

Senegal: Its Culture and Its History

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This unit based on the cultural and historical contexts of Senegal throughout history will encourage students to compare, contrast, and connect multiple African societies and nations to each other, imperialism in Africa, African Independence movements, and globalization.

World Cultures—Grades 9-12

2-3 Weeks of daily 90 minute classes

This unit will start by breaking the myths and perceptions students have of Africa. Students will then learn the history of Senegal and its ethnic groups, focusing on Wolof culture and language, Imperialism and its effects, independence, and Senegal’s contemporary strengths and struggles in a global society.

Throughout the unit Senegalese culture will be discussed by using the major aspects of culture. Following the teacher led portion of the unit, students will then be assigned a research project in order to learn about other African societies’ cultures and history.

World History II—Grade 10

Lessons throughout Course

There are two ways to teach this unit in this course. You may could complete lessons and activities with your corresponding standards throughout the course. Or you could do it as a standalone unit as it is written. I will probably do a little of both, giving little teasers to enhance my World History course before the state standardized test and then a full unit after the state standardized test.

Understanding By Design Unit Plan

Title of Unit	Senegal It's Culture and History	Grade Level	9-12
Curriculum Area	World Cultures/World History	Time Frame	2-3 weeks
Developed By	Katie O'Kennon		

Identify Desired Results (Stage 1)

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;

Understandings	Essential Questions
Overarching Understanding	Overarching
Cultural and historical contexts for understanding the complexities of contemporary Senegal and its position in Africa.	<p>How does the Triple Heritage of Senegal effect the society of Senegal?</p> <p>How does Senegal connect to Africa and the world throughout the last 500 years?</p>
Related Misconceptions	
<p>All Africans are black.</p> <p>It's always hot in Africa.</p> <p>Africa is a country.</p> <p>There are no modern cities in Africa.</p> <p>Africans are all nomadic.</p> <p>There are no cell phones in Africa.</p> <p>Everyone in Africa is starving.</p>	
Knowledge Students will know...	Skills Students will be able to...
<p>How Islam arrived and became the dominant religion</p> <p>European imperialism—Who? When? Why?</p> <p>Triangular Trade—How the slaves got to Gorée Island? What happened at Gorée? European nations involved?</p> <p>Independence—When? Who? How?</p> <p>Location of Senegal, major cities, and landforms</p>	<p>Students will be able to compare, contrast, and connect African societies, Imperialism in Africa, and Independence Movements.</p> <p>Students will be able to understand today's global society when hearing, reading, watching, or discussing international news and events.</p> <p>Students will be able to recognize the myths created and perpetrated in Western media and histories.</p>
Assessment Evidence (Stage 2)	
Performance Task Description	
Students will be able to use their knowledge of Senegal as a baseline for researching and creating a presentation on another African society or nation in order to compare, contrast, and connect it to Senegal.	

Other Evidence	
Create an interactive timeline of African Societies throughout Modern History	
Draw a map of Africa with major landforms, kingdoms, cities, dates	
Gender roles Role Playing	
Unit Test	
Daily Quizzes	
Learning Plan (Stage 3)	
How will you hook students at the beginning of the unit?	5-Adjective Star of prior thought of Africa True/False of Myths and Facts of Africa
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Pictures from teachers trip to Senegal PowerPoint lecture/discussions Role Playing Creating a timeline as we travel through history
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	Daily quizzes with a reflection based short answer question

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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