



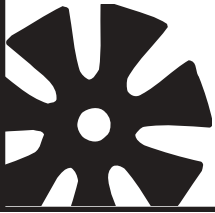
THE DETROIT INSTITUTE OF ARTS

WAYNE RESA
Leading... Learning for All



CULTURAL COLLABORATIVE FOR LEARNING VOLUME 11

The African Art of Adinkra Symbols



The African Art of Adinkra Symbols




The Detroit Institute of Arts

www.dia.org • 313.833.7900

This volume:

- Examines different cultural ideas of beauty
- Looks at African clothing, hairstyles, scarification and jewelry
- Explores the use of symbols in personal adornment
- Helps students use their creativity to make their own Adinkra symbols

Essential questions: What is the relationship of beauty and personal adornment? How do people communicate messages of identification through clothing and accessories?

Video 	CD ROM 	Lessons 
<p>The video contains an exploration of the traditions and history of personal adornment of people in specific African regions. The concepts of beauty in these regions are compared to current western ideas of beauty.</p> <p>Video highlights include:</p> <ul style="list-style-type: none"> • A visit to the Detroit Institute of Arts' African Art collection • A demonstration by DIA expert weaver, Gilbert Bobbo, weaving Kente cloth • An interview with Shabi who relates his scarification experience • Directions for making an Adinkra stamp 	<p>Explore the powerful meanings of Adinkra cloth and its symbols. Learn more about different cultures and their traditions.</p> <p>CD ROM highlights include:</p> <ul style="list-style-type: none"> • A demonstration of an Adinkra stamper at work • An activity that allows students to create virtual Adinkra cloth for specific clients • A virtual tour of the DIA • An interactive story adventure • An activity that allows students to create their own personal Adinkra symbols 	<ul style="list-style-type: none"> • Introductory lessons exploring beauty and personal adornment • Art lessons on jewelry and Adinkra symbols • A Language Arts folk tale writing activity • Social studies lessons concerning geography and scarification <div data-bbox="1089 1745 1539 1843" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Lessons can be found online at resa.net/smart/dia/module.htm</p> </div>

Supports MCF Benchmarks in: Social Studies • English Language Arts • Science • Art

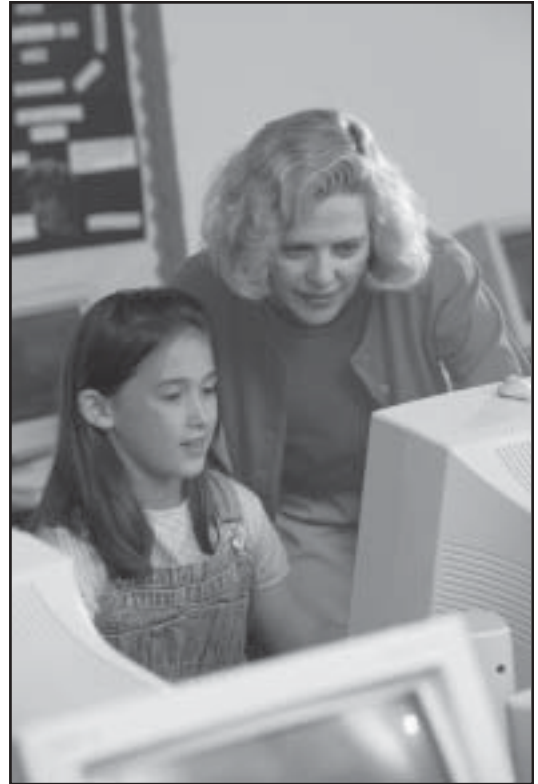
Using the CCfL Program

Getting Started



What You'll Need:

- Video Equipment (TV monitor or projector and VCR player)
- Computer with CD ROM player and sound capability
- Access to the Internet
- QuickTime ® installed on your computer (Available on all of the CCfL CD ROMs)
- Adobe Acrobat Reader installed on your computer (Available on the CCfL Teachers' Guide CD ROM included with this guide)
- CCfL video, CD ROM, Lesson Plans
- CCfL Teacher's Guide



Before You Begin

Because there are so many ways to use the Cultural Collaborative for Learning, and because we're sure it will inspire you, we highly recommend that you preview more than one volume in the series. Take some time to look over this Teacher's Guide. Check the Program Overview and other charts in the At-A-Glance section for tips on selecting volumes to use. Note that volumes can often be combined to deepen and strengthen the learning.

Once you've selected a volume or volumes, you should review all the elements to determine how you will use or modify them to complement your teaching style and classroom situations.

You should allow about 3 hours for the initial review of a single volume; the videos run 40 to 50 minutes, exploring the CD ROM can take 1 – 2 hours and you will need additional time to read the Individual Volume Guide and Lesson Plans.

General Guidelines

The truth is that there is no single way to use these materials and no specific classroom scenario that is optimal. While the CCfL was designed for Middle School students, you should feel free to adapt these materials to meet the needs of older and younger learners and students with special needs. There are many ways to use these materials—you'll find other suggestions in Implementation Strategies in this Individual Volume Guide.

Here's a suggested process to get you started:

1

Step 1: Initial Review

Review the Individual Volume Guide for an overview of the program elements and activities, MCF links and implementation strategies.

Preview the video and CD ROM to get a sense of the scope of content and activities.

Access the Lesson Plans for the volume at <resa.net/smart> or use the CCfL Teacher's Guide CD ROM included in the Teacher's Guide. Lessons are designed for use before, during and after viewing the video. Review the lessons and decide which to use in your classroom. You may wish to modify the lesson(s) to meet your teaching style and the specific needs of your students.

2

Step 2: Using the Video and Lesson Plans

Have students complete the activities in the *Before the Broadcast* lesson(s). These lessons are designed to provide a base or frame of reference for viewing the program.

View the video with the class. The *During the Broadcast* lesson provides students with information-gathering tools to use while watching the program. This encourages students to become actively engaged in the materials presented.

After viewing the broadcast, students should complete the remaining lessons in the volume. Depending on your content area and teaching objectives, one or all of the remaining lessons can be used.

3

Step 3: Integrating the CD ROM

While the CD ROM may be used at any point in this process, typically it would be used after viewing the video. You can have students work individually or in small groups at computers, or you may use the CD ROM in a presentation format with one computer and a projector. Different activities lend themselves better to the different methods.

The CD ROMs are divided into 4 to 6 main sections, with sub-sections in some cases. Topically-related activities are grouped into these sections.

The Basic Overview section is designed for you, and contains navigation instructions, content maps to the sections, and the MCF Benchmark connections. However, in some cases the main concepts are introduced in the Basic Overview as well. When this is true, it becomes a content area for the student as well.

The rest of the CD ROM is arranged in a nonlinear fashion. This means that the information and activities can be accessed and used in any order. This allows you to select activities to complete and to determine the order in which to use them. This is important as some activities such as a web quest may last several days. In some cases there is an inherent order to the materials. When this is true, the sections are numbered. Adhering to this order is optional - the material may still be accessed in a nonlinear fashion.



Video – African Art and Personal Adornment

Purpose: To demonstrate traditions of personal adornment both in traditional African cultures and also in contemporary culture. Local artists, business owners, and the staff of the Detroit Institute of Arts all discuss different aspects of adornment and culture.

Counter

- 00:00 **Introduction** (1:50)
Hosts, Kelly and James, introduce smART TV and discuss how personal adornment influences all people.
- 01:50 **Visual Symbols Montage** (2:37)
The montage of cultural adornment is followed by a discussion of how visual symbols tell who you are.
- 04:27 **African Art at the DIA** (0:29)
This segment is an overview of the African Art collection.
- 04:56 **Kente Cloth** (4:22)
This segment looks at the tradition of weaving Kente cloth. Gilbert Bobbo, expert Ghanaian weaver, talks about Kente cloth. He discusses weaving in the Ewe and Asante cultural groups, and demonstrates how symbols and motifs represent different ideas.
- 09:18 **DIA African Art Specialist** (1:13)
Camille Brewer, a specialist in African art, answers student questions and explains how artists incorporate symbols to reflect cultural beliefs.
- 10:31 **Kente Cloth at the DIA** (1:00)
This segment takes a closer look at the meaning of Gilbert Bobbo's Tuku cloth.
- 11:31 **Kente and Adinkra Cloth** (1:29)
The hosts discuss the basic differences between Kente cloth and Adinkra cloth.
- 13:00 **Adinkra Symbols and Stories** (2:22)
This segment features a discussion of symbols and stories associated with Adinkra cloth.
- 15:22 **Storyteller** (3:28)
Catherine Blackwell tells one of the stories of Ananse Ntontan.
- 18:50 **Making Adinkra Symbols** (2:27)
Brad Gravelle demonstrates how to make an Adinkra stamp in the classroom.

Counter

21:17 **Adinkra and Kente Cloth/Did You Know?** (1:05)

This brief segment includes facts and a quiz about Adinkra cloth and Kente cloth.

22:22 **Hairstyles and Braiding** (6:34)

Hosts introduce a segment on hairstyles with a visit to the Cornrow and Braiding Academy in Detroit. Sheila Everett Hale discusses techniques used in braiding and compares American braided styles to African styles. Camille Brewer returns to answer questions about what hairstyles communicate and she also discusses an art piece entitled, "Image of King's the Mother."

28:56 **Scarification** (3:36)

This segment introduces scarification and includes a discussion of the process.

32:32 **Scarification Guest** (7:35)

The hosts interview with Shabi, and American citizen from the Republic of Benin, who retells his experience of the scarification process.

40:07 **Jewelry** (4:23)

Camille Brewer discusses the reasons why people wear jewelry. She also discusses filigree and Fulani earrings and Mande beads.

44:30 **Jewelry Designer** (3:12)

Marvin Chapman demonstrates how to make filigree jewelry based on Fulani earrings.

47:42 **Conclusion** (1:48)

This final segment is a discussion of personal adornment.

video



CD ROM – The African Art of Adinkra Symbols

Purpose: To explore symbols and their meanings in different cultures of Africa and in other parts of the world. Students will learn clothing conveys messages about the person who wears it. One example is the Adinkra cloth worn by the Asanta people of Ghana in West Africa. Adinkra cloth is decorated with symbols that tell about the wearer’s occupation, social status, family, and personality.

	MCF Benchmarks	Estimated Time to Complete
<p>Basic Overview</p> <p>This introduction to the CD ROM includes an overview of content and navigation instructions. This segment also includes a listing of related Michigan Curriculum Framework benchmarks and a link to the MCF website.</p>		10 minutes
<p>Understanding Adinkra Symbols</p> <p>What Is a Symbol? This matching game allows students to explore the meanings of symbols. Three levels increase in difficulty as the student progresses through the game.</p> <p>Questions about Adinkra Students read a series of questions and answers about Adinkra cloth and symbols.</p> <p>Reading the DIA’s Adinkra This reading activity focuses on the history and meaning of the Adinkra cloth on display at the DIA. Click on the Adinkra symbols to discover their meaning.</p> <p>What Does My Cloth Mean? The student makes decisions to determine the outcome of the story in this interactive reading. In this critical thinking activity, students discover the meaning of a specific example of Adinkra cloth.</p>	<p>ELA.1.MS.5 ART.VA.5.MS.1</p> <p>10-15 minutes</p> <p>10 minutes</p> <p>25-40 minutes</p>	
<p>Making Adinkra Cloth</p> <p>In the Adinkra Stamper’s Workshop In this interactive activity, the student selects symbols and colors to create an Adinkra cloth to meet the needs of four different clients. The amount the student is paid for the cloth is determined by the appropriateness of choices. This activity reinforces critical thinking skills.</p>	<p>ELA.1.MS.1 SOC.II.1.MS.2 MAT.III.1.MS.4 ART.VA.5.MS.1</p>	25-30 minutes



Making Adinkra Cloth Continued

MCF Benchmarks

Estimated Time
to Complete

How to Make Your Own Adinkra Stamp

Students view a video of an art class making Adinkra stamps from potatoes. The video segment includes step-by-step instructions for students to make their own stamps.

An Adinkra Stamper at Work

This video clip shows an Adinkra stamper at work.

4 minutes

Personal Adornment in Africa

You Are What You Wear

This interactive map of Africa allows students to explore works of art from various African groups.

10 minutes

Think about It

This list of open-ended prompts exploring personal adornment can be used for class discussion or composition.

5 minutes to read,
time spent per question
varies by depth of
discussion/level of writing

African Art at the DIA

In the African Galleries

Students read information on the collection at the DIA, how to contact the DIA, and find answers to frequently asked questions about works of art in the museum.

5 minutes

Things to Remember about African Art

Students read information and view images about the practical purposes of African art. This segment also includes a video clip of artist Gilbert Bobbo at work at his loom.

10 minutes

Web Quest

In this Internet-based activity, students research symbols used by various cultures. Students use critical thinking skills to evaluate symbols and then create their own personal symbols. One long-term project is a journal in which students record their research notes and sketches.

ELA.1.MS.5
ELA.9.MS.2
ELA.11.MS.3
SOC.II.1.MS.2
ART.VA.2.MS.2
ART.VA.3.MS.5
ART.VA.5.MS.1

2-5 class periods

Lessons – The African Art of Adinkra Symbols

Lessons for this module are arranged to provide activities to be used before, during and after viewing the video. Lessons can be found online at: <resa.net/smart/dia/module.htm>. There are two introductory lessons and five lessons related to specific content areas.

	MCF Benchmarks	Estimated Time to Complete
<p>Introductory Lesson: Exploring Beauty</p> <p>In this long-term, critical thinking activity, students explore the concept of beauty through discussion and creative writing.</p>	<p>ART.VA.3.MS.1 ART.VA.4.MS.2 ELA.9.MS.1 ELA.12.MS.3</p>	<p>2-5 class periods</p>
<p>Introductory Lesson: Personal Adornment</p> <p>Students will explore the concept of personal adornment in our culture and traditional African societies. This lesson calls for discussion, writing, and artistic activities.</p>	<p>ELA.3.MS.1 ELA.9.MS.1 ELA.12.MS.3</p>	<p>2-3 class periods</p>
<p>Art Lesson: Jewelry</p> <p>In this long-term studio activity students design a pendant inspired by African jewelry.</p>	<p>ART.VA.2.MS.4 ART.VA.3.MS.2</p>	<p>3-5 class periods</p>
<p>Art Lesson: Creating Adinkra Symbols</p> <p>In this studio activity students explore the Asante culture and print their own Adinkra symbols.</p>	<p>ART.VA.1.MS.1 ART.VA.2.MS.1 ART.VA.2.MS.2 ART.VA.4.MS.2</p>	<p>2 class periods</p>
<p>English Language Arts: African Folktales</p> <p>In this creative writing and research activity, students write folktales based on Adinkra symbols and their meanings.</p>	<p>ELA.5.MS.4 ELA.6.MS.2 ELA.8.MS.2</p>	<p>4-6 class periods</p>

Social Studies: Geography

In this research activity, students explore some of the diverse regions, countries, and cultural groups of Africa by looking at examples of art.

MCF Benchmarks

Estimated Time to Complete

- SOC.II.1.MS.1
- SOC.II.1.MS.3
- SOC.V.1.MS.1
- SOC.V.1.MS.2
- SOC.V.1.MS.3

1-3 class periods

Social Studies: Scarification

Through this research activity, students learn about scarification and its purpose in some African cultures.

- SOC.II.11.MS.2
- SOC.V.1.MS.3

3-5 class periods





Implementation Strategies – The African Art of Adinkra Symbols

Purpose: To give teachers quick-start ideas for using the components of this module in the classroom. These are only suggestions. Teachers are encouraged to develop additional ideas of their own.

Introduction to Weaving

Have students:

- view the segment, “Kente Cloth” for the history of weaving in Africa.
- view the weaving demonstration by expert Ghanaian weaver, Gilbert Bobbo, to see the materials used in weaving and to become familiar with the weaving process.
- design their own looms and create a piece that can be used for personal adornment such as a bracelet or a necklace.

Designing Adinkra Symbols

Have students:

- view the video segment “Adinkra Symbols and Stories,” to become familiar with the term “Adinkra” and understand its meaning.
- view the video segment, “Making Adinkra Symbols,” which features Brad Gravelle’s class making Adinkra stamps.
- view the CD ROM video clip, “An Adinkra Stamper at Work,” to see an African artist printing authentic Adinkra symbols on cloth.
- complete Lesson Plan #4 “Creating Adinkra Symbols.”

Introduction to Personal Adornment

Have students:

- answer the questions in the introductory lesson plan, “Exploring Beauty.” This icebreaker helps students examine their preconceived notions about other cultures. Students will define their own ideas of beauty in a class discussion or written response.
- view the video segments, “Scarification” and “Scarification Guest.”
- complete Lesson Plan #7, “Scarification,” to learn about scarification and its purpose in some African countries.

Learning about African Art at the DIA

Have students:

- view the CD ROM segment, “African Art at the DIA—In the African Galleries.”
- view the video segments, “African Art at the DIA,” “Kente Cloth,” “DIA African Art Specialist,” and “Kente Cloth at the DIA.”

Take students on a field trip to the DIA to view the objects they saw on the video and CD ROM.

Visual Symbols

Have students:

- identify and discuss the importance of symbols in their own lives.
- view the video “African Art and Personal Adornment” paying special attention to visual symbols.
- complete the CD ROM sections “The African Art of Adinkra Symbols” and “Understanding Adinkra Symbols.”
- create and design personal symbols using the potato print technique described on the CD ROM.

Personal Adornment/Jewelry

Have students:

- view the first video segment, “Introduction” which gives an overview of African art and personal adornment
- view the video segment, “Jewelry.” Camille Brewer discusses why people wear jewelry.
- view the video segment, “Jewelry Designer.” Marvin Chapman demonstrates how to make filigree jewelry based on Fulani earrings.
- follow the CD ROM section, “You Are What You Wear,” and complete the interactive map to explore works of art from various African groups.

The lesson plan “Jewelry” describes how to make a pendant based on the designs of African jewelry.

Adinkra Mural

Have students:

- view the video segments “Adinkra Symbols and Stories,” and “Storyteller.”
- read the CD ROM section “Making Adinkra Cloth” for directions on making their own symbols.

Use the lesson plan “Creating Adinkra Symbols” for further development on how to make an Adinkra symbol. Combine students’ Adinkra symbols on a large background surface for classroom display.

Looking at Hairstyles

Have students:

- view the video segment, “Hairstyles and Braiding.”
- explore some of the diverse regions, countries, and cultural groups of Africa. Use the lesson plan “Geography” for background information.
- find pictures of some of today’s hairstyles and compare them to hairstyles from Africa.

Fabric Crayon and Visual Symbols

Have students:

- use the introduction to the Web Quest on the CD ROM “The African Art of Adinkra Symbols.” This segment contains directions for starting a research activity. Students can complete research on additional African symbols.
- view the video segments “Visual Symbols Montage” and “DIA African Art Specialist.”
- use fabric crayons to create personal symbols on textiles.

Art and Adinkra Stories

Have students:

- follow the CD ROM segment “Understanding Adinkra Symbols—What does my cloth mean?”
- view the video segments “Adinkra Symbols and Stories” and “The Storyteller.”
- write a folktale based on an Adinkra symbol from the lesson plan “African Folktales.”
- illustrate the story.

ideas





Cross Volume Connections

The African Art of Adinkra Symbols

Personal Adornment

Follow the steps in the introductory lesson, “Exploring Beauty.” Students can examine their thoughts about beauty by completing the CD ROM, “The Struggle for Empowerment.” Have students use the section on core democratic values, diversity and individual rights as background material for a written response on the place of personal adornment in the struggle for empowerment.

African Art at the DIA

Have students view the CD ROM segment, “The African Art of Adinkra Symbols” as a preview before taking a field trip to the galleries of African Art at the DIA. Have students view the segment on opera etiquette in the video “Michigan Opera Theater Presents Behind the Scenes at the Opera House: Nanabush.” Use this discussion of opera etiquette as a basis for museum etiquette before taking the field trip to the DIA.

Creating Symbols

Have students use the Web Quest segment of the DIA CD ROM , “The African Art of Adinkra Symbols” to create their own symbols. Tie in the CD ROM “Crankbrook Art Museum Presents the Geometry of Pattern and Design” using the section “You Are the Designer.” Make your own patterns.

Tips & Tricks: The African Art of Adinkra Symbols

CD ROM Main Menu

When clicking on the symbols, observe how the symbol changes and the interplay of positive and negative space displayed.

CD ROM: Making Adinkra Cloth

In the section “In the Adinkra Stamper’s Workshop,” you may click the images in any order you wish.

CD ROM: Personal Adornment

In the section “You Are What You Wear,” the names are interactive, not the map of Africa.

Understanding Adinkra Symbols: “What Does My Cloth Mean?” Riddle Answer

When students read the section “What Does My Cloth Mean?”, if they choose the wrong answer at the end of the story, they must start over rather than select another answer.

Understanding Adinkra Symbols: “What Does My Cloth Mean?” Riddle Answer

While completing the story “What Does My Cloth Mean?”, students are asked to solve a riddle. Here is the solution: 1) take the goat across the river, 2) return empty, 3) Take the pile of leaves across the river, 4) return with the goat, 5) take the leopard across the river (leave the goat), 5) return empty, 6) take the goat.



Volumes in the CCfL Series



- Volume 1 **Charles H. Wright Museum of African American History:** The Struggle for Empowerment
- Volume 2 **Detroit Symphony Orchestra:** Mozart, Math and Music
- Volume 3 **Detroit Public Library:** The E. Azalia Hackley Collection
- Volume 4 **Music Hall Center for the Performing Arts:** Bringing a Performance to Life
- Volume 5 **Henry Ford Museum & Greenfield Village:** Your Place in Time: 20th Century America
- Volume 6 **Michigan Opera Theatre:** Behind the Scenes of an Opera
- Volume 7 **Cranbrook Art Museum:** The Geometry of Pattern and Design
- Volume 8 **Detroit Science Center:** Methods and Mysteries of Science
- Volume 9 **Detroit Historical Museums:** The Motor City and You
- Volume 10 **Detroit Zoological Institute:** Conservation, the Zoo and You
- Volume 11 **The Detroit Institute of Arts:** The African Art of Adinkra Symbols
- Volume 12 **Cranbrook Institute of Science:** Buried in Your Own Backyard



Credits/Consultants

Wayne RESA gratefully acknowledges the work of these team members:

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 Helen Stanks
 Kate de Fuccio
 Brad Gravelle
 Andy Henry
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 Jon McDuffie
 Patsy Stewart

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 Adrienne Douglas
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 Joanna Porvin

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 Leslie Simmons
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Resources

For additional copies of this Guide or the CCfL Toolkit/Components:
Call 734.334.1595



Help

Can we answer any questions?
Contact: RESA Learning Services at 734.334.1595

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