

- 1) What is a natural resource?
- 2) What natural resources grow and are produced in your area?

### **Classroom Activities:**

- Choose a natural resource that is grown or produced in your area. Draw or explain the steps about how the resource grows, is harvested, and ends up being used by people. Use the coffee example in the video as a guide.
- Research legends or myths that explain the creation or use of natural resources found in your area. (example: Local Native American tribe myths)
- Host a traditional Ethiopian coffee ceremony in your classroom. Here's a video to show you how: <https://youtu.be/qE6fMZQalfw>

## **4:15 to 6:57 → Music and Dancing**

There are many different forms of music and dancing across Ethiopia. The dancing in this section of the video comes from the Wolaita tribe. One Wolaita tribal member described the movements as "dancing with every part of their body." Dancing in many Ethiopian cultures happens for many reasons including celebrations and war.

### **Discussion Questions:**

- 1) Why do people dance and listen to music in your community?
- 2) Where do people dance and listen to music?
- 3) What is your favorite type of music? Why?

### **Classroom Activities:**

- Watch the segment describing how to dance like the Wolaita people. Try the dance yourself. Are there traditional dances that your family participates in at weddings or other gatherings? Show them to the class.

Ethiopian Music & Dance Lessons:

<http://www.ucis.pitt.edu/africa/sites/default/files/Lesson%20Plan%20version%20%235%20with%20%20references%20below.pdf>

## **6:58 to 7:24 → Transportation**

People use a variety of methods to travel across Ethiopia. Individual and family travel includes walking, donkeys, and small vehicles. Public transportation on buses, taxis, and bajajes. Most families do not have their own personal vehicles because it is very expensive to own one. The government charges a high tax on personal vehicles to keep the roads free from congestion.

### **Discussion Questions:**

- 1) What modes of transportation have you used recently to travel to school, the store, and other locations in your community?
- 2) How do forms of transportation in rural areas differ from transportation in urban areas? Why are they different?

### **Classroom Activities:**

- Use a world map and the scale to determine the distance between your community and the country of Ethiopia. Brainstorm different ways to travel there.
- Research the cost of plane tickets from your closest airport to Addis Ababa, Ethiopia.
- Based on what they have seen in the video so far, they should determine what they would pack in a suitcase.

## **7:25 to 8:05 → Shopping at the Market**

Most Ethiopians live on small parcels of land in rural areas. Most of the food they eat is grown on their land. The food that they cannot grow on their own is often purchased at the market. Weekly markets in towns are an opportunity to buy food and other items that cannot be made on farms. Market time is also a social opportunity to see family and friends that are working and farming during the rest of the week

### **Discussion Questions:**

- 1) What fruits and vegetables do you recognize in the video?  
*Answer Key: 1. Tomato 2. Cabbage 3. Carrot 4. Banana 5. Potato  
6. Beet 7. Onion 8. Mango 9. Avocado 10. Lime*
- 2) What fruits and vegetables are native to your area? What are your favorite fruits and vegetables to buy in the store?
- 3) If you were going to make a list of 10 common fruits and vegetables to share with somebody who has never been to your community before, what would they be?

### **Classroom Activities:**

- Practice counting to 10 in Amharic.

An English translation and pronunciation key:

- |          |           |           |
|----------|-----------|-----------|
| 1. Aend  | 4. Arat   | 7. Sebat  |
| 2. Hulet | 5. Amist  | 8. Simint |
| 3. Sost  | 6. Sidist | 9. Zetegn |
|          |           | 10. Assir |

### **8:06 to 8:47 → Food**

Ethiopian food often consists of vegetables and some kind of spicy meat dish. This meat is usually cooked in a stew called wat. This meat is typically served on top of injera as seen in the video. The scooping of the food in the injera means there is little need for silverware. Meat is expensive and most families do not eat it on a daily basis. For example, chicken is typically only eaten at Christmas. Meals are seen as a social and family gathering time. Food is rarely consumed alone.

### **Discussion Questions**

- 1) Make a list of the food you ate so far today. Which foods were homemade and which were purchased at the store? Which foods were healthier? Which foods tasted better to you? Why?
- 2) What role does food play in your life? Do you eat just to sustain your body? Do certain foods make you happy? Is eating a social event in your family?

### **Classroom Activities:**

- Ethiopians categorize their food into two types of foods: Everyday Food and Delicious Food. Everyday food is consumed on a daily basis. Delicious food is more expensive and eaten on holidays and special occasions. Students should create a T-chart of foods: their everyday foods and their delicious foods. Students can write explanations about why they chose to include certain foods on each side of their T-chart.
- Learn how food goes from the farm to the table in Ethiopia while exploring gardens, livestock, environmental challenges, and Indigenous traditions in this PowerPoint:  
[http://www.ucis.pitt.edu/africa/sites/default/files/Attachment%20A%20Ethnobotany%20in%20Ethiopia\\_0.ppt](http://www.ucis.pitt.edu/africa/sites/default/files/Attachment%20A%20Ethnobotany%20in%20Ethiopia_0.ppt)

### **8:48 to 10:14 → Handmade Items/Goods**

Ethiopian tools and objects are generally made by hand or on simple machines. A small amount of products are made in Ethiopian factories or imported from foreign markets. Ethiopians are often creative with using local resources to meet their needs. They are also very creative at reusing and recycling discarded items to make new ones.

### **Discussion Questions:**

- 1) What items in your home are handmade and which ones are bought from the store?

- 2) Why do many Americans buy most of their needed items from the store? Why do many Ethiopians make their items they need as opposed to buying them?
- 3) Are there items in your home that you could make instead of buying at the store? What are the advantages and disadvantages to making these items?

### **Classroom Activities:**

- Students can collect clean recyclable items either brought from home or taken from school recycle bins. Students will use the items to create a new toy or useful tool.
- Students can create a coffee pot pinch pot while learning the communal practice of creating a communal object. Directions are linked below:  
<http://www.ucis.pitt.edu/africa/sites/default/files/CommunalPracticeofCreatingCommunalObject.pdf>
- Students can compare and contrast everyday objects used in both Ethiopia and America. Photos: <http://www.ucis.pitt.edu/africa/sites/default/files/Ethiopian%20Everyday%20Objects.pptx>  
Worksheet: <http://www.ucis.pitt.edu/africa/sites/default/files/Ethiopian%20Answer%20Sheet%20-%20Blank.pdf>  
Answers: <http://www.ucis.pitt.edu/africa/sites/default/files/Everyday%20Ethiopia%20Objects%20-%20Answers.pdf>

More extension activities can be found here:

<http://www.ucis.pitt.edu/africa/sites/default/files/Everyday%20Objects%20Extension%20Activities.pdf>

## **10:15 to 10:37 → Activities/Entertainment**

Similar to the cultures around the world, Ethiopians use their resources and environment to create activities and places for entertainment. Like many African nations, soccer (football) is the most popular sport. Other sports such as volleyball and track and field are growing more popular. Pool and ping-pong are popular among teenagers. Many towns have pool halls for teenagers and ping-pong tables set up on the streets for youths.

### **Discussion Questions:**

- 1) What activities are popular for kids to do during their free time?
- 2) Do you live in a rural or urban area? How do your favorite activities differ from somebody who lives in a rural or urban area?

### **Classroom Activities:**

- Watch the video and make a list of all the different fun activities you recognize. Then make a list of the activities that are not familiar to you. Which fun activities do you and the Ethiopians in the video both enjoy?

## **10:38 to 12:03 → Buildings**

Similar to building processes across the world, Ethiopians use a variety of building materials. The buildings are built to meet the needs of individual families, religious congregations, learning communities, etc. Many homes in the countryside are still built using traditional methods. Traditional huts like the ones seen in the video are still very common, but are modernizing as more building resources become available.

### **Discussion Questions:**

- 1) What materials are your houses made out of? How are they built? Who builds them?
- 2) What are the different structures of buildings in your area? Think about the shapes and styles of these buildings. Are they built this way for a reason?
- 3) What are the similarities and differences between how houses were built 100 years ago and today?

### **Classroom Activities:**

- This is an opportunity for students to try one of the many STEAM related building activities available. Activities that use toothpicks or the building of wooden structures most closely resembles the processes used in the Ethiopian building process.
- Students will imagine the needs of their dream town/community. They should think about what buildings and businesses will help meet community members basic needs. They can also imagine what entertainment venues they would include. Students can draw a map about where they would place each of these buildings in their imaginary town and what these buildings will look like.

## **12:04 to 12:32 → Calendar/Holidays**

The traditional Ethiopian calendar has thirteen months. The thirteenth month is called Pagume (pag-u-may). The thirteenth month has five days. In a leap year, Pagume has six days. Ethiopian is nine years behind the rest of the world. If it is 2017 in the rest of the world, it is 2009 in Ethiopia. Ethiopians are also familiar with the more standard Gregorian calendar as well. Ethiopian New Year is celebrated on September 11th every year and is considered a national holiday. Ethiopian Christians celebrate many traditional Christian holidays such as Christmas and Easter, although the Ethiopian Orthodox church has its own unique traditions. The feast of the Epiphany is a major event. Ethiopian Muslims also celebrate the traditional Muslim holidays such as Ramadan with their own unique traditions.

### **Discussion Questions:**

- 1) What day and year is it today according to the Ethiopian calendar?
- 2) Ethiopians have five extra days a year in their calendar. If you had five extra days a year, what would you do?

### **Classroom Activities:**

- Students can design their own holiday.  
In their writing, they can answer the following questions:
  - 1) What are they celebrating?
  - 2) Why are they celebrating?
  - 3) When is the celebration?
  - 4) How is the event celebrated?

## **12:33 to 14:19 → Final Activities**

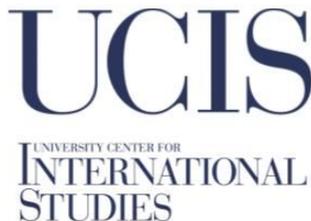
### **Classroom Activities:**

- Create a Venn Diagram with similarities and differences between your community and the communities of Ethiopia.
- Create your own list of questions about Ethiopia. Research the answers.
- Write a letter to an Ethiopian student. Describe your community to a child who has never been to your town/city before. Use categories such as transportation, food, music and dance, and the others listed in this guide to think of topics to include.
- Create an Ethiopian-like Makerspace:  
<http://www.ucis.pitt.edu/africa/sites/default/files/Attachment%20D%20-%20Indigenous%20Ethiopian%20Technology%20%26%20The%20Modern%20Maker%20Movement.pptx>

### ***Looking for cross curriculum connections and more lessons?***

Additional resources and editable versions of the linked PDFs are available on the University of Pittsburgh's African Studies website:  
<http://www.ucis.pitt.edu/africa/content/ethiopia-lesson-plans-fulbright-hays>

## **Fulbright Ethiopia: Indigenous Wisdom and Culture**



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