

ALL AROUND THIS WORLD

LET'S DANCE THE AMAGUNJU

WE MEET UGANDA

When British statesman Winston Churchill referred to the Uganda as “The Pearl of Africa” after spending some time there in the early 1900s he set the small East African apart as a singularly precious jewel in the Empire’s African crown. Uganda deserves the distinction as a supremely beautiful land, rife with endless rolling hills and forests full of lush green trees bearing tropical fruit, and the prevailing culture of generosity, especially concerning the welcoming of guests, may have made Churchill feel as if the nation was born just for him.

In truth Uganda is an extraordinarily ethnically diverse nation whose people had developed powerful political and economic systems over tens of thousands of years of being populated before the British claimed it as their own. And, in truth, Uganda’s distinction from other colonies in Africa did not result in its being able to avoid the narrative that has become all too common in the post-colonial era — autocratic dictators, constant battle with a rebel army and a President who ruled for a long, long, *long* time.



BOOK YOUR TICKET TO UGANDA

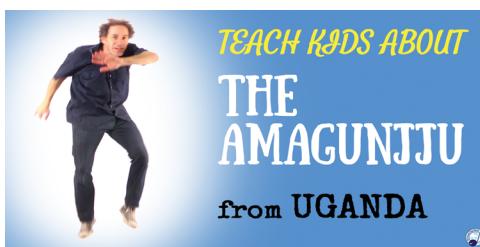
Fortunately for Uganda, despite a very present colonial legacy that provides context for its every move, the nation’s inherent strength is clear. After decades of relative economic and political stability, Uganda’s densely fertile land and its diverse yet tightly-woven ethnic groups provide ample hope for the Ugandan people. Visit Uganda today and you will find not the war-torn nation of Idi Amin — that was way back in the ‘70s! — but an optimistic, albeit complex society that aspires to put the recent (colonial and post-colonial) past behind it and forge as boldly as possible forward, into the future.



WE'LL NEVER BE ROYALS...?

Once upon a time the **KABAKA** (King) of the **OBUTIKO** ("mushroom") clan of the **BAGANDA** died and didn't leave an heir. He did, however, leave many pregnant wives. Medicine men declared that one wife was carrying the Kabaka-to-be. She sat on the throne with the idea that her unborn baby was truly ruling Buganda. When the boy was actually born, his uncle Gunju created a dance -- now called the **AMAGUNJJU** -- meant to keep him constantly happy . . . a crying king brings bad luck! [[WATCH MR. MWIDU'S VIDEO SHARING THIS HISTORY](#) (PASSWORD: vaer41tg4v)]

PROCEDURES



All Around This World lead teacher Jay Sand introduces the Amagunjuu and dances along. If he can try it, YOU AND YOUR KIDS CAN TOO!

1. Start Ugandan music, either from the linked YouTube videos or elsewhere.

2. **Step 1** (from Jay's video): BOW to King

3. **Step 2:** LEGS GO OUT, side to side

4. **Step 3:** SHAKE YOUR BOTTOM, FLAIL ARMS

5. DON'T FORGET TO S M I L E !!!

Dance the **AMAGUNJJU** with your students along with Jay and Mr. Mwidu first so they get their own feeling of the dance. Then, show them the great dancing in the recommended YouTube videos and encourage them to dance along.



"Uganda's traditional dance -- Amagunju"



"Kabaka Mutebi II. King of Buganda"



"Royal Dance Amagunju"



VOCABULARY/TERMS

AMAGUNJJU: a royal dance of the Bagandan people of Uganda.

KABAKA: A traditional Baganda king.

OBUTIKO: The "Mushroom" clan of the Baganda.

UGANDA: A small landlocked nation in East Africa.

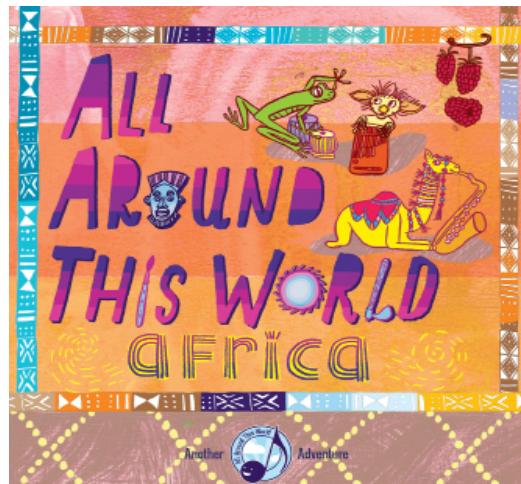
DISCUSSION/PROJECTS

-- The Amagunju is a dance that has historical connections to Ugandan royalty. Talk with students about kings and queens in other countries and the character of other "royal" dances. Consider whether the Amagunju's exuberant nature says anything about the character of East Africa.

-- According to legend the acrobatic Amagunju to entertain the Bagandan

infant king. Ask students about other dances that serve a purpose or are meant to inspire a particular result.

-- Have students create their own dances that elicit specific emotions. How does the body move differently when the dancer wants the audience to be happy? Sad? Sympathetic? Scared?



LEARN MORE

- <http://www.allaroundthisworld.com/Uganda>
- <http://www.allaroundthisworld.com/Amagunju>



GRADE LEVEL:

Pre K -5: Teacher can introduce and lead dance to match appropriate grade level.

LEARNING OUTCOME/GOAL:

Pre K - K: Students will experience music and dance from Uganda.

K-2: Students will learn the general location of Uganda and experience an exuberant Ugandan dance.

3-5: Students will learn the location of Uganda, experience an exuberant Ugandan dance and appreciate the royal story behind it.

MATERIALS:

-- No materials necessary. Strong sense of fun required.

-- Internet access in class or home is helpful for streaming music and watching videos, though you can acquire music and download videos beforehand.

-- The song we heard while we were dancing the Amagunju was "[Tafi Maradi \(No Voice\)](#)," available royalty free with credit to Kevin MacLeod (incompetech.com) Licensed under Creative Commons: By Attribution 3.0.

ASSESSMENT

Pre K - K: Do students know the name and country of origin of the dance?

K-2: Can students generally locate Uganda on a map? Can students recreate the joyful mood of the dance?

3-5: Can students locate Uganda on a map? Can they recreate the joyful mood of the dance? What do they think of the tale of the Bagandan king?



COMMON CORE and STANDARDS:

English Language Arts Standards » Speaking & Listening:

(Listening and Adding Something New/ Listening and Repeating/ Understanding Others)

-- CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

-- CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

-- CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

-- CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

-- CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

-- CCSS.ELA-LITERACY.SL.K.1, 1.1, 2.1

Participate in collaborative conversations with diverse partners about kindergarten/grade 1/ grade 2 topics and texts with peers and adults in small and larger groups.

-- CCSS.ELA-LITERACY.SL.3.1, 4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3/4 topics and texts, building on others' ideas and expressing their own clearly.

National Council for the Social Studies

-- Standard 1: Culture

(c.) Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture

-- Standard 9: Global Connections

(a.) Explore ways that language, art, music, belief systems and other cultural elements may facilitate global understanding or lead to misunderstanding

National Standards for Music Education

-- 9. Content Standard: Understanding music in relation to history and culture

-- Achievement Standard:

Students: b. Describe in simple terms how elements of music are used in music examples from various cultures of the world



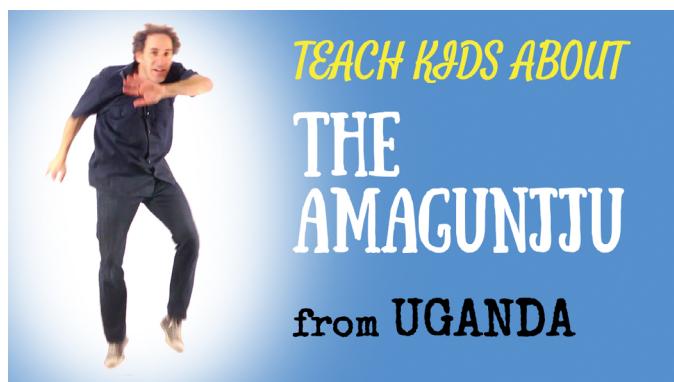
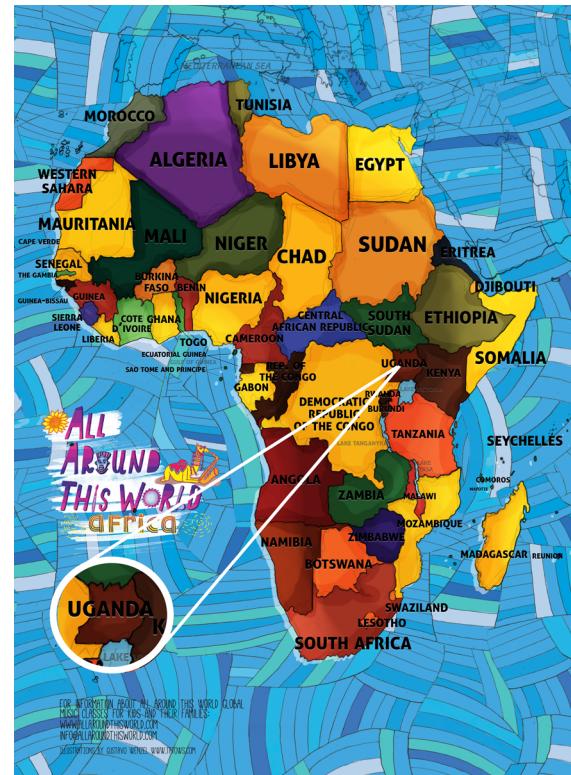
explore **EVERYWHERE**

LET'S DANCE THE AMAGUNJJU

THE ROUSING ROYAL DANCE OF THE BAGANDA

UGANDA is an East African nation whose people had developed powerful political and economic systems over thousands of years before the British claimed it as part of their empire. While it has not distinguished itself from a common narrative of post-colonial Africa — autocratic dictators, constant battle with a rebel army and a President with a powerful grasp — Uganda's natural strengths inspire hope.

Once upon a time a king in Uganda died and left an infant for an heir. His uncle Gunju created a dance -- now called the **AMAGUNJJU** -- meant to keep him constantly happy . . . a crying king brings bad luck!



LEARN MORE:

www.AllAroundThisWorld.com/Uganda
www.AllAroundThisWorld.com/Amagunju

IN CLASS WE...

- Learned about Uganda, a country in East Africa.
- Heard the tale of the infant Baganda "KABAKA" (king).
- Danced the Amagunju in the most joyful way possible to try to keep the king from crying.



explore EVERYWHERE

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TEACH KIDS ABOUT
THE
AMAGUNJU
from UGANDA

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