Jinga All the Way

About the Show

Jodie, Sam, and Fred land in 17th century Angola and encounter African royalty, customs—and treachery! They join the fierce Queen Jinga and battle warring tribes in a trek along the Kwanza River on their way to a historic meeting with the Portuguese governor.

Introduction

This lesson provides an opportunity for students to explore the history of Africa and to learn about the life of Queen Jinga, one of Africa's most successful warriors.

Historical Background

In the 17th century, Portuguese and Dutch settlers competed for control of the African slave trade in what is now Angola. They found themselves faced with a fierce opponent: Queen Nzingha of Ndongo (1582–1663). Also known as Jinga or Ginga, she led the Jagas, a militant group, in the fight against slavery.

Jinga began her political career as the daughter and sister of the kings of the Mbande tribe in Ndongo. She traveled to the town of Luanda as an ambassador to the new Portuguese governor, Joao Correia de Souza. During their meeting, de Souza sat but forced Jinga to stand as a symbol of her subordination to him. Rather than accept this insult, Jinga had one of her ladies in waiting kneel down on all fours to provide her with a seat and to prove her status as an equal.

As a political ploy Jinga allowed herself to be baptized, received a Christian name (Dona Anna de Souza), and accepted the governor as her godfather. She persuaded the governor to accept her brother as an allied king of equal status rather than as a subject of the Portuguese crown.

Curriculum Connections

- Africa
- Angola
- colonization
- leaders
- warriors

Subject Areas

- language arts
- social studies



Jinga All the Way

Historical Background *continued*

Jinga assumed the throne in 1624 after the death of her brother. She refused to accept the title of queen and demanded to be called king. She began to build an army against the Europeans. According to the Portuguese, her combined forces numbered 80,000 bowmen. Despite constantly harassing their European enemies Jinga's army never achieved a decisive victory. She and her followers retreated to the interior of the country, where they continued to harass the Europeans.

In 1656, Jinga made an agreement to work with the Portuguese in return for the release of her kidnapped sister. She had to produce slaves for the Portuguese and agree to the establishment of a Christian missionary. She reigned for another seven years over a relatively peaceful society, albeit one largely controlled by the Portuguese.

Want students to get even more excited about history?



Check out the Colonial Africa adventure for kids at

www.timewarptrio.com/adventures/jinga/

Put It Back, Jack! and other interactive games to play.

Plentifax 487—the ultimate time traveler's guide—gives facts about life in Colonial Africa and more!

Cool Books that kids will love.

Activity 1



Royal Diary

Researching Jinga's life will increase students' awareness of non-Western civilizations. This activity also asks students to write in a diary format.

Instructions

1. Introduce students to Jinga and have them research her life. Compare and contrast the information students find with the information in the show "Jinga All the Way."
2. Have students make a list of important events in Jinga's life. Students can then choose an event and write about it as a diary entry from Jinga's perspective.
3. Have students share their diary entries. Discuss the challenges in writing from a different perspective, time, and place.
4. You may want to combine the entries to make a chronological "diary" of Jinga's life.

Take It Further

Read the book *Nzingha: Warrior Queen of Matamba* by Patricia McKissack (Scholastic, 2000) aloud to the class. Many of the facts in the story are historically accurate, but some characters are from the author's imagination. Pause to discuss how the author uses a combination of fact and fiction to create the story. You may want to extend the discussion to other works of historical fiction that students have read.

Objectives

- to define and explain point of view
- to take on the voice of a character
- to practice research skills

Materials

- art and writing supplies
- *Nzingha: Warrior Queen of Matamba* by Patricia McKissack (optional)

Curriculum Standards

- **NCSS**
  Time, Continuity, and Change: Students compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
- **NCTE/IRA**
  Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

Activity 2



Women of the World

This activity gives students an opportunity to become familiar with notable women around the world and throughout history.

Instructions

1. Ask students to brainstorm a list of women leaders throughout history. Examine the list. How diverse is it?
2. To expand the list, have students research women in history. You may want to have them focus on leaders and warriors, or you may extend the criteria to include women who influenced history in a variety of ways. Include non-Western history as well as European and American history.
3. Revisit the original list with the class. How many names were you able to add?
4. Have each student choose a woman to research further. Have them take notes on notecards, including her birth, death, accomplishments, and historically significant events during her lifetime.
5. As a class, create a timeline featuring the women students have studied.
6. Conclude by asking student volunteers to be guests and hosts of an imaginary talk show. A student "host" can introduce each "guest" and ask questions about her life and times. You may want to have three to four guests at a time, selecting women from a range of places and times in history.

Objectives

- to expand knowledge of women in history
- to expand knowledge of non-Western history
- to practice research skills

Materials

- notecards

Curriculum Standards

- **NCSS**
  Culture: Students explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- **NCTE/IRA**
  Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.

Resources

Recommended Books

For Teachers

Early Art and Architecture of Africa by Peter Garlake. (Oxford University Press, 2002) A history of over 5,000 years of African art and its historical and cultural context.

The Greenwood Encyclopedia of Daily Life, Volume 4 edited by Joyce E. Salisbury. (Greenwood Press, 2004) A comprehensive look at the lives of ordinary people—their clothes, food, culture, customs, beliefs, etc.

History of Art in Africa by Monica Blackmum Visona, Robin Poyner, and others. (Prentice Hall, 2003) A comprehensive survey of art from the various regions of Africa.

Life in Ancient Africa by Hazel Richardson. (Crabtree Publishing, 2004) People of the Ancient World series. Explores the culture and lifestyles of these ancient civilizations.

The Royal Arts of Africa: The Majesty of Form by Suzanne Preston Blier. (Prentice Hall, 2003) This book explores royalty in traditional African cultures and its influence on the arts.

For Students

Fiction

Hippolyta and the Curse of the Amazons by Jane Yolen and Robert J. Harris. (HarperCollins, 2002) Hippolyta, a 13-year-old Amazon princess and a fierce warrior, needs more than her skills and physical strength to save her nation.

Mansa Musa by Khephra Burns. (Harcourt, 2001) The imagined childhood of Kankan Musa, who grew up to become the greatest king (mansa) of Mali, West Africa.

Nelson Mandela's Favorite African Folktales by Nelson Mandela. (Norton, 2002) An anthology of 32 tales from the countries and regions of Africa, each illustrated by a different artist.

Nzingha: Warrior Queen of Matamba by Patricia McKissack. (Scholastic, 2000) The Royal Diaries series. A fictionalized diary of factual events in Nzingha's 13th year.

Sister Light, Sister Dark by Jane Yolen. (Tor, 1988) In this first novel in the Great Alta saga, Jenna must fulfill her destiny as a great warrior-queen.

Nonfiction

African Beginnings by James Haskins and Kathleen Benson. (Lothrop, 1998) The ancient civilizations of Africa are introduced, with paintings that show the art, architecture, and great wealth of these kingdoms.

African Princess by Joyce Hansen. (Hyperion, 2004) The lives of six African princesses (including Njinga) are described in lively writing and regal portraits.

Angola, 1880 to the Present: Slavery, Exploitation, and Revolt by Bruce and Becky Durost Fish. (Chelsea House, 2002) Describes the nation of Angola (once ruled by Nzinga) and its evolution from a Portuguese colony to an independent country.

Lives of Extraordinary Women, Rulers, Rebels (and What the Neighbors Thought) by Kathleen Krull. (Harcourt, 2000) Short biographical profiles highlight the lives of twenty strong and powerful women (including Nzinga).

Ten Queens: Portraits of Women of Power by Milton Meltzer. (Dutton, 1998) Ten women who ruled by their own power are profiled.

Poetry

Voices: Poetry and Art from Around the World selected by Barbara Brenner. (National Geographic Society, 2000) Poetry and art from six continents demonstrate the characteristics of each place. Some of the pieces included are from Angola, once ruled by Nzinga.

Resources

Web Sites

EXPLORING AFRICAN CULTURE
pbs.org/wnet/africa/tools/culture/goals.html
This lesson plan contains articles about the daily lives of people living in a variety of African countries and information about the continent.

THE METROPOLITAN MUSEUM
www.metmuseum.org/toah/splash.htm
This site contains images and photos, and a timeline with links for specific topics such as Angola and Ana Nzinga.

TIME WARP TRIO
www.timewarptrio.com
This site for kids includes interactive games, fascinating facts, and booklists that help make the past come alive.

Please note:
Although these sites were verified at the time of publication, Web site addresses and content are frequently subject to change.

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