| Title of Lesson | Africa and Senegal—The Basics   | Grade Level   | 9-12   |
|-----------------|---|---|--|
| Curriculum Area | World Cultures/World History  | Time Frame  | 2 Days   |
| Developed By    | Katie O'Kennon  |   |  |
|                 |   | ent Standards   |  |
| Africa from     | will demonstrate an understanding of the p<br>about 1500 A.D. (C.E.) to about 1800 A.D<br>major societies in Africa in time and place                       | D. (C.E.) by  | ic, and economic conditions in sub-Saharan graphic features; |
|                 | Essen   | tial Questions  |  |
|                 | d on the continent of Africa (use your words)?<br>es in Africa; Major Geographic Features in Afri   |   | 1ajor ethnic regions in Senegal; Major Geographic            |
|                 | Learn   | ing Objective   |  |
|                 | istumes and videos of Conseral students will be   | able to compare and contra  | st their perceptions of Africa and Senegal with the          |
|                 | netures and videos of Senegal, students will be<br>map and locate major landforms and cities of   |   |  |
|                 | map and locate major landforms and cities of  |   |  |
|                 | n map and locate major landforms and cities of<br>Mate<br>PowerPoint of pictures  | n that map with 80% accurace<br><b>Prials Needed</b><br>of Senegal(computer and pro-  | у  |
|                 | n map and locate major landforms and cities of<br>Mate<br>PowerPoint of pictures<br>Proje   | n that map with 80% accurac   | у.   |
|                 | a map and locate major landforms and cities of<br><b>Mate</b><br>PowerPoint of pictures<br>Proje<br>Projec<br>Large pieces of white fabric for students to  | n that map with 80% accurace<br>erials Needed<br>of Senegal(computer and pro-<br>cted Map of Africa<br>ted Map of Senegal<br>draw a map of Africa or a ma                                     | pjector)   |
|                 | a map and locate major landforms and cities of<br><b>Mate</b><br>PowerPoint of pictures<br>Proje<br>Projec<br>Large pieces of white fabric for students to  | n that map with 80% accurace<br><b>erials Needed</b><br>of Senegal(computer and pro-<br>cted Map of Africa<br>ted Map of Senegal<br>draw a map of Africa or a ma<br>Wax for batik maps        | pjector)   |
|                 | a map and locate major landforms and cities of<br><b>Mate</b><br>PowerPoint of pictures<br>Proje<br>Projec<br>Large pieces of white fabric for students to  | n that map with 80% accurace<br><b>erials Needed</b><br>of Senegal(computer and pro-<br>cted Map of Africa<br>ted Map of Senegal<br>draw a map of Africa or a ma<br>Wax for batik maps<br>Dye | pjector)   |
|                 | a map and locate major landforms and cities of<br><b>Mate</b><br>PowerPoint of pictures<br>Projec<br>Large pieces of white fabric for students to<br>Candle | n that map with 80% accurace<br><b>erials Needed</b><br>of Senegal(computer and pro-<br>cted Map of Africa<br>ted Map of Senegal<br>draw a map of Africa or a ma<br>Wax for batik maps        | pjector)   |

**Anticipatory Set:** 5-Adjective Star describing Africa--Have students draw a 5 point star. In the center write Africa. For each corner students individually write adjectives they think describe Africa

**Hook:** True/False "Corners" Say 10-15 statements about Africa and have students stand on one side of the room for True and another side for False. Ask students why they chose their answers. After completing the list go through the list discussing the reality and truth.

**Geography Lesson:** First you should acquaint students with major geographical terms and Africa's geographic location in the world. Then look at Africa as a continent, describe climate regions, regional locator terms, major nations, and landforms.

Guided Practice: Map of Africa with major locations already marked—all students have to do is identify them.

**Geography Lesson:** Senegal's geographic location in the world and on the African continent. Then look at Senegal as a nation, describe climate regions, regional locator terms, major ethnic groups, cities, and landforms.

**Guided Practice:** Map of Senegal with major locations already marked—all students have to do is identify them.

**Independent Practice:** Give students 2 pieces of blank white paper. Using their maps from the day before, students should draw, color, and label 2 separate maps—1 of Africa and 1 one Senegal.

### Assessment

Daily quiz the day after completing lesson, using maps and geographic descriptors to assess students knowledge of the geography of Africa and Senegal and questions about the misconceptions vs reality of Africa.

| Title of Lesson   | Wolof Language  | Grade Level  | 9-12  |
|---|---|--|---|
| Curriculum Area   | World Cultures/World History  | Time Frame   | 1 Day   |
| Developed By  | Katie O'Kennon  |  |   |
|   | Con   | tent Standards   |   |
| Africa from a<br>a) locating b<br>b) comparin<br>c) comparin<br>d) explainin<br>WHII.14 The student<br>a) identifyin<br>the impac<br>b) assessing | about 1500 A.D. (C.E.) to about 1800 A<br>major societies in Africa in time and pla<br>or g and contrasting the development of so<br>g and contrasting the development of so<br>g the development of political and econ<br>will apply social science skills to underso<br>ag contemporary political issues, with ere<br>of technology, including the role of so<br>the link between economic and political<br>g economic interdependence, including | D. (C.E.) by<br>ace and identifying major geo<br>ocial and cultural patterns in I<br>ocial and cultural patterns in C<br>omic systems in African soci<br>stand the global changes durin<br>mphasis on migrations of refu-<br>ocial media and chemical and<br>al freedom; | East Africa and West Africa;<br>Central and Southern Africa; and<br>eties.<br>Ing the early twenty-first century by<br>logees and others, ethnic/religious conflicts, and |
|   |   | ential Questions   |   |
| What are the basic gree<br>How do you introduce y   | ings and responses in Wolof?  |  |   |
|   |   |  |   |
|   | Lea   | rning Objective  |   |

| Materials Needed   |  |  |  |
|--|--|--|--|
| Dry Erase Markers  |  |  |  |
| Dry Erase Board  |  |  |  |
| Instructional Process  |  |  |  |
| Teach the greetings in the order they will likely be used-focusing on pronunciation and using LOTS of call and response. |  |  |  |
|  |  |  |  |
| Assessment   |  |  |  |
| Assess students understanding through repetitive call and response both while teaching and the next day                  |  |  |  |

| Title of Lesson  | Gender Roles of Senegal  | Grade Level   | 9-12   |
|--|--|---|--|
| Curriculum Area  | World Cultures/World History   | Time Frame  | 1 Day  |
| Developed By   | Katie O'Kennon   |   |  |
|  | Conte  | ent Standards   |  |
| (C.E.) to about<br>a) locating ma<br>b) comparing<br>c) comparing<br>d) explaining<br>WHII.4 The student will<br>b) describing<br>c) comparing<br>WHII.9 The student will<br>d) assessing th<br>WHII.13 The student will<br>efforts by<br>b) describing<br>WHII.14 The student will a<br>a) identifying<br>including th<br>b) assessing th | I demonstrate an understanding of the political, cul<br>1800 A.D. (C.E.) by<br>ujor societies in Africa in time and place and identiand<br>and contrasting the development of social and cult<br>and contrasting the development of social and cult<br>the development of political and economic system<br>I apply social science skills to understand the impa-<br>the geographic expansion into Africa, Asia, and the<br>and contrasting the social and cultural influences of<br>I apply social science skills to understand global in<br>the impact of European colonization and imperialist<br>I apply social science skills to understand the polit<br>Africa's independence movements, including Jom-<br>apply social science skills to understand the global | tural, geographic, and economic<br>fying major geographic features<br>ural patterns in East Africa and<br>ural patterns in Central and Sou<br>s in African societies.<br>act of the European Age of Exple<br>e Americas;<br>of European settlement on Africa<br>teractions between 1800 to abor<br>n on Asia, Africa, the Pacific Istical, economic, social, and cultur<br>b Kenyatta's leadership of Keny<br>changes during the early twenty<br>higrations of refugees and others<br>l technologies; | West Africa;<br>thern Africa; and<br>oration by<br>a, Asia, and the Americas;<br>ut 1900 by<br>lands, and Australia;<br>ral aspects of independence movements and development<br>ra and Nelson Mandela's role in South Africa; and<br>r-first century by<br>s, ethnic/religious conflicts, and the impact of technology, |
|  | Essen  | tial Questions  |  |
| In the village what is the<br>In the village what is the<br>How are these roles the  | e role of women?<br>e role of men?<br>same and different in the cities?  |   |  |
|  | Learn  | ing Objective   |  |
| Given a PowerPoint on g  | ender roles, students will role play these geno  | ler roles with 80% accuracy.  |  |

| Materials Needed  |  |  |
|---|--|--|
| PowerPoint  |  |  |
| Projector   |  |  |
| Instructional Process   |  |  |
| Using pictures and observations from trip to Senegal discuss the gender roles of Senegal<br>Then give students situation to enact as a Senegalese person might. |  |  |
| Assessment  |  |  |
| Role Play   |  |  |

| Title of Lesson   | Triple Heritage   | Grade Level  | 9-12  |
|---|---|--|---|
| Curriculum Area   | World Cultures/World History  | Time Frame   | 1 Day   |
| Developed By  | Katie O'Kennon  |  |   |
|   | Content S   | Standards  |   |
| about 1500 A.D<br>a) locating ma<br>b) comparing a<br>c) comparing a<br>d) explaining t | demonstrate an understanding of the political, cu<br>(C.E.) to about 1800 A.D. (C.E.) by<br>jor societies in Africa in time and place and identif<br>and contrasting the development of social and cult<br>and contrasting the development of social and cult<br>he development of political and economic systems<br>apply social science skills to understand the impa | ying major geographic<br>cural patterns in East Af<br>cural patterns in Central<br>in African societies. | features;<br>rica and West Africa;<br>and Southern Africa; and  |
| b) describing t<br>c) comparing a<br>WHII.9 The student will                            | he geographic expansion into Africa, Asia, and the<br>and contrasting the social and cultural influences of<br>apply social science skills to understand global in<br>he impact of European colonization and imperialis   | Americas;<br>of European settlement<br>teractions between 180  | on Africa, Asia, and the Americas;<br>0 to about 1900 by  |
| WHII.13 The student will<br>development ef  | apply social science skills to understand the politi<br>forts by  | cal, economic, social, a   | nd cultural aspects of independence movements and<br>f Kenya and Nelson Mandela's role in South Africa; |
| a) identifying o<br>technology,   | apply social science skills to understand the global<br>contemporary political issues, with emphasis on m<br>including the role of social media and chemical ar<br>le link between economic and political freedom;  | igrations of refugees an   | d others, ethnic/religious conflicts, and the impact of   |
| c) describing e   | conomic interdependence, including the rise of m  | ultinational corporations  | s, international organizations, and trade agreements;   |
|   | Essential   | Questions  |   |
| What are the ways tradition<br>What are ways Islamic cul                                | es that have combined to form Contemporary Seno<br>onal culture is still seen in Senegal?<br>ture is still seen in Senegal?<br>culture is still seen in Senegal?  |  |   |

| Learning Objective  |
|---|
| Given a PowerPoint on the overall history of Senegal and the cultural influences of Senegal students will be able to identify the Triple Heritage of<br>Senegal and how each influence is seen today with 80% accuracy. |
| Materials Needed  |
| Projector<br>PowerPoint   |
| Instructional Process   |
| Using a lecture and discussion style class discuss the history of Senegal   |
| Assessment  |
| Question and Answer style check for understanding at the end of class   |

| Title of Lesson  | Goree Island and the Slave Trade  | Grade Level   | 9-12  |
|--|---|---|---|
| Curriculum Area  | World Cultures/World History  | Time Frame  | 1 Day   |
| Developed By   | Katie O'Kennon  |   |   |
|  | Conte   | ent Standards   |   |
| about 1500 A.<br>a) locating m<br>b) comparing<br>c) comparing         | ill demonstrate an understanding of the politie<br>D. (C.E.) to about 1800 A.D. (C.E.) by<br>ajor societies in Africa in time and place and i<br>and contrasting the development of social ar<br>and contrasting the development of social ar<br>the development of political and economic sy | dentifying major geographic<br>nd cultural patterns in East Al<br>nd cultural patterns in Centra      | frica and West Africa;  |
| WHII.4 The student w<br>b) describing<br>c) comparing                  | ill apply social science skills to understand the<br>the geographic expansion into Africa, Asia, a<br>and contrasting the social and cultural influe  | e impact of the European Age<br>nd the Americas;<br>nces of European settlement                       | on Africa, Asia, and the Americas;  |
|  | ill apply social science skills to understand glo<br>the impact of European colonization and imp  |   |   |
| WHII.13 The student w<br>development e                                 | ill apply social science skills to understand the<br>fforts by  | e political, economic, social, a  | and cultural aspects of independence movements and<br>of Kenya and Nelson Mandela's role in South Africa; |
| WHII.14 The student wil<br>a) identifying<br>technolog<br>b) assessing | <ul> <li>including the role of social media and chem<br/>the link between economic and political freed<br/>economic interdependence, including the rise</li> </ul>  | on migrations of refugees ar<br>ical and biological technologi<br>om;<br>of multinational corporation | nd others, ethnic/religious conflicts, and the impact of  |
|  |   | tial Questions  |   |
| How were slaves treated  | Goree Island during the Slave Trade?<br>while on Goree Island?<br>I on the journey to the Americas?   |   |   |

# Learning Objective Given a PowerPoint and demonstration of the size of the space slaves were kept in and allotted on Goree and the ship, students will not only know the facts about control and treatment but gain empathy to those who were held with 100% accuracy. Materials Needed PowerPoint Projector Taped squares on floor to demonstrate the size of space alloted Instructional Process Using lots of pictures and student discussion build empathy and factual knowledge throughout class Student attitude and questions should lead how and when you use the taped squares Assessment Teacher observation and unit test