

# **A Multidisciplinary Approach to Vicariously Experiencing Senegal**

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**World Geography and Music  
Secondary Curriculum Unit**

## **Unit Rationale**

This unit will explore various aspects of the West African and Senegalese Culture. It will help students to discuss myths, misconceptions, and perceptions of West Africa. It will explore etiquette, music, wealth distribution, religion, and gender roles in the region. The unit allows comparisons across educational systems and facilitates the sharing of successful approaches to exploring the West African and Senegalese culture. Through expression and building upon the acquired knowledge, this unit will provide a positive impact towards cultural awareness.

## Stage 1 Desired Results

| ESTABLISHED GOALS   |  | Transfer   |   |
|---|--|--|---|
| The students will address myths, misconceptions, and perceptions about Senegal by studying etiquette, music, wealth distribution, religion, and gender roles. |  | The students will be able to independently use their learning to address myths, misconceptions, and perceptions about Senegal by studying etiquette, music, wealth distribution, religion, and gender roles in the region. |   |
|   |  | Meaning  |   |
|   |  | UNDERSTANDINGS   | ESSENTIAL QUESTIONS   |
| WG.8  | The student will distinguish between the culture in developed and developing countries as it relates to etiquette.   | Students will understand that...<br>Etiquette, music, wealth distribution, gender roles, and religion have an impact on the current life and culture of Senegal.   | What are some things that Americans do to show hospitality?   |
|   |  | Hospitality is a key component of Senegalese culture.  | How do other cultures show hospitality?   |
|   |  | Music is an integral component of the culture of Senegal.  | What do you know about African music and instruments? Are the instruments in Senegal the same as the instruments in America?              |
| MIB.19  | The student will explore historical and cultural aspects of music by identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied. | There are regions of both wealth and poverty in West Africa.   | What determines wealth in Senegal?  |
|   |  | Islam is the most prevalent religion in Senegal and this religion has helped to shape the culture of Senegal.  | What are the five pillars of Senegal?   |
|   |  | Gender roles are distinctly defined in Senegal. Men are generally seen as the head of all things and are the leaders in the home and community.  | What role do men and women play in the Wolof society?   |
| MIB. 20   | The student will analyze and evaluate music by describing the importance of cultural influences and historical context for the interpretation of works of music                                      | Acquisition  |   |
|   |  | Students will know...  | Students will be skilled at...  |
|   |  | How to use a Venn Diagram and T-chart to research, discuss, and review various ways that hospitality is shown in America in comparison to in Senegal.  | Articulating the similarities and difference in etiquette, music, wealth distribution, gender roles, and religion in America and Senegal. |
|   |  | How to identify and provide a brief description of a select group of West African instruments.   | .   |
|   |  | How to use technology to compare and contrast wealth distribution in America   | Identifying areas on a map, using information provided to identify and locate information in a text.                                      |

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| WG.5 | The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources. | and Senegal using a web graphic organizer.<br>How to conduct research and create a flip chart and explain the five pillars of Islam.<br><br>How to conduct research on gender roles in Wolof society and use a concept map and the Frayer Model to organize their findings. | Using graphic organizers to organize information before, during, and following research.<br><br>Using information from research to make inferences and draw conclusions.<br><br>Making comparisons between America and Senegal.<br><br>Identifying various instruments used in Senegal.<br><br>Describing the five pillars of Islam.<br><br>Using technology to conduct research.<br><br>Working cooperatively.<br><br>Writing and presenting |
| WG.7 | The student will identify types of natural, human, and capital resources and explain their significance by<br>a) showing their influence on patterns of economic activity and land use;          |   |   |
| WG.3 | The student will apply the concept of a region by<br>c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions        |   |   |

|      |   |  |  |
|------|---|--|--|
| WG.4 | <p>The student will locate and analyze physical, economic, and <u>cultural characteristics of world regions</u>: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, <u>Sub-Saharan Africa</u>, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica</p> |  |  |
|------|---|--|--|

### Stage 2 – Evidence and Assessment

| Evaluative Criteria  | Assessment Evidence  |
|--|--|
| Complete graphic organizers (Venn Diagrams, T-charts, web organizers), oral discussions, oral presentation, worksheets, create flip charts and conduct interviews. | <p>PERFORMANCE TASK(S):</p> <p>TSW demonstrate map, research, writing, and presentation skills. The student will compare and contrast, differentiate between key concepts, make observations and participate in discussions.</p> |
| Informal and formal assessments  | OTHER EVIDENCE:  |

### Stage 3 – Learning Plan

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

Students will know how to use graphic organizers, conduct gallery walks, use technology to conduct research, compare and contrast when given information and when discovering information, participate in inside/outside circle, conduct observations, use think, pair, share, have open discussions and use map skills.

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## **Lesson #1: Hospitality Etiquette in Senegal and the United States**

Material Needed: Venn Diagram, t-chart, 13 examples of good and bad manners from around the world, several scenarios of hospitality etiquette from Senegal and the United States

Technology Used: computers, smartboard

|  |  |
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| Essential Questions                    | <ol style="list-style-type: none"><li>1. What are some things that you do at home to show hospitality?</li><li>2. What are some things that Americans do to show hospitality?</li><li>3. How do other cultures show hospitality?</li></ol> |
| Standards/Unit Goals                   | <i>(Modified Virginia Standards)</i><br>WG.8 The student will distinguish between the culture in developed and developing countries as it relates to etiquette.  |
| Lesson Objective                       | Using a Venn Diagram, students will research hospitality etiquette in Senegal and the United States.   |
| Anticipatory Set                       | The teacher will give several scenarios of hospitality (using scenario sheet give). The students will write the appropriate choice in the correct column on a t-chart.   |
| Process Part A<br>(Direct Instruction) | The teacher and students will discuss thirteen examples of good and bad manners from around the world. Students will deliberate if the manners would be appropriate for use in their environmental setting.                                |
| Process Part B<br>(Guided Practice)    | Students will be divided into two groups. Using the computer, one group will research hospitality etiquette in Senegal and the other group will research hospitality etiquette in the United States.                                       |
| Independent Practice                   | A student from each group will be paired together to complete a Venn diagram comparing and contrasting hospitality etiquette in each location.   |
| Closure                                | Students will review scenarios from the beginning of the lesson and determine if the t-chart was correct and make any changes needed.  |

# Scenarios

## **Senegalese greetings:**

Shaking hands and kissing alternate cheeks three times is common.

A minority of men do not shake hands with women.

In traditional families, children and women respectfully curtsy to their elders when greeting.

When joining or leaving a small group, one must greet each individual separately.

Whatever greeting was used between two people is also used when parting.

Upon parting, most ask each other to extend best wishes to their families and mutual friends.

## **American greetings:**

Women are leaders in all aspects from business to education to government. Never assume that a working woman is in a subordinate position.

When people are introduced handshakes are common accompanied with a "How d'ya do?", "How you doing?" or "How are you"? depending on where you are.

Most prefer a firm handshake as a first greeting. Hugging is reserved for close family members and friends. Kissing people in greeting is a more intimate affair: it is usually done only in the context of relatives, lovers, and friends.

Generally speaking, it is polite to call a lady Ms. at first, unless you are prompted otherwise.

Will greet people they do not know in passing

When using the city bus for travelling, it is courtesy to thank the driver. People thank Driver when they are getting off.

General etiquette rule, if someone does any favor to you, you just thank them. If not, it is considered rude.

If someone sneezes, then you say, "Bless you".

# 13 Examples of Good and Bad Manners Around the World

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A hearty handshake isn't what it seems in some Eastern cultures where it's seen as a sign of aggression.

Sit up straight. Say please and thank you. Don't put your elbows on the table. Most of us were drilled from an early age in proper manners and etiquette. But once you leave your home country, things get a bit complicated. Here are some examples of how other cultures do things differently.

## 1 Belching

In China, Taiwan, and much of the Far East, belching is considered a compliment to the chef and a sign that you have eaten well and enjoyed your meal.

**2 Watch Your Feet!** In most of the Middle and Far East, it is considered an insult to point your feet (particularly the soles) at another person or to display them in any way, for example, by resting with your feet up.

## 3 Swapping Business Cards

In most Asian countries, a business card is seen as an extension of the person it represents; therefore, to disrespect a card -- by folding it, writing on it, or just shoving it into your pocket without looking at it -- is to disrespect the person who gave it to you.

## 4 Crushing Handshake

Nowadays, a bone-crushing handshake is seen as admirable in the United States and U.K., but in much of the East, particularly the Philippines, it is seen as a sign of aggression -- just as if you gave any other part of a person's body a hard squeeze!

## 5 To Shake or Not to Shake

Orthodox Jews will not shake hands with someone of the opposite sex, while a strict Muslim woman will not shake hands with a man. To confuse matters, a Muslim man will shake hands with a non-Muslim woman. People in these cultures generally avoid touching people of the opposite sex who are not family members.

## 6 Clearing Your Plate

When dining in China, never force yourself to clear your plate out of politeness -- it would be very bad manners for your host not to keep refilling it. Instead, you should leave some food on your plate at each course as an acknowledgment of your host's generosity.

## 7 No Tipping!

In Japan and Korea, a tip is considered an insult, rather than a compliment, and for them, accepting tips is akin to begging. However, this tradition is beginning to change as more Westerners bring their customs with them to these countries.

## **8 Mixed Signals**

The "okay" sign (thumb and forefinger touching to make a circle) is very far from okay in much of the world. In Germany and most of South America, it is an insult, similar to giving someone the finger in the United States, while in Turkey it is a derogatory gesture used to imply that someone is homosexual.

## **9 The "Peace" Salute**

Similarly, in the U.K., when the two-fingered "V for victory" or "peace" salute is given with the hand turned so that the palm faces inward, it is considered extremely rude, having a meaning similar to raising the middle finger to someone in the United States.

## **10 Exposing Your Palms**

In Greece, any signal that involves showing your open palm is extremely offensive. Such gestures include waving, as well as making a "stop" sign. If you do wish to wave goodbye to someone in Greece, you need to do so with your palm facing in, like a beauty pageant contestant or a member of the royal family.

## **11 Lose the Shoes**

In many countries, particularly in Asia and South America, it is essential to remove your shoes when entering someone's home, while in most of Europe it is polite to ask your host whether they would prefer you to do so. The reason, as anyone who's ever owned white carpet will attest, is simple hygiene and cleanliness.

## **12 Chewing Gum**

Chewing gum might be good for dental hygiene, but in many parts of the world, particularly Luxembourg, Switzerland, and France, public gum-chewing is considered vulgar, while in Singapore most types of gum have been illegal since 1992 when residents grew tired of scraping the sticky stuff off their sidewalks.

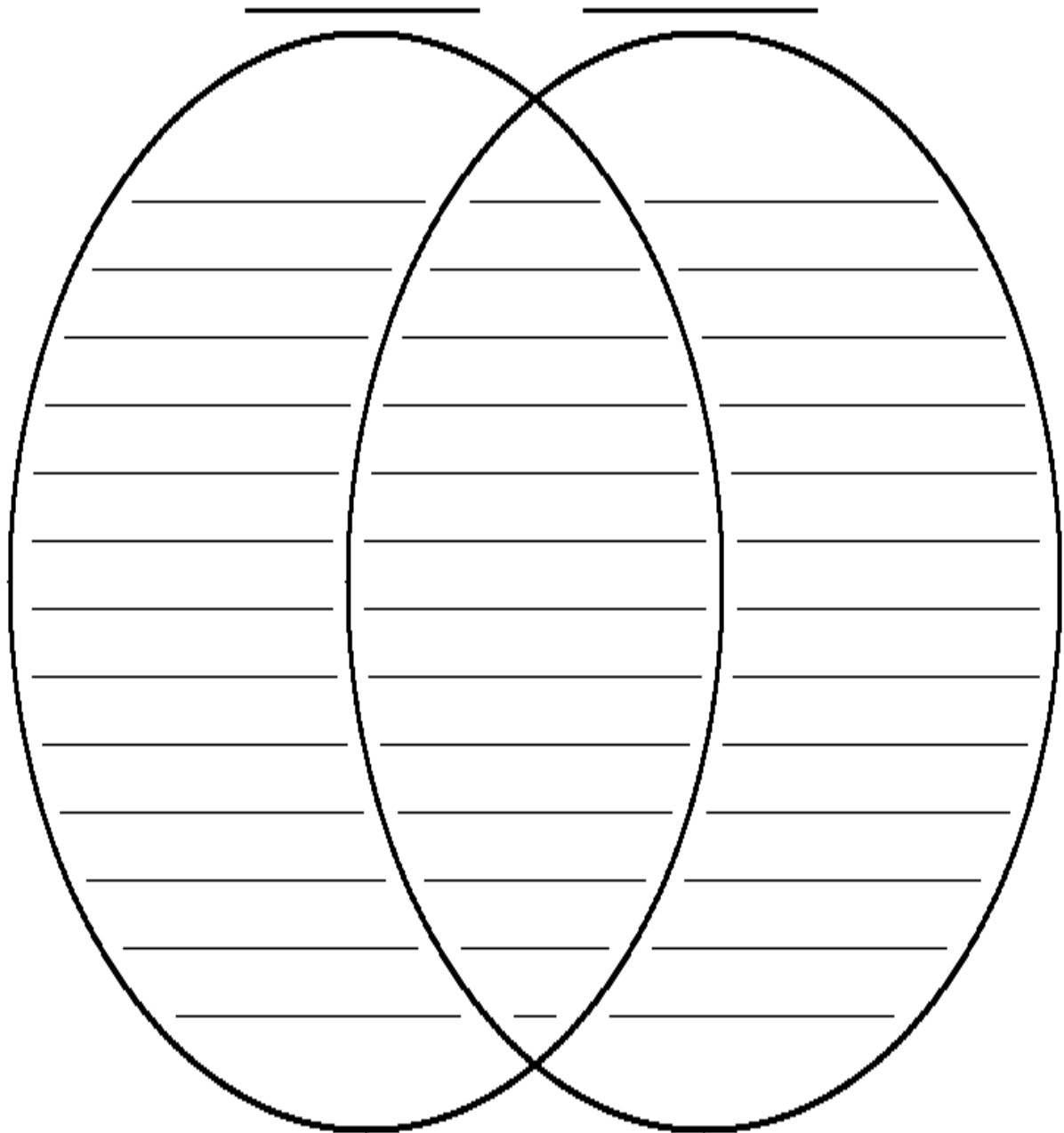
## **13 Left-handed Greetings**

In most Arab countries, the left hand is considered unclean, and it is extremely rude to offer it for a handshake or to wave a greeting. Similarly, it is impolite to pass food or eat with the left hand. If you must know why, let's just say that, historically, people living in deserts didn't have access to toilet paper, so the left hand was used for "hygienic functions," then cleaned by rubbing it in the sand.

Source:

<https://people.howstuffworks.com/13-examples-of-good-and-bad-manners-around-the-world.htm>

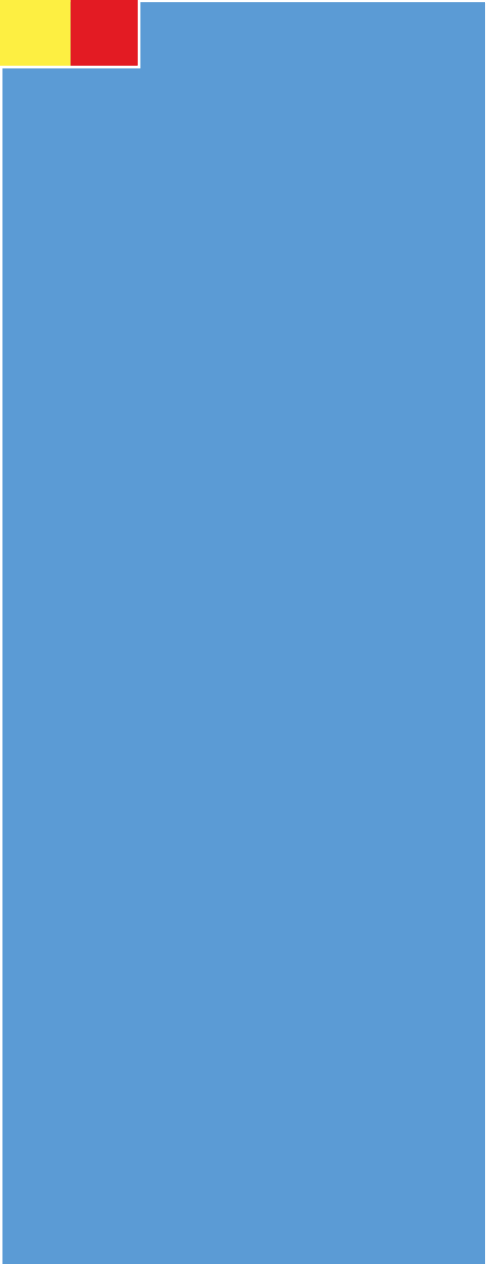
Name : \_\_\_\_\_ **Venn Diagram**



T-Chart



Senegal



United States



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## Lesson #2: Wolof Music

Materials Needed: Pictures of West African/Senegalese instruments, 3M charts, chart markers, paper, pencils, Djembe, Kora, Shekere and Balafon instruments

Technology Used: Computer, projector (You tube)

|  |  |
|--|--|
| Essential Questions                    | <ol style="list-style-type: none"> <li>1. What do you know about African music and instruments?</li> <li>2. Are the instruments in Africa the same as the instruments in America? Are they played the same way? Do they make the same sounds?</li> </ol>   |
| Standards/Unit Goals                   | <p>MIB.19 The student will explore historical and cultural aspects of music by 1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;</p> <p>MIB. 20The student will analyze and evaluate music by describing the importance of cultural influences and historical context for the interpretation of works of music</p>  |
| Lesson Objective                       | <p>The students will compare and contrast West African/Senegalese instruments with common American Instruments.</p> <p>The students will be able to identify and provide a brief description of a select group of West African/Senegalese instruments.</p>   |
| Anticipatory Set                       | <p>Students will listen to the piano and the guitar being played and then list other traditional instruments played in the United States</p> <p>Piano:<br/> <a href="https://www.youtube.com/watch?v=zHvBPwNUBS8">https://www.youtube.com/watch?v=zHvBPwNUBS8</a></p> <p>Guitar:<br/> <a href="https://www.youtube.com/watch?v=OMaQW24nAYU">https://www.youtube.com/watch?v=OMaQW24nAYU</a></p>  |
| Process Part A<br>(Direct Instruction) | <ol style="list-style-type: none"> <li>1. Students will listen to four different African instruments (Djembe, Kora, Shekere and Balafon).</li> </ol> <p>Balafon:<br/> <a href="https://www.youtube.com/watch?v=kXXhp_bZvck">https://www.youtube.com/watch?v=kXXhp_bZvck</a></p> <p>Kora:<br/> <a href="https://www.youtube.com/watch?v=wK2ea69Iy2s">https://www.youtube.com/watch?v=wK2ea69Iy2s</a></p> <p>Shekere:<br/> <a href="https://www.youtube.com/watch?v=mmJm91UPGfs">https://www.youtube.com/watch?v=mmJm91UPGfs</a></p> |

|                                     |  |
|-------------------------------------|--|
|                                     | <p>Djembe:<br/> <a href="https://www.youtube.com/watch?v=g4xXiKq8S0A">https://www.youtube.com/watch?v=g4xXiKq8S0A</a></p> <ol style="list-style-type: none"> <li>2. The student will write observations about each instrument including what the instrument looks like, how the instrument is played, what the instrument is played with, what the instrument is made out of and how the instrument sounds.</li> <li>3. In groups of five, students will be given the opportunity to observe, hold and play each instrument. Students will compare notes observed from videos. Any additional observations will be written.</li> </ol> |
| Process Part B<br>(Guided Practice) | <ol style="list-style-type: none"> <li>4. In each corner of the room, one of the four instruments will be displayed with a 3M chart. Each group of five will be given two minutes to write the observations made. After two minutes the groups will rotate to the next instrument.</li> <li>5. Students will read the observations already listed and add any additional notes observed but not present. All four instruments will be visited.</li> </ol>  |
| Independent Practice                | <p>The teacher will assign each group one of the four instruments. The group will research the instrument using the Internet and answer the questions on the Wolof Music Instruments Worksheet.</p>  |
| Closure                             | <p>Students will compare and contrast American instruments to the four West African/Senegalese instruments observed including sound, shape, and the way the instrument is played.</p>  |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Wolof Music Instruments**

Instrument Assigned: \_\_\_\_\_

1. Where did the instrument originate?

2. How is it played?

3. How was it made?

4. When is it used?

5. How does it sound?



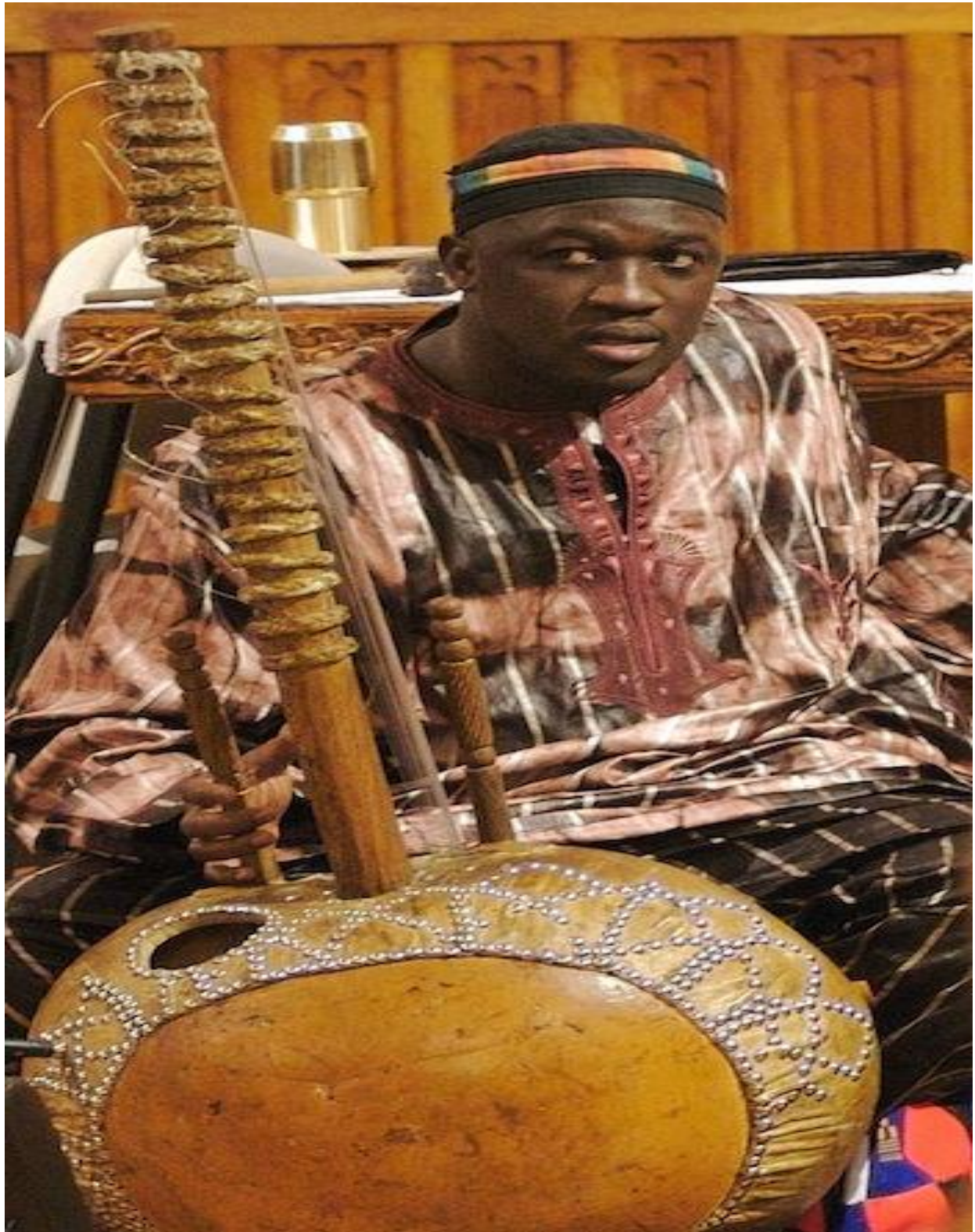
## Balafon

[https://en.wikipedia.org/wiki/Category:Senegalese\\_musical\\_instruments](https://en.wikipedia.org/wiki/Category:Senegalese_musical_instruments)



## Djembe

[https://en.wikipedia.org/wiki/Category:Senegalese\\_musical\\_instruments](https://en.wikipedia.org/wiki/Category:Senegalese_musical_instruments)



## Kora

[https://en.wikipedia.org/wiki/Category:Senegalese\\_musical\\_instruments](https://en.wikipedia.org/wiki/Category:Senegalese_musical_instruments)



## Shekere

[https://en.wikipedia.org/wiki/Category:Senegalese\\_musical\\_instruments](https://en.wikipedia.org/wiki/Category:Senegalese_musical_instruments)

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### Lesson #3

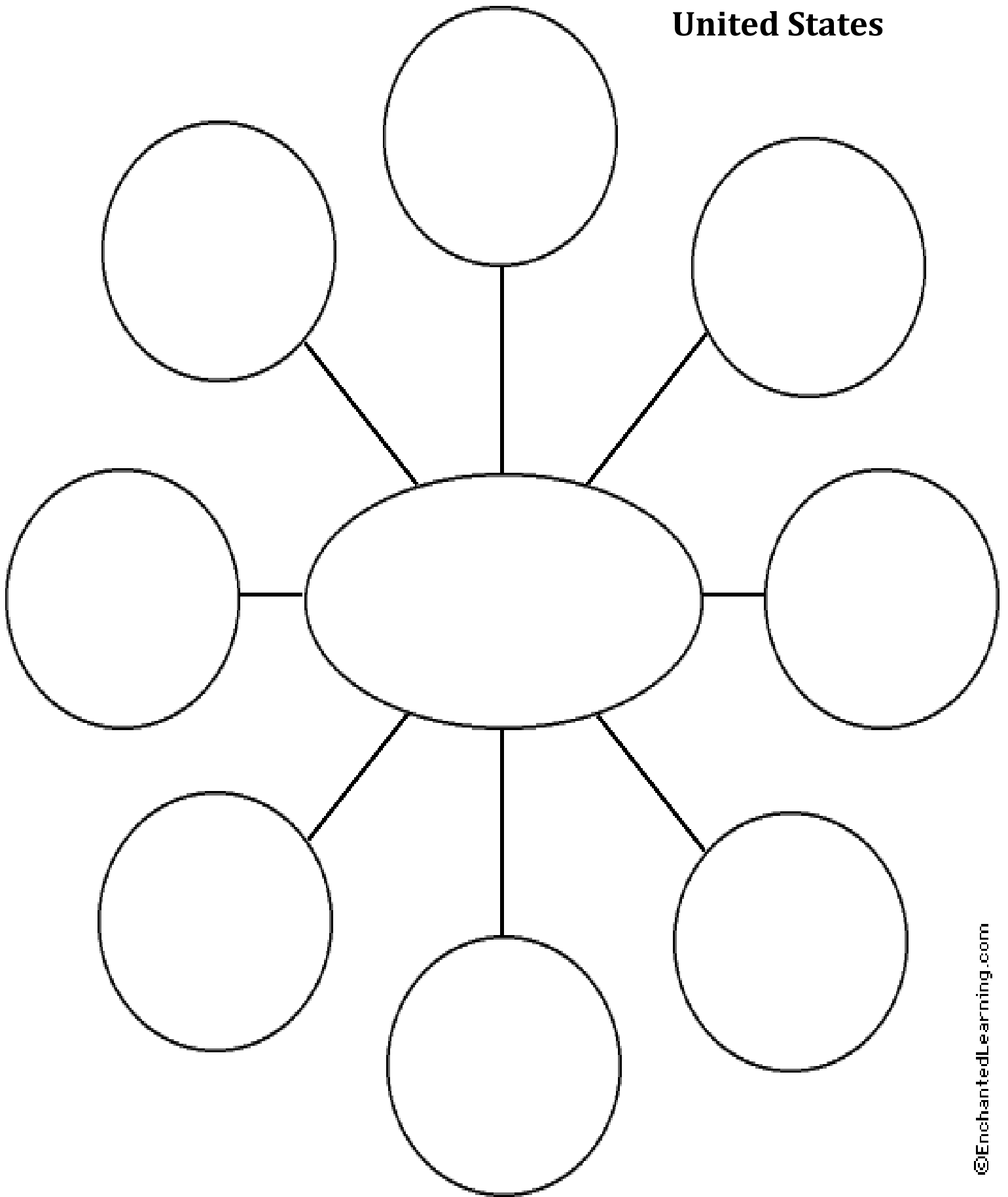
## Wealth Distribution in Senegal and the United States

Material Needed: colored pencils

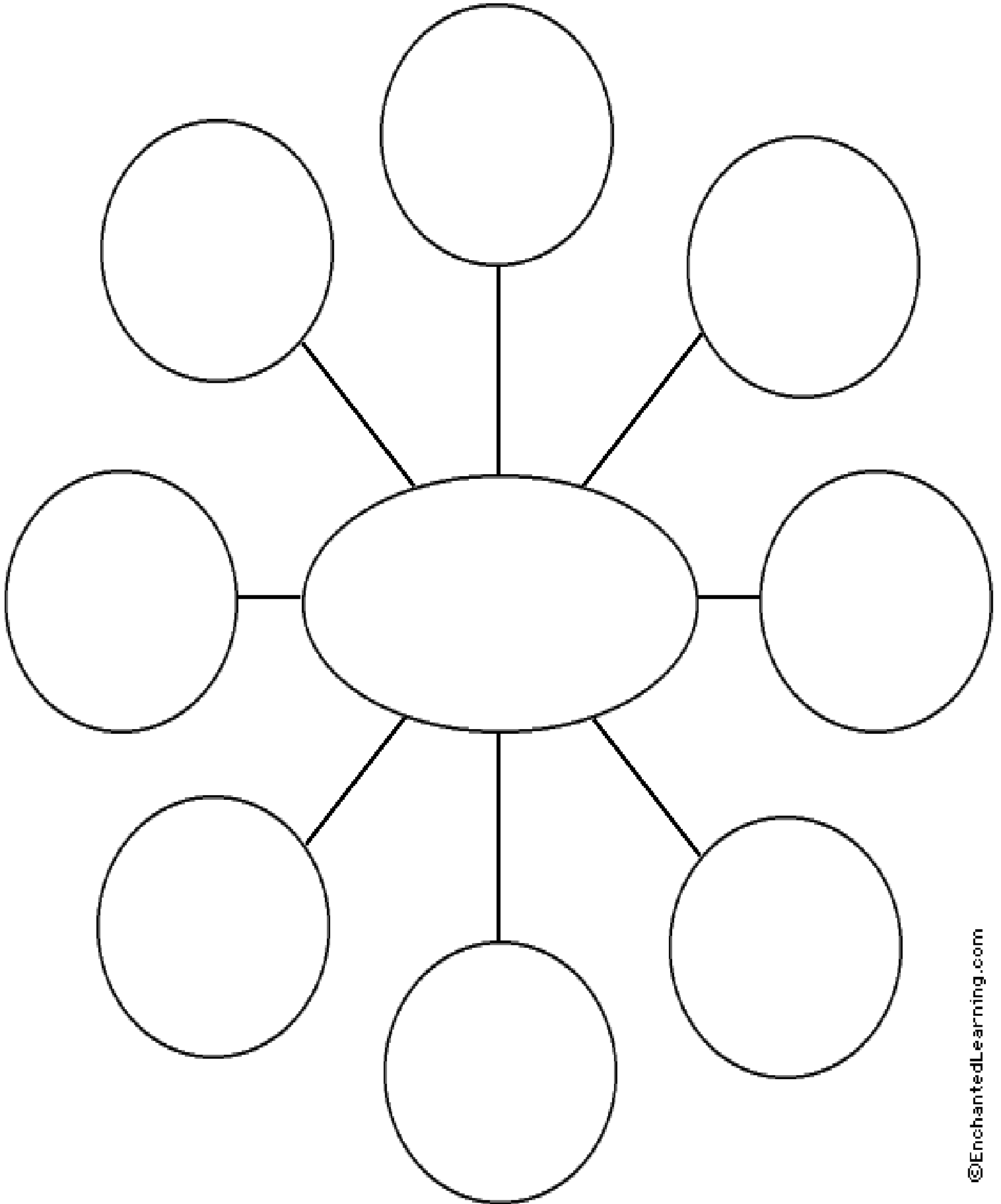
Technology Used: computers, smartboard

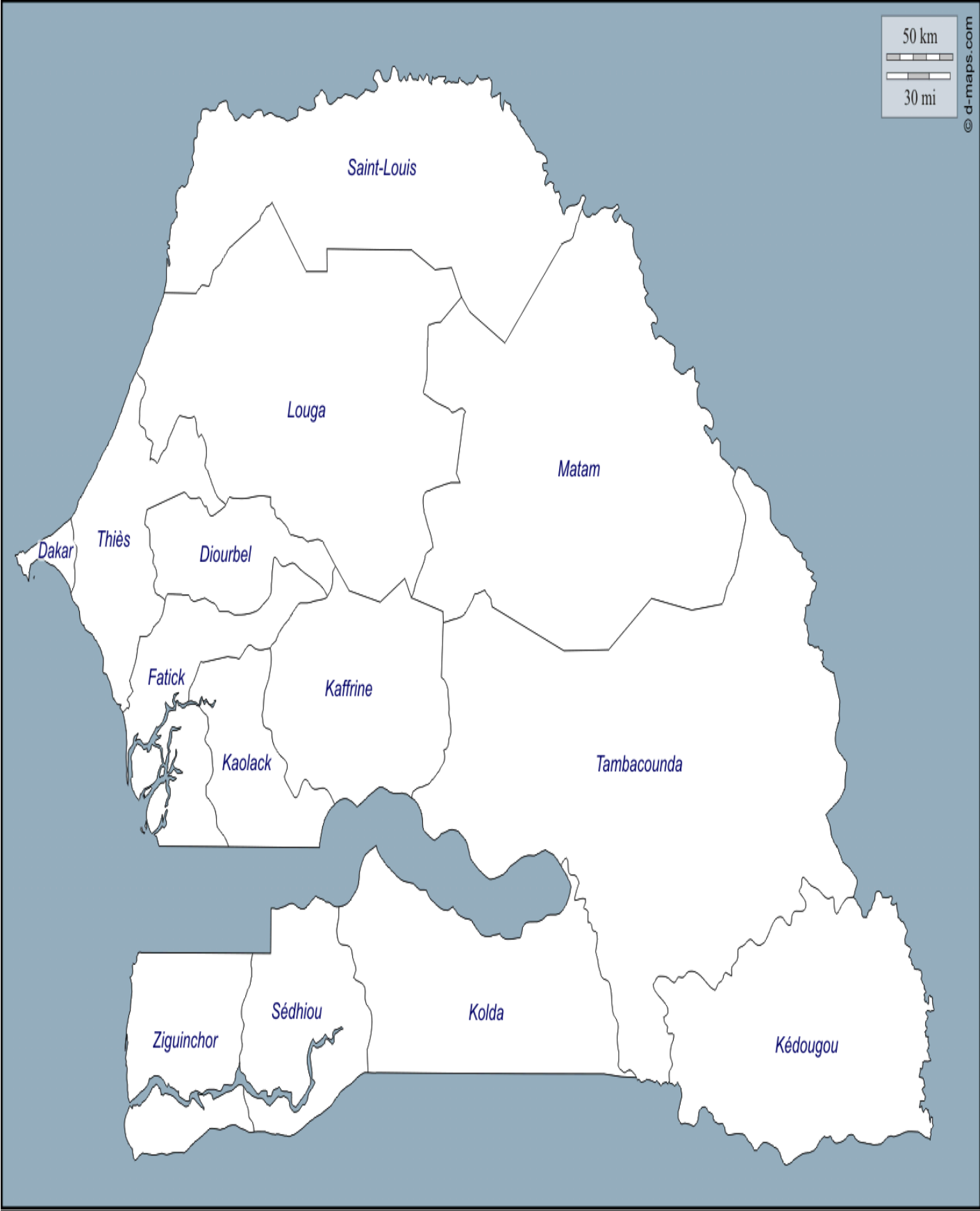
|  |   |
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| Essential Questions                    | What determines wealth in America? Senegal?   |
| Standards/Unit Goals                   | <p>WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.</p> <p>WG.7 The student will identify types of natural, human, and capital resources and explain their significance by</p> <p>a) showing their influence on patterns of economic activity and land use</p> |
| Lesson Objective                       | Using a map and graphic organizer of Senegal, Students will understand wealth distribution among social classes creating their own visual interpretation  |
| Anticipatory Set                       | <p>Students will watch video of Dakar's economic reforms underpin 2035 ambitions</p> <p><a href="https://www.youtube.com/watch?v=z7u8lUyZyfl">https://www.youtube.com/watch?v=z7u8lUyZyfl</a></p>   |
| Process Part A<br>(Direct Instruction) | <ol style="list-style-type: none"><li>1. Using a web graphic organizer, the student and teacher will have an open discussion of what constitutes wealth in the United States.</li><li>2. Students will use computers to research what is considered attaining wealth in Senegal including occupations, goods and services.</li></ol>  |
| Process Part B<br>(Guided Practice)    | <ol style="list-style-type: none"><li>3. Students will research what areas are more or less prosperous and place the reasons on a web graphic organizer.</li></ol>  |
| Independent Practice                   | Using a map of Senegal, students will color in the different areas showing of wealth and poverty in Senegal.  |
| Closure                                | Students will compare the web graphic organizer of the United States to the web graphic organizer of Senegal reviewing what constitutes wealth in both places.  |

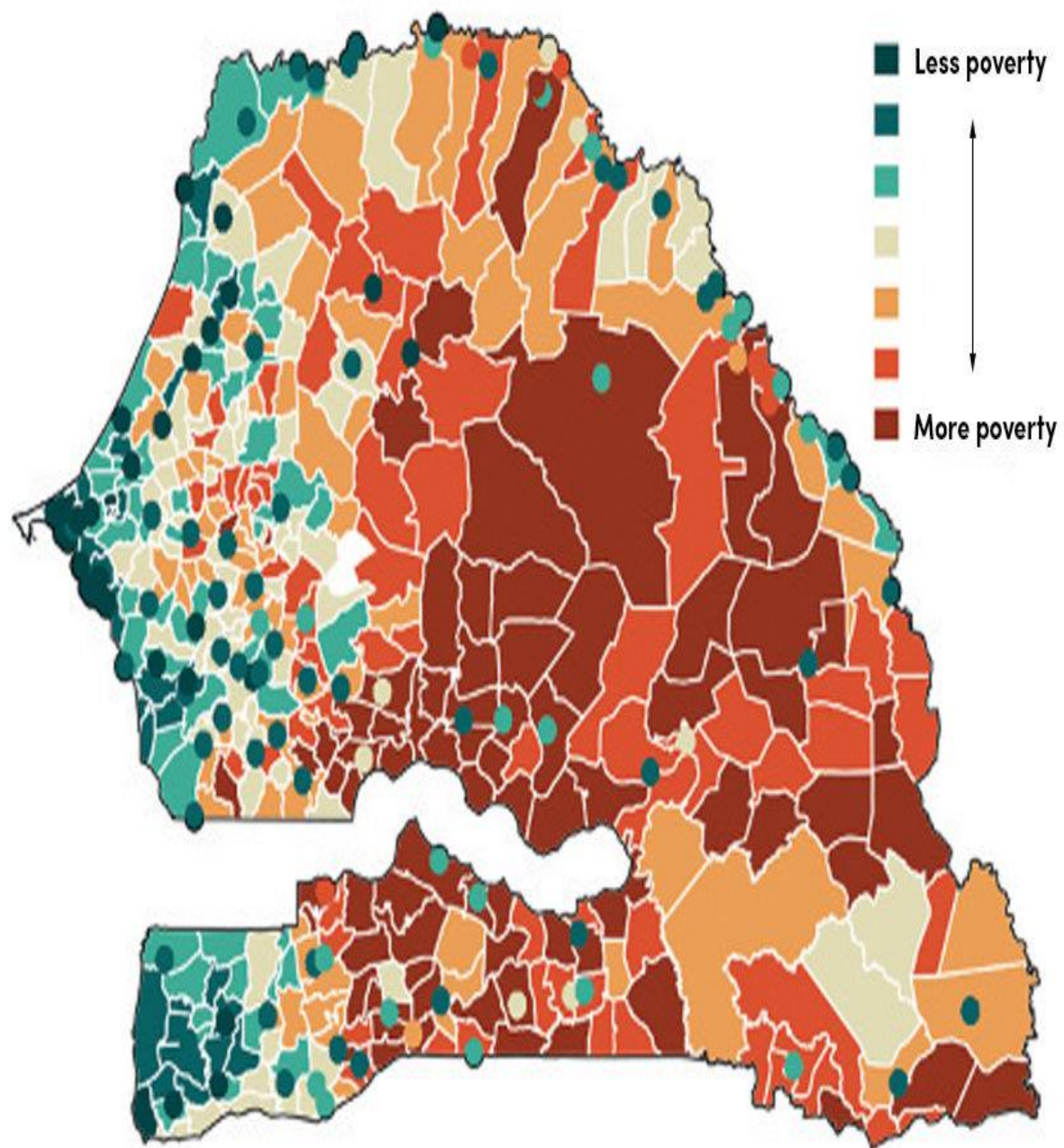
## Wealth in the United States



## Wealth in Senegal







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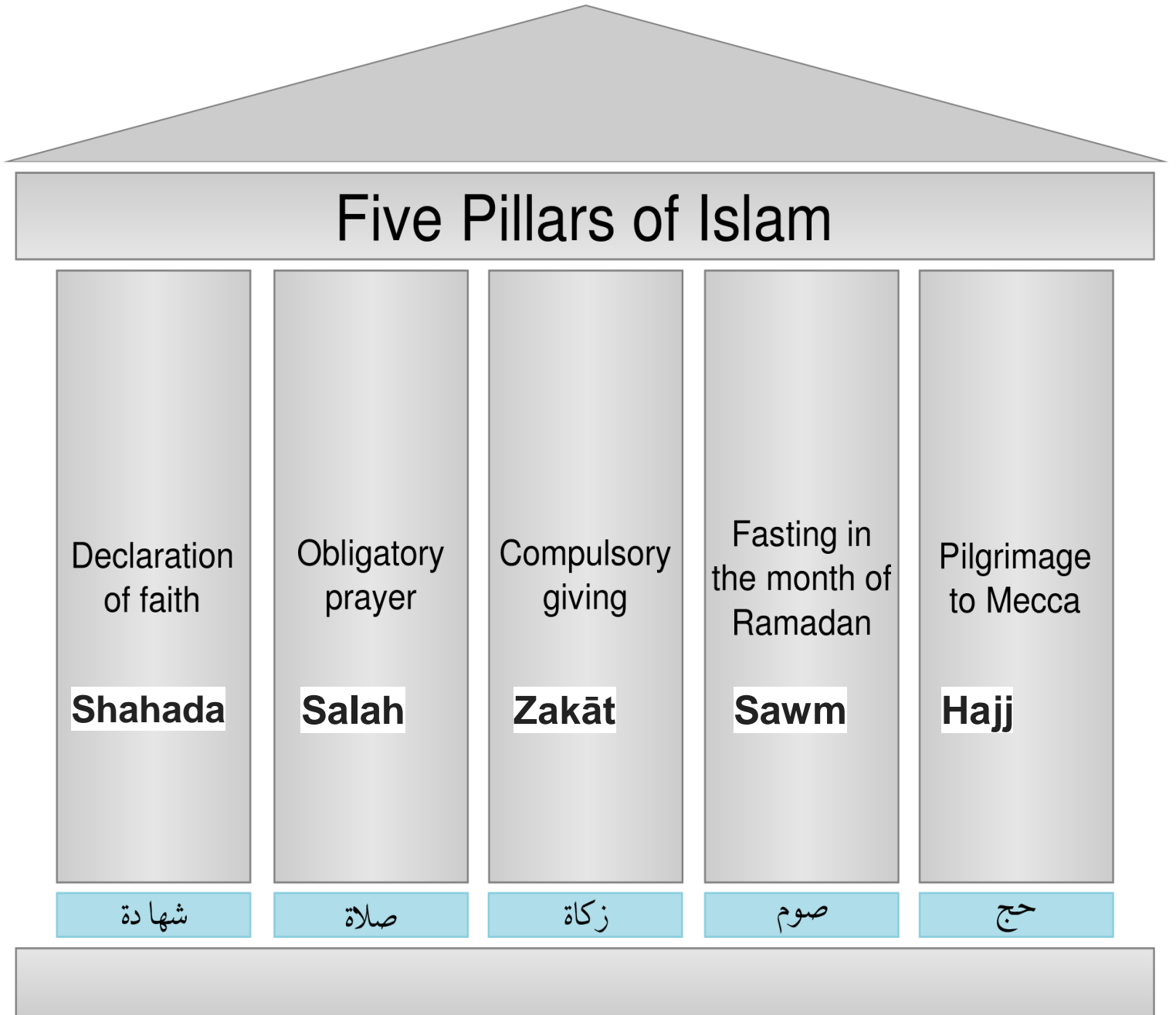
## Lesson #4: Five Pillars of Islam

Material Needed: Five Pillars of Islam handout, construction paper, index cards, 3M chart

Technology Used: computers, smartboard

|  |   |
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| Essential Questions                    | What are the 5 basic pillars of Islam?  |
| Standards/Unit Goals                   | WG.3 The student will apply the concept of a region by<br>c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions. |
| Lesson Objective                       | Having the five pillars of Islam, students will research characteristics.   |
| Anticipatory Set                       | Students will watch a video on the Five Pillars of Islam.<br><a href="https://www.youtube.com/watch?v=qGK0w6j6qOI">https://www.youtube.com/watch?v=qGK0w6j6qOI</a>                              |
| Process Part A<br>(Direct Instruction) | 1. The teacher and students will discuss the Five Pillars of Islam from the video listing characteristics of each on index cards.   |
| Process Part B<br>(Guided Practice)    | 2. On a gallery walk, students will match index cards to the Five Pillars of Islam that are listed on 3M charts   |
| Independent Practice                   | Using the index cards, students will create a flip chart with five panels listing the Five Pillars of Islam and characteristics   |
| Closure                                | The student will choose a pillar that impacts them and will interview each other in pairs using the questions attached.   |

# Five Pillars of Islam



## Closure Interview Questions

| Questions   | Answers |
|---|---------|
| 1. Which pillar did you choose? Why did you choose that pillar? |         |
| 2. What does the pillar represent to you?                       |         |
| 3. How can the pillar apply to your everyday life?              |         |

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## Lesson #5: Gender Roles

Material Needed: Frayer Model hand out, Concept Map

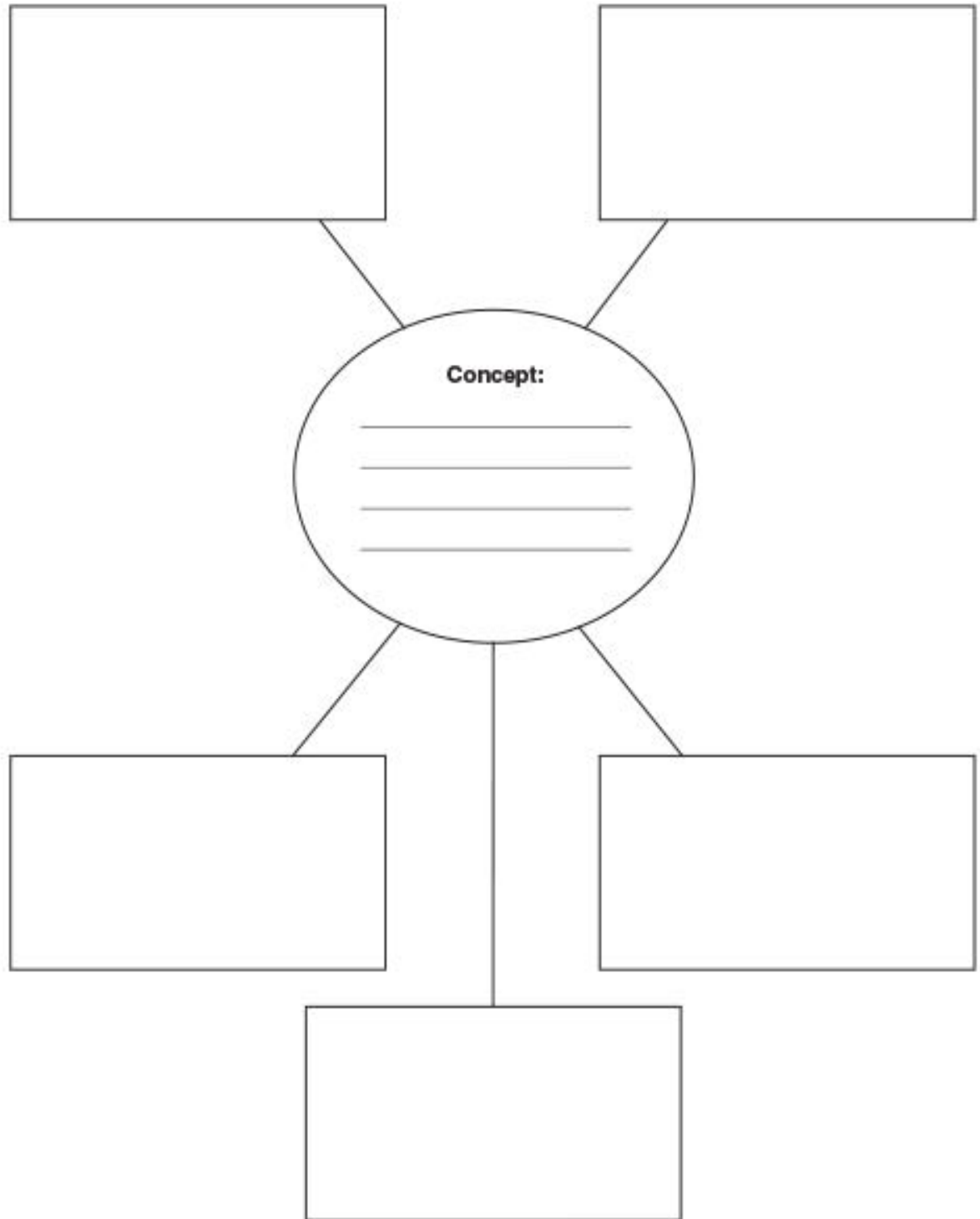
Technology Used: computers, smartboard

|                                     |   |
|-------------------------------------|---|
| Essential Questions                 | What roles do men and women play in Wolof society?  |
| Standards/Unit Goals                | WG.4The student will locate and analyze physical, economic, and <u>cultural characteristics of world regions</u> : Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, <u>Sub-Saharan Africa</u> , Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica. |
| Lesson Objective                    | Using the Frayer Model, students will identify gender roles of Wolof Society.   |
| Anticipatory Set                    | Students will think, pair and share the three words listed below. <ol style="list-style-type: none"><li>1. Equality</li><li>2. Gender</li><li>3. Discrimination</li></ol>   |
| Process Part A (Direct Instruction) | <ol style="list-style-type: none"><li>1. Students will research gender role in Wolof society using the Internet. (Wikigender.org; ohchr.org; worldpoliticsreview.org)</li><li>2. While researching, the teacher will give all boys snacks.</li><li>3. Reconvene the class and discuss about equality and fairness for all.</li></ol>                                  |
| Process Part B (Guided Practice)    | <ol style="list-style-type: none"><li>4. Using information from research on Senegal lessons, students will identify facts about gender inequality in the Wolof society and input into a concept map.</li></ol>  |
| Independent Practice                | Using a Frayer Model, students will list the definition, characteristics, examples and non-examples of gender equality  |
| Closure                             | Inside/Outside circle answering gender equality questions.  |

|  |   |
|--|---|
|  | <ol style="list-style-type: none"><li>1. What are the expectations for girls when it comes to education versus expectations for boys?</li><li>2. Is forced marriage realistic in today's times?</li></ol> |
|--|---|

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## Concept Map



# ***Frayer Model***

| DEFINITION   | CHARACTERISTICS |
|--|-----------------|
| <div><div>EXAMPLES/MODELS</div><div><b>Equality</b></div><div>NON-EXAMPLES</div></div> |                 |
|  |                 |

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