

**UNIT TITLE:** Aspects of Contemporary Senegal

**WRITER'S NAME:** Badiyyah Waajid, Ph.

**GRADE LEVEL/COURSE:** College/University Freshmen

**APPROXIMATE LENGTH:** This lesson may be delivered over an 8-to-10- hour period

**UNIT RATIONALE:** To enhance student' cross-cultural understanding and global awareness of an African country

**DESCRIPTION:** Students will explore:

- Connection of Senegalese and African-American history shared
- Gender Related Attitudes and Behavior
- Norms and Practices of Senegal
- Various Cultural Groups in Senegal

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- Wolof Language as an Aspect of the Culture

## Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b>                  Students will be able to (swbat) link one aspect of the Wolof language with any one or more aspects of Wolof culture</p> <p>Swbat connect an historical period with a contemporary issue in Senegalese society</p> <p>Swbat explore gender-related attitudes and behaviors in Wolof society</p> <p>Swbat explore norms and practices</p> <p>Swbat explore the importance of ethnic group identification for Senegalese.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Reflect on what they already know about the topics and what they need to know.</li> <li>2. Reflect on how new knowledge is related to past knowledge; exploring similarities and differences</li> <li>3. Engage in inquiry to reflect on cultural similarities and differences</li> </ol>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The basic needs of people are more alike than different. For example: all people eat, have family units, work, have belief systems, etc</li> <li>2. History, politics and belief systems impact the daily lives of individuals</li> <li>3. The power of language to control or liberate a people</li> <li>4. Senegalese are skilled in the art of co-existence</li> <li>5. Senegalese identify with an ethnic group</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. When you hear the term <i>Africa</i>, what image comes to mind?</li> <li>2. How has the infrastructure of colonizers helped them to get the resources they needed at the expense of the indigenous people?</li> <li>3. How does the French, language of the colonizer and Wolof co-exist in Senegal? What is the importance of the Wolof language?</li> <li>4. Is there a common theme in expressive arts of Senegalese and African Americans?</li> </ol>

	<b>Acquisition</b>	
	<i>Students will know...</i> 1. There are myths and stereotypes about Africa 2. The social organization of Senegal is patrilineal in nature 3. The connection between Senegalese history and the history of African Americans	<i>Students will be skilled at...</i> 1 Thinking critically about how Africa is portrayed in popular culture and the media. 2 Thinking critically about gender related attitudes and behaviors 3 Identifying the 12 ethnic groups in Senegalese

**Stage 2 – Evidence and Assessment**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Grading rubrics for small group discussion Grading for individual presentations Grading for written papers Test Key for test	<b>PERFORMANCE TASK(S):</b> <ol style="list-style-type: none"> <li>1. Participate in small group discussions</li> <li>2. Deliver individual presentations based on readings</li> <li>3. Delivery of assigned paper</li> <li>4. Take tests, quizzes</li> </ol>
<type here>	<b>OTHER EVIDENCE:</b> <type here>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### UNIT ACTIVITIES

Submission of short papers

Participation in group discussions

- in class

- Black Board discussion board

Interaction with guest speaker/presenter

Short informative video

Participation in debate

Completion of test

## LESSON PLAN: PEOPLE OF SENEGAL

**Writer's name:** Badiyyah Waajid, Ph.D

**Title/subject of Lesson:** PEOPLE OF SENEGAL

**Guiding question:** What do you already know about the people of Senegal? What do you still want to know/learn.

*Note: At the beginning of the course, students will have been given a pre-test. Students will create their own learning of correct answers as the course progresses; emergent learning through inquiry, research, discussion and reflection.*

### **Standards/Units Goals Addressed:**

Students will recognize that Senegalese people identify with various ethnic groups that are associated with specific geographic regions of the country.

### **Lesson Objectives**

In this lesson:

SWBAT identify seven of the many Senegalese ethnic groups

(1) Wolof (2) Pular/Fulani (3)Serer (4) Jola (5) Mandika (6) Soninke (7) Le Bous

SWBAT identify at least three factors associated with each ethnic group

SWBAT to explain similarities and differences between ethnic groups once all group presentations have been completed.

SWBAT to locate the region of Senegal associated with particular ethnic groups

SWBAT to reflect on learning and express what has been learned and additional knowledge needed

### **Materials needed**

Rubric

Slips of paper with names of ethnic groups to be researched

Paper copies of Senegal map, identifying ethnic regions

### **Technology That Will be Used by Instructor and Students**

## Teaching /Instructional process

### -Anticipatory Set

During the class period prior to participating in this lesson, students should be (1) introduced to the lesson and (2) divided into study teams, and (3) given an assignment.

- (1) Introduction to the assignment by the instructor: **We are studying the continent of Africa and specifically the country of Senegal. We have talked about briefly about the location of this country. Now, a discussion regarding the people and their way of life. *What is it that you already know about the people of Senegal? What is it that you already know?***

Note: Instructors write responses on the board.

- (2) Students will be divided into teams of two (2) or three (3) depending on the number of students in the class. Each team will be assigned to one of the seven ethnic groups to be studied (ex. 1.Wolof; 2. Sere, etc). A basket/envelope should be prepared in advance with seven (7) slips of paper corresponding to the seven ethnic groups being studied.

- (3) PERFORMANCE TASK—Students will be given written assignment:

- a. *Independent practice:* Teams will work together to research information on their given ethnic groups
- b. Teams will be prepared to teach the class about their assigned ethnic group during the next class period.
- c. Teams will be prepared to do the following:
  - introduce their assigned ethnic group to the class
  - identify a minimum of three factors associated with the group
  - - locate the region of Senegal associated with your particular ethnic group, and, discuss with the class
  - prepare three (3) questions for the purpose of assessing class learning to later be used on a unit quiz.
  - reflect with class on the team's learning experience with this assignment. Share with the class.

Students may choose the method of presentation. For example: power point, object lessons, posters, you tube, etc.

**-Process** (Bullet or numbered step-by-step list of what instructor is going to do and disseminate

On the day of class—the lesson:

- A brief introduction regarding ethnic groups will be provided prior to student presentations
- Students will present in the order of the number of their assigned group (ex. See above--- 1. Wolof 2. Serer, etc.
- Upon completion of all team presentations, the instructor will
  - provide information on Dakar; how it may be described as a Senegalese melting pot; where people from different ethnic groups come together from different regions.
  - facilitate a class discussion using inquiry. *What do you now know about ethnic groups in Senegal that you did not know before? What do you still need/want to know?*

**Pair and compare:**

Upon completion of this module, as with each of the modules, there will be the opportunity to check for *student understanding on the topic*. Student-teams will again be re-assembled, and will be asked to:

- discuss and compare notes on information learned
- write on paper any questions or request clarifications still needed on the topic of ethnic groups in Senegal. Papers will be submitted to the instructor for clarification during the next class period.

**Assessment/Rubrics**

## LESSON PLAN: Wolof Language as an Aspect of Senegalese Culture

**Writer's name:** Badiyyah Waajid, Ph.D

**Title/subject of Lesson:** Wolof Language as an Aspect of Senegalese Culture

**Guiding question:** We have studied the ethnic groups of Senegal. As a result, what do you already know about the Wolof people and the Wolof language? What do you still want to know/learn.

### **Standards/Units Goals Addressed:**

Students will explore the purpose and value of the Wolof language to people of Senegal.

### **Lesson Objectives**

In this lesson:

SWBAT identify Wolof as an oral tradition

SWBAT identify the Griot as a "Master of the Word"; carrying responsibilities for archiving and sharing Wolof history and Wolof family lineage

SWBAT explore how the required use of French in formal settings has replaced the use of Wolof by the people

SWBAT explore Wolof words and phrases used in typical greetings

SWBAT to reflect on learning and express what has been learned and additional knowledge needed

### **Materials needed**

See attached book list to be used as instructor resource

### **Teaching /Instructional process**

#### **-Anticipatory Set**

*Note: In a previous lesson students will have studied ethnic groups of Senegal. Prior to this lesson, students will be referred to the following website and assigned to review at least one article or peruse one book listed on the following site: <http://guides.library.columbia.edu/wolof-language/history-proverbs-other>,*

**Students will also be asked to write a one page summary of the chosen article/book. They will bring the summary to class to: (1) use during the in-class discussion, and (2) to submit as a graded project**

(1) Introduction to the topic: We are studying the country of Senegal and the various ethnic groups of that country. We have talked briefly about the Wolof people as one of the ethnic groups. Now, a discussion about the widely spoken Wolof Language in Senegal. Using your written summary as a reference for this class discussion, *what is it that you already know about the Wolof language and its use by the people of Senegal? What is it that you would still like to know?*

Note: Instructors write responses on the board.

**-Process** (Bullet or numbered step-by-step list of what the instructor is going to do and disseminate

On the day of class—the lesson:

- A lecture by the instructor on the topic
- Instructor will use materials(listed) to facilitate a class discussion using inquiry.
- Students will explore thoughts on how French as the standards language may have been used by colonizers to control and impact the people.

**Pair and compare:**

Upon completion of this lesson, there will be the opportunity to check for *student understanding on the topic*. Student-teams will be assembled, and be asked to:

- discuss and compare notes on information learned

-write on paper any questions or request clarifications still needed on the topic of ethnic groups in Senegal. Papers will be submitted to the instructor for clarification during the next class period.

**Performance Tasks**

-Discussion Board assignment on French vs. Wolof in Senegal.

-Write a brief opinion paper comparing the use of French by colonizers in Senegal with English language use by colonizers of African Americans in the U.S.A

**Assessment/Rubrics**

## Instructor Reference Materials

### Reference:

<http://guides.library.columbia.edu/wolof-language/history-proverbs-other>

### Reference:

- Diop, Papa Samba. [The oral history and literature of the Wolof people of Waalo, northern Senegal : the master of the word \(griot\) in the Wolof tradition.](#) Lewiston, N.Y.: E. Mellen Press, c1995. (389 p.) [*English, French & Wolof*]

**LESSON PLAN:** The Senegalese People and Gender Related Attitude and Behaviors

**Writer's name:** Badiyyah Waajid, Ph. D

**Title/subject of Lesson:** Gender Related Attitudes and Behaviors

**Guiding question:** What do you already know about the topic?

*Note: Prior to the lesson, students will have been given an assignment: View the film Faat Kine*

**Standards/Units Goals Addressed:**

Students will be able to explore gender related attitudes and behaviors in Wolof Society.

**Lesson Objectives**

In this lesson:

SWBAT explore the social organization of Senegal as a patrilineal society

SWBAT use multi-media while focusing on creative/artistic expressions of filmmaking by a noted Senegalese film maker

SWBAT reflect on the film Faat Kine and share individual and personal reflections

SWBAT compare and contrast reflections to explain gender related attitudes and behaviors of Wolof society.

SWBAT to reflect on learning and express what has been learned and additional knowledge needed

**Materials needed**

Lecture notes

Rubric

**Technology That Will be Used by Instructor and Students**

Faat Kine'--- a film set in present day Dakar, which provides a critical look at modern, post-colonial Senegal and the place of women in that society. It gives a clear glimpse into life of Senegalese middle class. It presents present-day Dakar in all its contradictions of poverty and wealth, tradition and modernity (reference film description)

## Teaching /Instructional Process

### -Anticipatory Set

Students will be introduced to the lesson by asking to reflect on their opinions of the film. They will be asked: (1) which questions about the topic did this film personally answer for you? (2) What questions do you still have?

The instructor will facilitate the discussion, and then:

- Provide a lecture on the topic—based on Fulbright studies in Senegal
- Facilitate a class discussion using inquiry. *What do you now know about the topic? What do you still need/want to know?*

### Pair and compare:

Upon completion of this lesson, there will be the opportunity to check for *student understanding on the topic*. Student-teams will assemble, and will be asked to:

- discuss and compare notes on information learned
- write on paper any questions or request clarifications still needed on the topic. Questions will be submitted to the instructor for clarification during the next class period.

### Performance Task

- Discussion Board on gender related attitudes in Senegal
- Participate in debate on how gender related attitudes in Senegal are similar or different to those in the U.S.A
  - respond to the premise that U>S.A. profess to practice monogamy however there are indications of rampant cheating among spouses. True or False? Why? Why not?

### Assessment/Rubrics

## **LESSON PLAN:** Senegalese Lifestyles and Practices

**Writer's name:** Badiyyah Waajid, Ph.D

**Title/subject of Lesson:** Senegalese Lifestyles and Practices

**Guiding question:** What do you already know about the everyday lives and practices of the Senegalese people?

*Note: Prior to the lesson, students will have been given an assignment: View assigned documentary on Senegal.*

### **Standards/Units Goals Addressed:**

Students will be able to explain how history, politics, and belief systems of a culture impacts the daily lives of its people. These practices reflect how people meet their basic needs, including the following: foods, clothing, shelter, family relationships and interactions, beliefs, work and family-life-balance.

### **Lesson Objectives**

In this lesson:

SWBAT explain the terms “norms” and “practices”

SWBAT examine Senegalese norms and practices related to daily living

SWBAT discuss Senegal norms and practices with a guest visitor from Senegal who now lives in America

SWBAT to reflect on learning and express what has been learned and additional knowledge needed

### **Materials needed**

Rubric

Guest Visitor, to discuss:

- norms and practices of Senegal

- how the French language of colonizers and Wolof co-exist in Senegal. What is the importance of Wolof to the people?

### **Technology That Will be Used by Instructor and Students**

Documentary of Senegal

### **Teaching /Instructional process**

#### **-Anticipatory Set**

Prior to the lesson students should be introduced to the lesson by viewing assigned documentary before the instructor's lesson and the guest's visit.

Introduction to the assignment by the instructor: We are studying the everyday lives of the Senegalese people.

- (1) Students will be introduced to the terms: (a) norms, and (b) practices.
- (2) Students will be asked ---After viewing the documentary, *what do you now know about the topic? What do you still need/want to know? What questions would you like to ask an actual person from Senegal?*
- (3) Following the lecture, the instructor will facilitate a class discussion, and explain to the students that at the next class we will have a visitor and it will be an opportunity to pose questions discussed during this class period --- a Senegalese native who now lives in the U.S. The students are to keep their questions for this visit.
- (4) Students will work in small groups to search the internet and/or other sources to find answers for use i reflecting on the message from our visitor

On day two--the next class, the instructor will:

- Introduce the guest visitor and provide him/her with a brief overview of our studies thus far.
- Facilitate a class discussion between the guest speaker and students as they reflect on their own research and findings.

**Assessment/Rubrics**

## LESSON PLAN: The Drum

**Writer's name:** Badiyyah Waajid, Ph. D

**Title/subject of Lesson:** The Drum

**Guiding question:** What do you already know about the drum and its connection to the history of Senegal and those of African descent in America during the Middle Passage?

*Note: Prior to the lesson, students will have been given an assignment to view a video on You Tube.*

### **Standards/Units Goals Addressed:**

Students will be able to connect the historical periods of Senegal with that of African Americans as they examine the role and importance of the drum for purposes of communication during the Middle Passage

### **Lesson Objectives**

In this lesson:

SWBAT identify how history and politics impacted the daily lives of the indigenous people of Senegal and those of African descent in the United States during the Middle Passage.

SWBAT explain the importance of the drum in Senegal on Goree Island during Colonization

SWBAT describe Goree Island's use by the colonizers

SWBAT explain the importance of the drum to Senegalese on Goree Island

SWBAT to compare and contrast the importance of the talking drum in Senegal on Goree island and in the United States during slavery.

SWBAT to reflect on learning and express what has been learned and additional knowledge needed

### **Materials needed**

Rubric

Djembe and other drums (Instructor will bring drums to class)

### **Technology That Will be Used by Instructor and Students**

You Tube: video of Senegalese drumming

- Ayan Bisi Adeleke-Mster Talking Drummer-drum Talks
- The Talking Drum
- History of Origin of Talking Drum Gbongan Town

Wikipedia:

-*African Talking Drums*

- *Drums in Communication: Tama (Wolof of Senegal)*

### **Teaching /Instructional process**

#### **-Anticipatory Set**

Students should be (1) introduced to the lesson by viewing assigned You Tube videos prior to the lecture, then on the day of the lesson they are to be (2) divided into discussion teams, and (3) given an assignment to report discussion points to the full-class prior to the lecture.

Introduction to the assignment by the instructor: We are studying the drum and its importance to Senegalese and African Americans during the Middle Passage.

- (1) Students will be divided into teams of two (2) or three (3) depending on the number of students in the class. Each team will be asked to discuss the assigned videos view prior to class. Teams will be given 5-10 minutes to discuss----- *What is it that you already know about the topic? What is it that you still need to know more about this topic?*

Following team brief report, the instructor will:

- Provide a lecture on the topic
- Present an actual Djembe drum for the purpose of hands-on examination
- Facilitate a class discussion using inquiry. *What do you now know about the topic? What do you still need/want to know?*

#### **Pair and compare:**

Upon completion of this lesson, there will be the opportunity to check for *student understanding on the topic*. Student-teams will again be re-assembled, and will be asked to:

- discuss and compare notes on information learned

-write on paper any questions or request clarifications still needed on the topic. Questions will be submitted to the instructor for clarification during the next class period.

#### **Performance Task**

-Discussion Board assignment on YouTube video

-Write a short paper, from scholarly reading of choice, on the role of the African drummer in Senegalese society.

#### **Assessment/Rubrics**