

Ghanaian and African American Hand-Clapping Songs *Lesson Plan by Kim Freeman*

Keywords phrase poem rhythm Ghana African-American Hand-clapping songs

Overview: Students will learn about Ghanaian and African American hand-clapping games that teach about their cultural traditions through repeated hand-movements, patterns, and songs. These games help to build community and teach the children about their culture.

Suggested Time :3-45 minutes sessions

Intended Grade levels: 2-5

Intended Content Area: Music

Essential Questions:

How do contributions from other cultures contribute to society?

What are hand-clapping games? Why are hand-clapping games important to the cultural identity of Ghanaians and African-Americans?

Suggested Length of Time: 3 45-50 minute sessions (may be adjusted by grade level and level of student engagement)

NC Social Studies Standards:

Inquiry Strand

Grades 2

Reading Standards:

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.4 - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Social Studies Standards

2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America

2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history

Prior Work to be Completed

Please review the background information sections prior to teaching the lessons.

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| Ghanaian Hand Clapping Games Background Information |
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These games form part of Ghana's oral tradition that's been passed down from generation to generation. They are used to teach values such as good communication, teamwork, planning, accepting and giving criticism, accepting defeat, and more.

They serve as a means of socialization, education, entertainment, and economic benefit. They also foster a sense of community and shared identity among Ghanaians.

(Source-Nancy Akomaniwaa Andoh)

African-American Hand-Clapping Games Background Information

In the United States, African-American hand-clapping games pass down cultural traditions from previous generations through socialization and play to celebrate childhood. These games provide a rich community, joy, fun, a shared language and culture. Children learn about their rich cultural heritage through team-work, songs, chants, coordinated hand and body movements.

| Word | Definition |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| phrase(s) | a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause. |
| poem | a literary work, generally composed in verse and using figurative language, typically composed using a set structure |
| rhythm | the pattern of beats, sounds, etc., usually within poetic verse or song, that alerts readers or listeners to the tempo and pacing of the text; the flow of words and other elements related to stressed and unstressed |

Materials needed:

[Google Slides](#)--Use slides #2-5 for the lesson

Chart paper for T-chart for modeling for students during the lesson-labeled one side Ghanaian Hand-Clapping Songs and the other side African-American Hand-clapping songs

Technology to display the Google Slides lesson

Pre-assigned student partners or groups

Student copies of the T-chart-graphic organizer

Label one side T-chart Ghanaian Hand-Clapping games

Once the slides have been reviewed, students write what they learned about.

T chart PDF <https://www.readwritethink.org/sites/default/files/T-Chart.pdf>

Introduction-this three-day lesson provides an introduction to Ghanaian Hand-Clapping and African-American Hand-Clapping Games. The two culture's hand-clapping games will be compared and contrasted for similarities and differences.

Procedure:

Duration: 30-45 minutes

Day 1 Use slides 2-5

Days 1 and 2 provide the background information about the Ghanaian and African-American Hand-Clapping games with similar repeated movements, rhymes, and word patterns. This is a whole-group lesson.

Brain-Break-Show the Slide 2 (This is a hook for the lesson to increase student engagement during the lesson.

1. Ask the students what they know about hand clapping games. Share the definition of public art: hand clapping games are **a form of play that involves rhythmic hand movements and chants**.
2. Ask the students if they know examples of hand-clapping games. Show Slide 4 as an example.
Display the T-chart anchor chart, tell the students they learn about Ghanaian Hand-Clapping games. Then show slide 3 and review the definition.
The students will view the video clip on Slide 4. Then show slide 3 and review the definition.
3. The students will write about the Ghanaian Hand-Clapping games on the T-Chart.

Once the slides finish, ask the students in assigned partnerships or groups what they learned in the video. The teacher will give the discussion prompts: **One important fact is _____. I learned something new _____. The teacher will model for the students on how to complete the assignment.** Set the timer for 5 minutes.

4. Once the timer stops, ask for student volunteers to share what they learned. Write their answers on the displayed T-chart graphic organizer.
5. Give out copies to the students of the T-chart graphic organizer. The teacher will model for students to label Ghanaian Hand-Clapping games on the left side and the African-American on the right side.
6. Write the discussion prompts sentences on the board for students. **One important fact is _____. I learned something new _____. The teacher will model for the students on how to complete the assignment.** The students will use these sentences to write what they learned about the Ghanaian Hand-Clapping games.
7. Set the timer for 5 minutes for the students to complete the assignment as their exit ticket for the lesson.

Materials needed:

[Google Slides](#)-Use slides 6-9f or the lesson

Chart paper for T-chart for modeling for students during the lesson-labeled one side Ghanaian Hand-Clapping Songs and the other side African-American Hand-clapping songs

Technology to display the Google Slides lesson

Pre-assigned student partners or groups

Student copies of the T-chart-graphic organizer

Procedure:

Duration: 30-45 minutes. This is a whole-group lesson

Brain-Break-Show the Slide 6 (This is a hook for the lesson to increase student engagement during the lesson.)

1. Ask the students what they remember about African- American hand clapping games. Show Slide 7 Share the definition: This form of play started as an African tradition. One of the major characteristics of various African musical cultures is the use of hand clapping and foot stomping as accompaniment. Rituals of call and response, body percussion and dance melded together with the expressions and conventions of European culture.
2. Show Slide 8 as an example for an African-American Hand-Clapping game. The students will view the video clip on Slide 8.
- 3.

Display the T-chart anchor chart on slide 9, tell the students will write about what they just learned about African-American Hand-Clapping games. The students will write about the African-American Hand-Clapping games on the T-Chart.

Once the slides finish, ask the students in assigned partnerships or groups what they learned in the video. The teacher will give the discussion prompts: **One important fact is _____. I learned something new_____.** **The teacher will model for the students on how to complete the assignment.** Set the timer for 5 minutes.

4. Once the timer stops, ask for student volunteers to share what they learned. Write their answers on the displayed T -chart graphic organizer.
5. Give out copies to the students of the T -chart graphic organizer. The teacher will model for students to label Ghanaian Hand-Clapping games on the left side and the African-American on the right side.
6. Write the discussion prompts sentences on the board for students. **One important fact is _____. I learned something new_____.** **The teacher will model for the students on how to complete the assignment.** The students will use these sentences to write what they learned about the Ghanaian Hand-Clapping games.
7. Set the timer for 5 minutes for the students to complete the assignment as their exit ticket for the lesson.

Materials needed:

[Google Slides](#)-Use slides 1-9 for the lesson

Chart paper for Venn-Diagram for modeling for students during the lesson-labeled one side Ghanaian Hand-Clapping Games and the other side African American Hand-Clapping Games

Technology to display the Google Slides lesson

Copies of Venn-Diagrams for the students

Venn Diagram

<https://celt.cuw.edu/wp-content/uploads/2016/10/Venn-Diagrams-with-Lines-1.pdf>

Procedure:

Duration: 45-60 minutes. This is a whole-group summative assessment

1. The teacher will model to the students on how to label the Venn-Diagram on the left circle write Ghanaian Hand-Clapping Games, in the middle circle write the same, and the right circle write the African American Hand-Clapping Games. Students will compare the EU human rights and United States civil rights murals.
2. Put the completed T-chart anchor chart about the EU and the United States to be displayed for students to refer to during the assessment.

3. Display the slides for the Ghanaian and African-American Hand-Clapping Games for a quick review with students 1-9.
4. Tell the students they will complete the Venn Diagram. Use the sentence frames put on the board.
5. Write the discussion prompts sentences on the board for students. **One important fact is _____. I learned something new _____. The teacher will model for the students on how to complete the assignment.** The students will use these sentences to write what they learned about the EU and the United States murals.
6. Give out Venn-Diagram paper to the students.
7. Set the timer for 20 minutes for the students to complete the assignment as their exit ticket for the lesson.

Extension Activity: Whole Group African-American Handclapping song activity. The students will do Rocckin Robin as a movement activity and other games.

African-American Hand-clapping Games

The video:

(2019). YouTube Video How to do the "Rocckin' Robin" Hand-Clapping Game
https://youtu.be/VwubtS_Kh8Y?si=ecUPT8ywMTDPsueP

(November 5, 2014) African-American Singing Games and Movement Rhymes
<http://cocojams2.blogspot.com/2014/11/african-american-singing-games-movement.html>
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Ghanaian Hand-Clapping Game

Ampe-(Source- Nancy Akomaniwaa Andoh)

One popular hand-clapping game is 'Ampe,' full of clapping and jumping and can be played with just two players.

One popular game is 'Ampe' is played this way:

1. The group chooses a leader. The other players stand in a semi-circle facing the leader.
2. The leader and the player at one end of the semi-circle face each other.
3. They clap hands and jump⁵.
4. They jump again, this time placing one foot forward.