



# Kanga Cloth: Communicating Identity through Textiles: Pattern, Color, and Prose

---

**BOSTON UNIVERSITY**

**TEACHING AFRICA TEACHER CERTIFICATE PROGRAM**

**AFRICAN STUDIES CENTER K-16 EDUCATION OUTREACH PROGRAM**

## **Unit Plan for 7th and 8th grade**

**Marie Darling**

[Marie Darling Instagram](#)

[Marie Darling | Women & Masks](#)

[Goals](#)

[Instructional Concepts](#)

[Overview of Lessons](#)

[Materials and Resources](#)

[Exemplars](#)

[Assessment & Evaluation](#)

[Detailed Lessons](#)



## Goals:

Students should understand:

- The importance of awareness of ethical responsibility to oneself and others when creating symbols, phrases and patterns to communicate meaning. (VA:Cr2.2.7a)
- The skills needed for various block printing and printmaking tools and materials in creating works of art or design that are both functional and aesthetically pleasing. (VA:Cr2.1.7a)
- How to reflect on and explain the meaning behind symbols and overall design about personal artwork in an artist statement or another format. (VA:Cr3.1.7a)
- How to compare and contrast how technologies have changed the way artwork is presented and used to communicate meaning. (VA:Pr4.1.7a)
- To interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. (VA:Re8.1.7a )
- Make art collaboratively to reflect on and reinforce positive aspects of group identity. (VA:Cn10.1.8a)

Know:

- How to apply visual organizational strategies to design and produce a Kanga cloth design that clearly communicates a message. (VA:Cr2.3.7a)

- How to explain how the method of display, how the Kanga cloth is worn across contexts, the location, and the experience of an artwork and wearers of art can influence how it is perceived and valued. (VA:Re.7.1.7a)
- To analyze how response to the Kanga cloth is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. (VA:Cn11.1.7a)

#### Be Able to:

- Brainstorm and document early stages of the creative process such as sketches and class discussions. (VA:Cr1.1.8a)
- Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design. (VA:Cr1.2.8a)
- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. (VA:Cr2.1.8a)
- Organize and develop artistic ideas and work using printmaking methods and tools. (Anchor Statement 2, National Art Standards)
- Refine and complete a design on fabric using printmaking methods and tools. (Anchor Statement 3, National Art Standards)
- Discuss specific art forms in context in ways that are culturally responsive

## Instructional Concepts:

Artmaking is an opportunity for students to further their emotional intellectual development, to help formulate a sense of who they are, and who they might become (Goud, 2007). Students in this age group are making a huge transition from one stage to the other cognitively, emotionally, socially, and physically. In this unit students will learn how some women of the Swahili coast use the Kanga cloth to help communicate personal meanings and to show their identities. Students will have the opportunity to learn how some communicate aspects of identity symbolically through both a functional piece of clothing and a decorative piece of artwork. At the end of this unit students will create their own Kanga cloth that communicates how they express their identities through patterns, colors, and written words. Using linoleum cut plates and other printmaking methods, students will create a well composed Kanga cloth that has multiple meanings about their identity and also portrays a message.

# Overview of Lessons

## Lesson One:

**What is a kanga cloth?: Learning the history of the kanga cloth and how it is used today in Swahili cultures.**

Students will:

- Watch a video about a brief history of the Swahili coast.
- Learn about the Swahili coast and where it is located geographically.
- Learn where the Swahili coast is located and how the location influenced and was influenced by the Indian Ocean trade routes.
- Learn about the history of kanga cloths, how they were created and by whom.
- Learn how the kanga cloth has evolved over time and how it is used in today's society in multiple ways
- Gain a deeper understanding of how symbols and words can be used to convey a message.
- Analyze and break down a variety of contemporary kanga cloths to understand the evolution of kanga cloths and how they have changed over time.

## Lesson Two:

**The power of the cloth: How can what we wear represent our identity and intent through words, symbols, and color?**

Students will:

- Decide on a message that represents who they are using patterns, symbols, and words.
- Analyze how traditional and contemporary kanga cloths are laid out and compare with their design.
- Explore quotes, songs, poems, or other texts to find something that represents an important message.
- Develop a variety of symbols and patterns to illustrate a message.
- Use composition and design elements to create a kanga cloth that illustrates identity.

## Lesson Three:

**Printmaking process in practice and design.**

Students will:

- Learn about the printmaking process, techniques, and terminology.

- Use the symbols and patterns that were developed in Lesson 2 and learn how to transfer them to a linoleum plate.
- Learn how to use linoleum gauges safely.
- Learn about the importance of design and overall composition.
- Revisit how a kanga cloth is made, designed, and the intent to create their own design.
- Print and complete their kanga cloth

## Lesson Four:

### Power of presentation.

Students will:

- Self-evaluate and evaluate a peers' work.
- Group critique of all cloths and discuss how it relates to what they have learned about kanga cloths in past lessons.
- Help present and put up work somewhere in the school so all can see.
- Write an artist statement and title work.

# Materials and Resources:

## Materials

- Barren
- Brayer
- Linking plates
- Linoleum gauges
- Linoleum plates (various sizes) (\*scratchboard foam is a good alternative to linoleum plates)
- White cotton handkerchiefs (can be bought online) or white muslin/cotton fabric (buy in bulk and cut down to 12x12" squares)
- Fabric block printing ink
- Palette knives

## Resources:

- Kanga Cloth Design Sheet
- Kanga Cloth Slide [Presentation](#)
- <https://www.cnn.com/videos/world/2015/10/12/spc-inside-africa-tanzania-c.cnn>
- Kanga Cloth Examples  
[https://www.britishmuseum.org/collection/object/E\\_2008-2034-1](https://www.britishmuseum.org/collection/object/E_2008-2034-1)
- Kanga cloth Examples:  
<https://africa.si.edu/collections/objects/4042/factory-printed-cloth;jsessionid=8B20C93F8766C6CC59107457289D2FA6>
- Badawi, Zeinab. (April 10, 2020). BBC. Coast and Conquest - History of Africa with Zeinab Badawi. <https://www.youtube.com/watch?v=8hKeMgH6A34>
- June 19, 2014 | P. R. | C. (n.d.). *A cloth of many meanings: Khanga's role in Kenyan culture*. Smithsonian Folklife Festival. Retrieved November 10, 2021, from <https://festival.si.edu/blog/2014/a-cloth-of-many-meanings-the-khangas-role-in-kenyan-culture/>.
- Jacqueline-Bethel Tchouta Mougoué. Tchouta Mougoué, J. (Retrieved December 28, 2021). *Brown Skin Women*  
<https://africasacountry.com/2019/07/the-power-of-african-womens-bodily-practices>
- Ong'oa-Morara, R. (2014). One Size Fits All: The Fashionable Kanga of Zanzibari Women. *Fashion Theory*, 18(1), 73–95.  
<https://doi.org/10.2752/175174114X13788163471703>



## Exemplars:



[https://www.britishmuseum.org/collection/object/E\\_2008-2034-1](https://www.britishmuseum.org/collection/object/E_2008-2034-1)



<https://africa.si.edu/collections/objects/4042/factory-printed-cloth;jsessionid=8B20C93F8766C6CC59107457289D2FA6>



Ong'oa-Morara, R. (2014). One Size Fits All: The Fashionable Kanga of Zanzibari Women. *Fashion Theory*, 18(1), 73–95. <https://doi.org/10.2752/175174114X13788163471703>

Teacher process and product visuals:



7th Grade Student Example





7th Grade Student Example



7th Grade Student Example



7th Grade Student Example

## Assessment & Evaluation:

- Class discussions
- Sketchbook planning/brainstorming sketches
- Finished printed cloth
- Critiques
- Kanga Cloth Meaning Sheet
- Formative Assessment Peer Review Sheet
- Formative Assessment Self-Evaluation Sheet
- Kanga Cloth rubric
- Artist Statement

### Kanga Cloth Final Product Criteria/Objectives

- Communicate a clear message through text, symbols, and overall design.
- Demonstrate understanding of kanga cloths, how they are used, and their purpose through discussions, critiques, and planning sketches.
- Demonstrate understanding of the use of kanga cloths in Swahili cultures through an artist's statement describing the purpose of the student's kanga cloth.
- Demonstrate understanding of the printmaking process through a completed kanga cloth.
- Illustrate identity through symbols, colors, pattern, composition, and words in the final piece.
- Demonstrate safe use of the printing materials and tools and keep a clean/tidy work space.
- Illustrate creativity by developing unique symbols and through composition.

## References:

Gude, O. (2007). Principles of possibility: Considerations for a 21st-century art & culture curriculum. *Art Education*, 60 (1) 6-17.

<https://www.cnn.com/videos/world/2015/10/12/spc-inside-africa-tanzania-c.cnn>

India/Africa - Common Threads of Kanga and Vitenge. (2020). AllAfrica.com.

Beck, R. M. (2001). Ambiguous Signs: The Role of the Kanga as a Medium of Communication. *Swahili Forum*, 8(8), 157-169.

Clarke, S. (2003). An analysis of a commemorative kanga design. *Azania*, 38(1), 166-167. <https://doi.org/10.1080/00672700309480364>

Ong'oa-Morara, R. (2014). One Size Fits All: The Fashionable Kanga of Zanzibari Women. *Fashion Theory*, 18(1), 73-95.  
<https://doi.org/10.2752/175174114X13788163471703>

# Kanga Cloth Design Sheet

Name: \_\_\_\_\_

What is your statement, saying, or prose?

---

---

What does it mean to you? Why did you choose it?

---

---

How is your statement related to what you learned about kanga cloths?

---

---

How will your overall design/composition support what message you are trying to convey?

---

---

How do your symbols illustrate your message ?

Border Design:

Symbols in your design:

--	--	--	--

Colors (list the colors you want to use in your design:



## Kanga Cloth Rubric/Assessment

Does your project...?	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
Communicate a clear message through text, symbols, and overall design				
Demonstrate understanding of kanga cloths, how they are used, and their purpose through discussions, critiques, and planning sketches.				
Demonstrate understanding of the printmaking process through a completed kanga cloth				
Illustrate identity through symbols, colors, pattern, composition, and words in the final piece				
Demonstrate safe use of the printing materials and tools and does student keep a clean/tidy work space				
Illustrate creativity by developing unique symbols and through composition				

Student name: \_\_\_\_\_

# FORMATIVE ASSESSMENT

UNIT: Kanga Cloth

PEER REVIEW

Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

Artist's Name: \_\_\_\_\_

Description of Work Reviewing:

---

---

ONE AWESOME PART OF THE ARTWORK IS:	ONE QUESTION I HAVE ABOUT THE ARTWORK IS:	ONE SUGGESTION TO CHANGE OR CONSIDER WITHIN THE ARTWORK IS:

# Formative Assessment

## UNIT: Kanga Cloth

### SELF-EVALUATION

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Does my kanga cloth.....?	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
Communicate a message and my identity through symbolism and words				
Illustrate my understanding of the printmaking process				
Demonstrate balance, pattern, and composition				
Illustrate understanding of the importance of the kanga cloth in communication				

1. What specific symbols and elements did you use to help illustrate your message?

---

---

---

2. Reflecting on what the kanga cloth represents in Swahili cultures, how did you use similar elements in your work?

---

---

3. What did you learn throughout this process?

---

---

---

4. Write at least one thing you like about your project and one thing you would change.

---

---

---

---

# Detailed Lessons

## Lesson One:

What is a kanga cloth?: Learning the history of the kanga cloth and how it is used today in Swahili culture.

### RELATIONSHIP TO LIFE:

In lesson one, students will learn a brief history of the Swahili coast, the history of kanga cloths, and how they evolved over time. They will also learn how important the influence of the Indian Ocean trade route is to swahili cultures and other countries that were part of the trade route. Students will make the connection of how trade works and how it can influence different cultures, including their own. Students will be able to make comparisons to how goods and services were influenced by trade and how something like the kanga cloth can evolve and change because of it. They will make the connection between different cultures and their own and recognize how words, symbols, colors, and goods have meaning for different groups of people.

### PROBLEM STATEMENT:

How can analyzing the Indian Ocean trade routes influence our understanding of the time and place in which kanga cloths were created, the available resources, and cultural uses? How can we use the understanding of kanga cloths to connect to our own cultures?

### GOALS:

Students Should:

- Understand: How to compare and contrast how technologies have changed the way artwork is presented and used to communicate meaning. (VA:Pr4.1.7a)
- Know: To analyze how response to the Kanga cloth is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. (VA:Cn11.1.7a)
- Be Able to: Discuss specific art forms in context in ways that are culturally responsive.



## OBJECTIVES:

Students will:

- Learn about the Swahili coast and where it is located geographically.
- Discuss how the location influenced and was influenced by the Indian Ocean trade route.
- Learn about the history of kanga cloths, how they were invented and by whom.
- Gain knowledge on how the kanga cloth has evolved over time and how it is used in today's society in multiple ways
- Gain a deeper understanding of how symbols and words can be used to convey a message.
- Analyze and break down a variety of contemporary kanga cloths to understand the evolution of kanga cloths and how they have changed over time.

## RESOURCES AND MATERIALS:

Badawi, Zeinab. (April 10, 2020). BBC. Coast and Conquest - History of Africa with Zeinab Badawi. <https://www.youtube.com/watch?v=8hKeMgH6A34>

Map of the Industrial and Empirical Era of the Indian Ocean Trade Routes  
<https://www.indianoceanhistory.org/LessonPlan/IndustrialandImperialEra.aspx>

Map of Swahili Coast  
[https://en.wikipedia.org/wiki/Swahili\\_coast#/media/File:Austronesian\\_maritime\\_trade\\_network\\_in\\_the\\_Indian\\_Ocean.png](https://en.wikipedia.org/wiki/Swahili_coast#/media/File:Austronesian_maritime_trade_network_in_the_Indian_Ocean.png)

Kanga Cloth Slide [Presentation](#)

The Kanga Tanzania's Most Coloful Site Video  
<https://www.cnn.com/videos/world/2015/10/12/spc-inside-africa-tanzania-c.cnn>

Kanga Cloth Examples  
[https://www.britishmuseum.org/collection/object/E\\_2008-2034-1](https://www.britishmuseum.org/collection/object/E_2008-2034-1)

Kanga cloth Examples:  
<https://africa.si.edu/collections/objects/4042/factory-printed-cloth;jsessionid=8B20C93F8766C6CC59107457289D2FA6>

June 19, 2014 | P. R. | C. (n.d.). *A cloth of many meanings: Khanga's role in Kenyan culture*. Smithsonian Folklife Festival. Retrieved November 10, 2021, from

<https://festival.si.edu/blog/2014/a-cloth-of-many-meanings-the-khangas-role-in-kenyan-culture/>.

Images and examples of the kanga cloth being worn.

<https://www.dw.com/en/the-kanga-east-africas-cultural-jewel/g-50451306>

<https://www.nationalgeographic.org/article/people-coast/>

Google Earth

<https://earth.google.com/web/search/Swahili+near+Coast+Region,+Tanzania/@-10.17198321,38.54389292,-1681.92414206a,9646933.03866863d,35y,360h,0t,0r/data=CigiJgokCQw7PtKYxThAEbQz mh-ZxTjAGTigoljyPTtAlZ0eo0bVF1TA>

<https://africasacountry.com/2019/07/the-power-of-african-womens-bodily-practices>

## **MOTIVATION:**

### Topic Questions:

- How can the meaning of an object change and evolve over time?
- How can a kanga cloth be used to send a message in a meaningful way?
- What can we learn from the Swahili culture about communicating in different ways?
- Do location and time influence the development of a culture?

### Association Questions:

- How was the kanga cloth used to show resistance to enslavement?
- How did the Indian Ocean trade route influence the Swahili culture and the development of kanga cloths?
- How do color, symbols, text, and overall design influence meaning?
- Why were kanga cloths created?

### Visualization Questions:

- How can a message be portrayed through design?
  - What message, text, quote would you use to portray your identity?
- How can you use color, symbols, design and pattern to represent a message about your identity?
- Transition Questions:
  - What can we learn from kanga cloths about the importance of communication? How can what we wear influence the message we are trying to portray? What can the Swahili culture teach us about our own culture? How can trade, time, and location affect the development of a group or culture?

## PROCEDURES:

### Demonstration/ Discussion (Class Periods 1-3):

- Begin the lesson by showing the BBC video on the history and global interconnectedness of the Swahili region.
- Reflect on the video and go into the slide presentation.
- Talk about Swahili culture and how the kanga cloth fits in Swahili culture by referencing the Indian Ocean Trade Map. Discuss the geography of Swahili coast and how location and time is important to that particular part of Africa.
- Talk about enslavement and discuss connections/examples of enslavement in other parts of the world/history
- Go through the history of kanga cloths, stopping to ask questions and discuss why they were created.
- Look at specific examples of kanga cloths and analyze their meaning. Look at both traditional and more contemporary kanga cloth.
- Show CNN video of women speaking about kanga clothes.
- Start the class with students writing in their sketchbook the three main influences of the kanga cloth.
- Recap what was learned in the class before. Show more examples of kanga cloths.
- Discuss more deeply the history and how kanga cloths are used today in contemporary culture.
- Use google maps to show countries and cities that are part of the Swahili coast.
- Talk about the importance of communication and representation/meaning through clothing.
- Brainstorm and discuss clothing that students wear that portray a message. Connect their culture to kanga cloths.
- Turn and talk with peers.

### Distribution:

- Students have a specific place to keep their sketchbook and get it when they need it.
- Slide show will be presented for all to see on the projector.
- Drawing/writing materials are located in the center of the table for easy access.

### Work Period:

1. Students will observe and discuss the history of kanga cloths.
2. Explore geography and the importance of the Indian Ocean trade routes to the Swahili coast.

3. Understand the evolution of kanga cloth and the importance of communication for women in Swahili culture. Discuss, explain, or observe the importance of kanga in communication.
4. Watch a video on how the kanga cloth is used in fashion today.
5. Look at Swahili coast today and how kanga cloths have spread beyond the many Swahili countries.
6. Connect kanga cloths to what students wear and how it communicates meaning.

#### Clean-up:

- No clean-up except putting away sketchbooks. Students are in charge of putting them away in the class section.

#### Closure:

- Sketchbook assignment: What are the 3 main influences of the creation of kanga cloths?
- How can kanga cloths be used today? Turn and talk with peers.
- Sketchbook assignment (writing) and class discussion: How are kanga cloths used today and what about what I wear is similar to kanga cloths?

#### Adaptations:

The sketchbook will be available for students that are more comfortable drawing/doodling/writing their thoughts instead of feeling pressure to speak out loud. There will also be times for student to student discussion and not whole group discussion all the time. The powerpoint will also be available/accessible for students to look over if they need more time to process.

### **ASSESSMENT:**

#### 1. Did students:

- Learn about the Swahili coast and where it is located geographically.
- Explore where the Swahili coast is located and how the location influenced and was influenced by the Indian Ocean trade route.
- Learn about the history of kanga cloths, how it was invented and by whom.
- Gain knowledge on how the kanga cloth has evolved over time and how it is used in today's society in multiple ways
- Gain a deeper understanding of how symbols and words can be used to convey a message.
- Analyze and break down a variety of contemporary kanga cloths to understand the evolution of kanga cloths and how they have changed over time.

## 2. Evaluation:

- Class discussions.
- Peer and group talks.
- Sketchbook drawing/writing notes.

## REFERENCES:

Map of the Industrial and Empirical Era of the Indian Ocean Trade Routes  
<https://www.indianoceanhistory.org/LessonPlan/IndustrialandImperialEra.aspx>

Map of Swahili Coast  
[https://en.wikipedia.org/wiki/Swahili\\_coast#/media/File:Austronesian\\_maritime\\_trade\\_network\\_in\\_the\\_Indian\\_Ocean.png](https://en.wikipedia.org/wiki/Swahili_coast#/media/File:Austronesian_maritime_trade_network_in_the_Indian_Ocean.png)

Kanga Cloth Slide [Presentation](#)

The Kanga Tanzania's Most Coloful Site Video  
<https://www.cnn.com/videos/world/2015/10/12/spc-inside-africa-tanzania-c.cnn>

Kanga Cloth Examples  
[https://www.britishmuseum.org/collection/object/E\\_2008-2034-1](https://www.britishmuseum.org/collection/object/E_2008-2034-1)

Kanga cloth Examples:  
<https://africa.si.edu/collections/objects/4042/factory-printed-cloth;jsessionid=8B20C93F8766C6CC59107457289D2FA6>

June 19, 2014 | P. R. | C. (n.d.). *A cloth of many meanings: Khanga's role in Kenyan culture*. Smithsonian Folklife Festival. Retrieved November 10, 2021, from <https://festival.si.edu/blog/2014/a-cloth-of-many-meanings-the-khangas-role-in-kenyan-culture/>.



## Lesson Two:

The power of the cloth: How can what we wear represent our identity and intent through words, symbols, and color.

### RELATIONSHIP TO LIFE:

In lesson two, students will learn more about the design and meanings behind the kanga cloth. Students will analyze different types of kanga cloths and how color, symbols, text, and design are used to convey a message. They will compare kanga cloths to their own clothing and make comparisons. Through this exercise, students will begin to decide what message, quote, or saying would represent their identity and can be used for their own kanga cloth.

### PROBLEM STATEMENT:

How can students use text, design, colors, symbols, and patterns to create a kanga cloth that both symbolizes identity and portrays a message?

### GOALS:

- Students should:
  - Understand: The importance of awareness of ethical responsibility to oneself and others when creating symbols, phrases and patterns to communicate meaning. (VA:Cr2.2.7a) and How to compare and contrast how technologies have changed the way artwork is presented and used to communicate meaning. (VA:Pr4.1.7a)
  - Know: How to apply visual organizational strategies to design and produce a Kanga cloth design that clearly communicates a message. (VA:Cr2.3.7a)
  - Be Able to: Brainstorm and document early stages of the creative process such as sketches and class discussions. (VA:Cr1.1.8a), Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. (VA:Cr1.2.8a), Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. (VA:Cr2.1.8a)

### OBJECTIVES:

## Students will:

- Decide on a message that represents who they are using patterns, symbols, and words.
- Analyze how traditional and contemporary kanga cloths are laid out and compare with their design.
- Explore quotes, songs, poems, or other texts to find something that represents an important message.
- Develop a variety of symbols and patterns to illustrate a message.
- Use composition and design elements to create a kanga cloth that illustrates identity.

## RESOURCES AND MATERIALS:

Kanga Cloth Design Sheet

Kanga Cloth Slide [Presentation](#)

Kanga Cloth Examples

[https://www.britishmuseum.org/collection/object/E\\_2008-2034-1](https://www.britishmuseum.org/collection/object/E_2008-2034-1)

Kanga cloth Examples:

<https://africa.si.edu/collections/objects/4042/factory-printed-cloth;jsessionid=8B20C93F8766C6CC59107457289D2FA6>

Kanga Cloth Rubric/Assessment

Sketchbook

Pencil

Colored pencils

Ruler

18x24" newsprint or white drawing paper

Computer and access to the internet

## MOTIVATION:

### Topic Questions:

- How can you use text, colors, symbols, and patterns to communicate a message through fabric or textiles?
- How can what you wear communicate a message?

- How can you show identity through what you wear?

#### Association Questions:

- What can kanga cloths teach us when creating our own message?
- How do kanga cloths use color, pattern, text, and design to create a successful message?
- How can identity be represented through a kanga cloth?

#### Visualization Questions:

- How can you simplify your identity to a message or statement?
- What symbols, colors, patterns, or text can be used to represent your identity?
- How can the overall design and composition enhance your message?
- Transition Questions:
  - What quote, statement, prose, or saying best represents who you are? What message would you want to portray to the viewer that best represents you as a person? How can you show your message through color, pattern, design, and symbols?

### **PROCEDURES:**

Class Periods 1-2:

Demonstration/ Discussion:

- Show examples of contemporary kanga cloths and analyze the different parts that make up the cloth. Discuss the border, symbols, pattern, and where the text is located.
- Go over examples of common sayings in Swahili and discuss how they can be used in different ways in a kanga cloth.
- Discuss the rubric and expectations of the project.
- Begin discussing identity and how students could show parts of who they are through symbols. Pass out "Kanga Cloth Design Sheet".

Distribution:

- Students will be instructed to bring their computer to class but will not open it until they are instructed to.
- Students get their sketchbook as soon as they come into the room.
- All drawing materials, rulers, and other materials are labeled and easily accessible.

- Paper and Kanga Design Sheet will be located on the supply table. One person from each table will get enough for each person at their table.

Work Periods:

1. After discussions and looking at examples, students begin researching quotes, messages, or statements for their kanga cloth. .
2. Students brainstorm in their sketchbook and fill out the Kanga Cloth Design Sheet.
3. Get a large piece of paper and begin laying out design and adding symbols, color, and design.
4. Gallery walk with students for them to see what other students are creating and do a turn and talk to get feedback from peers and teacher.

Clean-up:

- All students are in charge of putting back the materials they used. Sketchbooks all have a place and students put them back themselves.
- Names will be put on the back of their brainstorming paper and sheet.
- Students will put their sheets and paper at the designated place by the teacher.

Closure:

After doing your gallery walk, what do you notice about the importance of design? Did you see any inspiration from any of your peers?

Adaptations:

- Students will be given extra time if it is needed to brainstorm and create their designs. The lesson can be stretched to accommodate students.
- The teacher will be walking around and touching base with all students to answer any questions. There will be written instructions and visuals. Some students will have partners or work closely with the teacher for support.

## **ASSESSMENT:**

Did students:

- Decide on a message that represents who they are using patterns, symbols, and words.
- Analyze how traditional and contemporary kanga cloths are laid out and compare with their design
- Explore quotes, songs, poems, or other texts to find something that represents an important message.
- Develop a variety of symbols and patterns to illustrate a message.

- Use composition and design elements to create a kanga cloth that illustrates identity.

Evaluation:

- Class discussions
- Brainstorming sketches
- Completion of the Kanga Cloth Design Sheet
- Large planning sketch of initial design

## REFERENCES:

Images from British Museum

[https://www.britishmuseum.org/collection/object/E\\_Af2003-21-4](https://www.britishmuseum.org/collection/object/E_Af2003-21-4)

Ong'oa-Morara, R. (2014). One Size Fits All: The Fashionable Kanga of Zanzibari Women. *Fashion Theory*, 18(1), 73-95.

<https://doi.org/10.2752/175174114X13788163471703>