

Senegal: Its Culture and History

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		
Content Standards			
<p>WHII.7 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by</p> <p style="padding-left: 40px;">a) locating major societies in Africa in time and place and identifying major geographic features;</p>			
Essential Questions			
<p>What is the difference between your perception and the reality of Africa? What are the ethnic groups of Senegal? Where is Senegal located on the continent of Africa (use your words)? Locate the major societies in Africa; Major Geographic Features in Africa; Major cities in Senegal; Major ethnic regions in Senegal; Major Geographic Features in Senegal.</p>			
Learning Objective			
<p>Given a PowerPoint of pictures and videos of Senegal, students will be able to compare and contrast their perceptions of Africa and Senegal with the reality as well as draw a map and locate major landforms and cities on that map with 80% accuracy.</p>			
Materials Needed			
<p>PowerPoint of pictures of Senegal(computer and projector) Projected Map of Africa Projected Map of Senegal Large pieces of white fabric for students to draw a map of Africa or a map of Senegal in candle wax Candle Wax for batik maps Dye Iron</p>			
Instructional Process			

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.

Senegal: Its Culture and History

Title of Lesson	Wolof Language	Grade Level	9-12
Curriculum Area	World Cultures/World History	Time Frame	1 Day
Developed By	Katie O'Kennon		
Content Standards			
<p>WHII.7 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by</p> <ul style="list-style-type: none"> a) locating major societies in Africa in time and place and identifying major geographic features; b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa; c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and d) explaining the development of political and economic systems in African societies. <p>WHII.14 The student will apply social science skills to understand the global changes during the early twenty-first century by</p> <ul style="list-style-type: none"> a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies; b) assessing the link between economic and political freedom; c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; 			
Essential Questions			
<p>What are the basic greetings and responses in Wolof? How do you introduce yourself in Wolof?</p>			
Learning Objective			
<p>Given an interactive lesson on the greetings and introductions in the Wolof language, students will be able to respond to a greeting with 80% accuracy.</p>			

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

Senegal: Its Culture and History

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		
Content Standards			
WHII.7	<p>The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by</p> <ul style="list-style-type: none"> a) locating major societies in Africa in time and place and identifying major geographic features; b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa; c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and d) explaining the development of political and economic systems in African societies. 		
WHII.4	<p>The student will apply social science skills to understand the impact of the European Age of Exploration by</p> <ul style="list-style-type: none"> b) describing the geographic expansion into Africa, Asia, and the Americas; c) comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas; 		
WHII.9	<p>The student will apply social science skills to understand global interactions between 1800 to about 1900 by</p> <ul style="list-style-type: none"> d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; 		
WHII.13	<p>The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by</p> <ul style="list-style-type: none"> b) describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; and 		
WHII.14	<p>The student will apply social science skills to understand the global changes during the early twenty-first century by</p> <ul style="list-style-type: none"> a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies; b) assessing the link between economic and political freedom; c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; 		
Essential Questions			
<p>In the village what is the role of women? In the village what is the role of men? How are these roles the same and different in the cities?</p>			
Learning Objective			
<p>Given a PowerPoint on gender roles, students will role play these gender roles with 80% accuracy.</p>			

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

Senegal: Its Culture and History

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 Standards

- WHII.7 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by
- a) locating major societies in Africa in time and place and identifying major geographic features;
 - b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;
 - c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and
 - d) explaining the development of political and economic systems in African societies.
- WHII.4 The student will apply social science skills to understand the impact of the European Age of Exploration by
- b) describing the geographic expansion into Africa, Asia, and the Americas;
 - c) comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;
- WHII.9 The student will apply social science skills to understand global interactions between 1800 to about 1900 by
- d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia;
- WHII.13 The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by
- b) describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; and
- WHII.14 The student will apply social science skills to understand the global changes during the early twenty-first century by
- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;
 - b) assessing the link between economic and political freedom;
 - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;

Essential Questions

- What are the three cultures that have combined to form Contemporary Senegalese culture?
- What are the ways traditional culture is still seen in Senegal?
- What are ways Islamic culture is still seen in Senegal?
- What are the ways French 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 Senegal and how each influence is seen today with 80% accuracy.

Materials Needed

Projector
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

Senegal: Its Culture and History

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		
Content Standards			
WHII.7	The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by		
	a) locating major societies in Africa in time and place and identifying major geographic features;		
	b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;		
	c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and		
	d) explaining the development of political and economic systems in African societies.		
WHII.4	The student will apply social science skills to understand the impact of the European Age of Exploration by		
	b) describing the geographic expansion into Africa, Asia, and the Americas;		
	c) comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;		
WHII.9	The student will apply social science skills to understand global interactions between 1800 to about 1900 by		
	d) assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia;		
WHII.13	The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by		
	b) describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa;		
	and		
WHII.14	The student will apply social science skills to understand the global changes during the early twenty-first century by		
	a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies;		
	b) assessing the link between economic and political freedom;		
	c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;		
Essential Questions			
What nations controlled Goree Island during the Slave Trade?			
How were slaves treated while on Goree Island?			
How were slaves treated 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 allotted

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