Objective of the lesson:
To use African Proverbs so that children may develop an awareness of the importance of citizenship—acting in responsible ways to serve their families, the community, the nation, and the world. African Proverbs will be used so that a student can know “what his background is, what he is today, what his possibilities are, and how to begin with him as he is and make him a better individual of the kind that he is.” (Woodson, 1933; p. 151)

Proverbs can be an appropriate citizenship education tool for the following reasons:
1. Proverbs provide insights into events or personalities and can explain a point of view not amplified by the textbooks.
2. Proverbs provide different points of view and pose many exciting questions to the young students.
3. Proverbs encourage children to use thinking skills and strengthen their analytical ability.
4. Proverbs help to explain and illustrate the complexity of cultures.
5. Proverbs help bridge the cultural values gap between African and other western cultures in an ethnically and racially diverse world.

Focus and Review: This week we have been learning about citizenship and what our roles are if we want to be responsible, knowledgeable, and effective citizens. Today we will continue our discussion by using African Proverbs. Does anyone know what a proverb is? Let’s use our concept map to define the word “proverb” and later we will do an activity where we find some examples of African Proverbs and talk about what they mean.

Teacher Input:
A proverb is a short saying with a message that teaches a lesson (students write definition on the concept map). The languages of Africa include many, many proverbs, and these proverbs express the wisdom of the African people. Proverbs are used as tools to understand the African way of life that show us how to be good family members and good citizens. African proverbs teach citizenship by using four different categories: Virtue/Morality, Knowledge, Responsibility, and Community. Morality is the only word we haven’t talked about before, and it means you know what is right from what is wrong. What does morality mean? (students respond) Good!

I am going to give you an example of an African proverb that comes from Kenya. Raise your hand if you think you can go to our world map and find Kenya on the continent of African and point to it for the class. Ok great. Student Name, go find Kenya for us. (Student points to Kenya). Great job!

Okay students. The African proverb from the country of Kenya is “Stolen things bring misfortune.”
Say that with me. “Stolen things bring misfortune.” (students respond chorally) Very good.

Who thinks they can figure out what that means? (Wait for student to raise hand; call on student)(Student responds) That’s right. This proverb means that stealing things could lead to something bad happening. This could mean getting in trouble for stealing or your friend being angry with you because they saw you take something. It basically means that stealing from others can result in something in your own life going wrong.

Guided Practice:

Put a concept map on the overhead camera and display it on the projection screen. Go through two more African proverbs, having students repeat the proverb after it has been stated. Tell the students the country of origin for each proverb and have volunteers find each country on the map. Guide students in interpreting the proverb, explaining what it teaches about being a good citizen. Help students identify historical figures, members of the community, or family members who exemplify the proverb.

Pick from the following proverbs to use as guided practice. Additional proverbs may be used as needed to check for student understanding.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Virtue/Morality</th>
<th>Knowledge</th>
<th>Responsibility</th>
<th>Humanity/Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>To possess a virtue is better than gold. (Ghana)</td>
<td>The ear gives verdict according to reason. (Ghana)</td>
<td>Do not abandon a child when it has an itching sore. (Ghana)</td>
<td>The way to overcome cold is to help each other. (South Africa)</td>
</tr>
<tr>
<td>Thinking skills</td>
<td>When you decide to do something consider the consequences. (Botswana)</td>
<td>Knowledge is better than riches. (Cameroon)</td>
<td>If you’re in the habit of doing what is just you live long. (Ghana)</td>
<td>The way to overcome cold is to warn each other. (South Africa)</td>
</tr>
<tr>
<td>Democratic beliefs</td>
<td>A chief/leader maintains his status through his followers. (Botswana)</td>
<td>There can only be one ruler or leader but not two. (Botswana)</td>
<td>The tall man and the short man each has his day. (Ghana)</td>
<td>There is peace and happiness in unity expression. (Ghana)</td>
</tr>
<tr>
<td>Active civic</td>
<td>A warrior displays his skills or valor in war, but not at home. (Ghana)</td>
<td>Experience is acquired through learning. (Ghana)</td>
<td>There is no other thing you get out of laziness than poverty. (Ghana)</td>
<td>He who eats alone, dies alone. (Kenya)</td>
</tr>
</tbody>
</table>

Independent Practice:

Put students in cooperative learning groups (Numbered Heads Together) of four. Hand out sheet containing proverbs. Have students pick one proverb from each category and work together to do the following using the concept maps provided:

1. Interpret the proverb
2. Find the country of origin of the proverb using the Google and Ask Jeeves search engines on the classroom computers.
3. Identify historical figures, members of the community, or family members who exemplify the proverb.
When all groups are finished, use the Numbered Heads Together strategy to have each group share the concept map of one proverb that they studied.

**Closure:**

Why did we use African Proverbs today? (Student Response) Can African proverbs help teach us how to make sure we are responsible citizens? (Student Response) Great work today guys. Tomorrow we are going to make up our own proverbs and explain how our proverbs are examples of good citizenship.

**Reference:**