

THE PAN-AFRICAN PASSPORT

Kucheza Ngoma Dance Company

Grades: PK-12

ABOUT THE PERFORMANCE

Through colorful drumming and dance, Kucheza Ngoma Dance Company chronicles the influence of the African diaspora on dance, starting with traditional West African rhythms and dance and moving on through the Caribbean and into the Americas. This journey culminates with Jamaican pop-culture’s Dancehall, which evolved from traditional West African and West Indies folk dance styles. The interactive nature of this program will bring students in the audience on stage to drum, dance, and do the limbo!

TEKS (Texas Essential Knowledge and Skills)*

Gr	Dance	ELA	Social Stud.	The Student Will:
1	Std.1, 11	1.18	1.18	* Develop knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. * Demonstrate an understanding of societal, cultural, historical, and artistic diversity as communicated through dance.
2	Std.1, 11	2.18	2.19	
3	Std.1, 11	3.18	3.14, 3.18	
4	Std.1, 11	4.16	4.19, 4.22	
5	Std.1, 11	5.16	5.22, 5.25	
MS	1.2, 1.4, 1.5	6.15	6.15,6.22	* Interpret intent and meaning in an artistic dance work and interpret relationships between dance and other content subjects.
	2.2, 2.4, 2.5	7.15	7.19, 7.22	* Write stories and poems to express their ideas and feelings about real or imagined people, events, ideas.
	3.2, 3.4, 3.5	8.15	8.23, 8.30	* Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
HS	I.2, I.4, I.5	9.14	WHS.30	* Create written and visual material such as stories, poems, journal entries, reports and graphic organizers to express ideas.
	II.2, II.4, II.5	10.14	USH.30	
	III.2, III.4, III.5	11.14	Gov.21	
	IV.2, IV.4, IV.5	12.14		

STAAR (State of Texas Assessments of Academic Readiness):

Writing	Grades 4 & 7	Reporting Category 1	The Students Will: * Compose a variety of written texts with a clear central idea; coherent organization; sufficient development; and effective use of language and conventions. * Demonstrate an understanding of geographic and cultural influences on historical issues and events.
	English I, II, III	Reporting Category 4	
Social Studies	Grade 8	Reporting Category 2	
	US History	Reporting Category 2	

Academic Vocabulary:

Rhythm	A strong, regular, repeated pattern of movement or sound.
Continent	One of the seven great landmasses on Earth. The continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
Culture	A way of life of a group of people – the behaviors, beliefs, values and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next. The customs, civilization, and achievements of a particular time or people.
Dance	To move rhythmically to music; performing particular steps to music.
Diaspora	Any group that has been dispersed outside its traditional homeland, especially involuntarily, as Africans during the trans-Atlantic slave trade.
Heritage	Traditions, achievements, beliefs that are a part of the history of a group or nation passed from generation to generation -- practices or characteristics passed down through the years.
Kucheza Ngoma	Swahili for “Dance to the Drum.”
Limbo	Caribbean dance where people bend backwards to go under a stick held in the air and set to music.
Pan-African	Of or relating to all African countries.
Passport	A document issued by a country to a citizen allowing that person to travel outside of the country and then to re-enter the home country.
Sound	A type of energy made by vibrations. When an object vibrates, it causes movement in the air particles. These particles bump into the particles close to them, which makes them vibrate too causing them to bump into more air particles. This movement, called sound waves, keeps going until they run out of energy. If your ear is within range of the vibrations, you hear the sound.

CLASSROOM CONNECTIONS

Before the performance:		
<ul style="list-style-type: none"> Discuss what you know about dance. What is dance? Do you dance? When and where do you dance? Where have you seen dance before? What are some different dance styles? Talk about what you already know about Africa and what you would like to know. Create a “K-W-L” Chart and complete the first two columns: 		
K	W	L

What do you already Know about Africa?	What do you Want to learn about Africa?							
After the performance:								
<ul style="list-style-type: none"> Draw pictures to express the experience of the performance. Have students fill in the last column of the 'K-W-L' Chart: <table border="1" data-bbox="316 703 1380 802"> <tr> <td>K</td> <td>W</td> <td>L</td> </tr> <tr> <td></td> <td></td> <td>What have you Learned about Africa?</td> </tr> </table> 			K	W	L			What have you Learned about Africa?
K	W	L						
		What have you Learned about Africa?						

Language Arts:

- In a small group, create a newspaper about West African culture. Create a name for the newspaper and headlines for the articles. Include pictures or sketches. Post the newspaper on your bulletin board.
- Take a virtual trip to Jamaica and create a travel journal. Write about your experiences and all you have learned while visiting your destination. Create a cover and illustrations for your journal. Share your journal entries with a partner and present the highlights of your trip to the class.
- Create similes and metaphors to describe the sights and sounds of this performance to someone who hasn't seen it. Turn your figurative language into a poem. Think about the following:
 - ✓ What did the dance look like?
 - ✓ What did the stage set look like?
 - ✓ What did the costumes look like?
 - ✓ What did the lighting look like?
 - ✓ What did the music sound like?
 - ✓ What kind(s) of movement did the performers use?
- Use movement to act out characters and plot in a story. After reading a story, break into three groups and summarize the story. One group summarizes the beginning; one group summarizes the middle; one group summarizes the end of the story. In your group, one person will be the narrator and will read each sentence to the class. The other group members will create movements that clearly show the meaning of the sentences. Perform the summarized dance story from beginning to end.
- Write a review of the performance. Like a critic who writes for a newspaper, your job is to review the performance for the public. Include important elements of reviews, such as the name of the dance company and performance, your opinions about the choreography and dancing and your opinions about other artistic elements such as music, costumes, lighting and scenery.
- Talk about or write about your own identity and heritage. Describe yourself by various means, including family, friends, ancestry, hobbies, music, sports, and books. Do a body tracing – trace an outline of your body and create an identity self-portrait by drawing, painting and collaging within the image. Hang your body tracing in the classroom.

- Create a Radio Talk Show program in which you interview and discuss the dance performance with your guest, the lead dancer of Kucheza Ngoma Dance Company.

Math:

- Work with a partner to plan a budget for a family of 4 with an allocation of \$3,500 for a round trip journey in Jamaica from the city of Kingston to the city of Montego Bay by car. Track your route on a map.
 - ✓ Use the map's legend to determine how many miles between each city.
 - ✓ Write down what highways you will take.
 - ✓ Determine how many hours you will travel each day.
 - ✓ Calculate your gas mileage, food, hotel and entertainment costs.
 - ✓ Determine how many days you can afford for your round trip.
 - ✓ Create a Vacation Expense Tracking Log to track your spending.
 - ✓ Record every imaginary expense and purchase you make.
 - ✓ Share your project with the class.
 - ✓ Use data from the chart below to select items for your vacation.

On the Road Gasoline: \$2.20 per gallon	Option A: A small compact car gets 36 miles per gallon (mpg)
	Option B: A family sedan gets 26 mpg
	Option C: A mini-van gets 19 mpg
Food	Option A: \$15 per day per person (eating fast food)
	Option B: \$30 per day per person (a good breakfast, fast food lunch, full meal for dinner)
Hotel	Option A: Excellent Motel \$129 per night (workout room, cable, internet, restaurant, indoor/outdoor pools)
	Option B: Good Motel \$100 per night (outdoor pool, cable, nearby restaurant, refrigerator in room)
	Option C: Average Motel \$80 per night (cable)

- On a map or globe, use the legend to measure the distance across the ocean from West Africa to Jamaica. How far is it? If a journey from West Africa to Jamaica took ten to twelve weeks, how fast did ships travel? Explain your conclusions by clearly describing your mathematical reasoning.
- Create your own math problems involving West Africa, Jamaica, and the Americas. *Examples:*
 - ✓ Problems involving rate by computing time and distance traveled.
 - ✓ Problems about the difference in times zones between countries.
 - ✓ Problems based on the rates of monetary exchange between different countries.

- Dance the Equation! - "X" = 5 possible movements. For example, the five movements could be slide, turn, reach, squat, and jump. These are your five possibilities for "X".
 - ✓ Demonstrate the equation, $2X + 3 = 13$.
 - ✓ "X" equals the 5 movements, so you perform all five of the movements in any order, two times, then create 3 completely new movements.
 - ✓ Therefore, "X" = 5, and the equation as demonstrated is $2X + 3 = 13$.
- Create a pattern – AB or ABA. Use sticks or some other item such as pencils or rulers to beat the pattern and keep it going. Make up your own rhythms and patterns.
- Create a skit that incorporates drumming and dance movements to act out the parts of a word problem and its solution.
- Do a cost comparison between living in Houston, Texas versus living in Lagos, Nigeria. How much does food cost (on an average) for a week? Gasoline? An automobile? Rent? Entertainment? Clothing? Put your data on a chart and discuss your findings in a small group.
- Use dance and movement to create geometric shapes: circles, arcs, line segments, diamonds, parallel lines, right angles.
- Predict and then measure how many steps, tiptoes, leaps it will take to cross a room. Discuss non-standard units of measure exemplified by different people's leaps.

Social Studies:

- In small groups, choreograph a dance to recreate important events in history.
- Make a cultural map of your classroom. Where do members of your class come from? What are the linguistic, musical and dance traditions in all of these countries and regions?
- Make and label a continent map. Use blue as the background to represent the oceans. Pick different colored paper for each continent.
- Use your imagination to travel from West Africa to Jamaica to the Americas. Find your countries on a world map and begin your adventure.
 - ✓ Create an itinerary for your trip.
 - ✓ Make a map of each country you visit.
 - ✓ Make a travel trunk to collect your souvenirs.
 - ✓ As you visit each country, keep a travel log of what you did.
 - ✓ Draw a picture that represents your trip and write a caption.
- Present this week's current events to the class through dance movements entitled "The Week in Dance."

- Learn about World Cultures – Explore the World without leaving home! Choose either Jamaica or a country in West Africa and work with a partner to select one or several of the following activities to do about your country:

Make a Country Kit	
Possible Topics	Examples of Activities
Physical Map & Landforms	Salt dough map, landform paper craft
Flag	Decorate a flag. Google what the symbols and colors of the flag mean.
Famous People	Biography Book Report.
Popular Food	Cooking Activity or Restaurant Visit.
Stories	Read a folktale.
Music	Listen to traditional music.
Animals	Learn about habitats.
Famous Places	Make a travel brochure, learn about famous architecture in the world.

- African Escapes – make online postcards about 5 countries in West Africa. Write a few critical facts in the blurb on the back of the postcard. Email your postcards to your classmates.
- Build a model of the African continent. Label it and include signs with historical information.
- Tape off a longitude and latitude grid in the center of the room, large enough to walk on. If outside, use sidewalk chalk to draw the grid. Work in teams of 4-5 people. *One person from each team stands in one corner of the grid.* Other players are to be guided on the grid. Each team has a point on the grid that they must lead their player to locate. Assign an activity for each direction:
 - Drumming sticks together = North
 - Jumping = South
 - Clapping = East
 - Waving arms = West

Using the activities that correspond to directions, the team will guide their player to the correct coordinates.

- Use movement to explore important concepts in social studies, such as freedom.
- Create a class Heritage Album. Compile pictures and information about the heritage of all class members, including significant historical people from different cultures. Feature drawings, invented memorabilia, and simulated newspaper clippings. Display your Heritage Album in your classroom or in your school library.
- Cultural Sharing – In small groups, discuss the many ways that African culture has enriched Western culture and how Western culture has been an important influence on many aspects of modern African culture. Capture your discussion on a brainstorming web and share it with the class.
- Google it! Many common dance forms popular in the Americas can be directly traced to their African roots, including the Mambo, Samba, Rumba, Cumbia, and Capoeira. Tap dance combines African rhythms with Irish and Scottish dance steps. Many great dancers have been African Americans, including Bill

“Bojangles” Robinson, Fayard and Harold Nicholas, Gregory Hines, Savion Glover, Katherine Dunham, and Alvin Ailey. *Make a PowerPoint which includes music and text about these dances and dancers and present it to your class.*

- In small groups, discuss the following topic: How does dance reflect the belief and culture of a people? Make a group mural or collage to represent your ideas. Hang your work in your classroom.
- Celebrate African influences from around the world by creating a Pan-African Festival at your school. Explore the diverse cultures created from the African Diaspora with presentations of music, dance, food, film, art, and storytelling.
- Make a PowerPoint photo gallery of the capital cities of West Africa. Share your presentation with the class.

Science:

- Make a “5 door” notebook foldable about the “Big Five” Animals in Africa.
 - ✓ Label the 5 “outside doors”: African Elephant, African Lion, Cape Buffalo, African Leopard, White/Black Rhinoceros
 - ✓ On the inside, behind each “door,” list interesting facts about each animal. Also include a picture of the animal.
- Use dance to express the scientific process.
- Invent a board adventure game to review the habitats and ecosystems that can be found on the island of Jamaica. Play your game with a partner.
- Create a dance whose movements represent:

The Solar System and Revolution:

 - ✓ Revolution around a body - year and orbit
 - ✓ Sun is the center - elliptical shape
 - ✓ Characteristics of planets – gravity, etc.

Be sure that your dance has a movement for a characteristic of each planet.

The Solar System and Rotation:

 - ✓ Rotation/spinning - day and night
 - ✓ Characteristics of planets – gravity, etc.
 - ✓ Sun is the center - elliptical shape

Be sure that your dance has a movement for a characteristic of each planet.
- With a partner, make a poster illustrating all of the ways that dancing and exercise can keep you healthy. Present your poster to the class.
- Explain how the cardiovascular system is affected from dance steps that involve jumping, bouncing and moving your feet fast on the floor.

Resources:

Related Websites:

http://www.ehow.com/about_5455673_history-west-african-dance.html

<http://www.afrotonic.com.au/africandancing.htm>

https://books.google.com/books?id=vbZzCgAAQBAJ&pg=PA29&lpg=PA29&dq=history+of+Pan-African+dance&source=bl&ots=Q83oJraV_&sig=uDTNGLekdfBv8ebJ1ROpKIBroAE&hl=en&sa=X&ved=0ahUKEwjj0OqH2Y7MAhXJOCYKHcurALMQ6AEIUjAJ#v=onepage&q=history%20of%20Pan-African%20dance&f=false

<http://wikitravel.org/en/Jamaica>

http://wikitravel.org/en/West_Africa

Related SmartBoard Sites and Interactive Sites:

<http://exchange.smarttech.com/search.html?q=%22Africa%22>

<http://exchange.smarttech.com/details.html?id=8c9cb0a9-4def-47bd-92fd-9ab2283252a4>

<http://exchange.smarttech.com/details.html?id=814e8124-a379-43b3-9e47-28942e829a96>

http://exchange.smarttech.com/search.html?q=dance®ion=en_ZA®ion=en_US

ABOUT THE ARTIST:

Kucheza Ngoma Dance Company was founded in 2008 under the artistic direction of Zinnijah Guadalupe. The mission of KNDC is to care for and carry on African artistry and its powerful influence on cultures worldwide by professionally presenting and teaching dance, music, and tradition. The company has performed at a number of events throughout Houston, including Houston International Festival and a prelude performance for FELA! the musical. KNDC has traveled across the country to learn from master dance instructors such as Moustafa Bangoura, Youssef Koumbasa, and Titos Sampa. The Kucheza Ngoma Dance Company's goal is to share its unique dance styles, dancehall fusion and West Indies folk dance, as well as traditional dance styles, with the Houston community.