



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Five

Country Case Studies

Module Twenty Three: Senegal

The purpose of this module is to provide students with the opportunity to study in depth one country in contemporary Africa. In addition to providing students with learning activities that will enhance their general knowledge and understanding of the history, geography, societies and cultures of Senegal, this module will thoroughly address two very important issues in contemporary Senegal: the role of Islam in Senegalese society and the legacy of the first president Leopold Sédar Senghor and the Négritude movement in which he had an essential role..

Module Twenty Three

Introducing Senegal

The History of Senegal

Islam and Migration in Senegal

Black Arts Movement

Introducing Senegal

Time Needed	Approximately 42 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: worksheet, journal
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i>
Materials Needed	Introducing Senegal Worksheet ¹ , two different colored pens, journal, access to Exploring Africa

Objectives

Students will be able to...

- Have an understanding of basic understanding of Senegal's culture, geography, economics, etc.
- Conduct independent research
- Reflect on their learning

Time	Learning Task	Methods or Procedures
5min	Students receive Introducing Senegal worksheet and listen to instructions	Teacher hands out worksheet and instructs students to fill it out to the best of their knowledge without looking up any answers.
5 min	Students use one color pen to fill out the answers on the worksheet without looking any up.	Individual student work; teacher monitors.
2 min	Students get on Exploring Africa	Teacher instructs students to get onto module twenty three, activity one of Exploring Africa.
15 min	Students read the text of activity one on Exploring Africa.	Individual student work; teacher monitors and assists as needed.
10 min	Using a different colored pen, students write in correct answers on their worksheet. They may refer back to the text in activity one, or search on the internet for the correct answer to each question.	Individual student work; teacher monitors and assists as needed.

¹ Handouts and Worksheets, pg. 13

5 min	Quick write: students respond to the following prompt in their journal; <i>How much did you actually know about Senegal before we started this lesson?</i> <i>How many of your original answers on the worksheet were correct? Did you learn anything new about Senegal?</i>	Individual student work; teacher monitors and assists as needed
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The History of Senegal

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide, journal
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	History of Senegal Reading Guide ² , journal, pencil, access to Exploring Africa

Objectives

Students will be able to...

- Conduct independent research
- Explain specific events, periods, and leaders of Senegal's history
- Write a response based on opinion and backed up with evidence
- Analyze differing viewpoints, before coming to conclusion about own opinion

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get onto Exploring Africa	Teacher hands out History of Senegal Reading Guide and instructs students to get onto Module Twenty Three Activity Two of Exploring Africa.
15 min	Students read through the text of activity two, filling out answers on their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
25 min	Students write a two page argumentative essay in their journals, following the instructions given on the last question of the reading guide.	Individual student work; teacher monitors and assists as needed.

² Handouts and Worksheets, pg. 14-15

Islam and Migration in Senegal

Time Needed	Approximately 40 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: reading guide, partner discussion
Standards	<p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</i></p> <p>CCSS.ELA-Literacy.RI.6.2 <i>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i></p>
Materials Needed	Pencil, Islam and Migration in Senegal Reading Guide ³ , access to Exploring Africa

Objectives

Students will be able to...

- Identify dominant religions in Senegal
- Explain Islamic influence on Senegalese history, culture, economics, and politics.
- Explain the causes and effects of religious migration in Senegal

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions, receive reading guide, and get onto Exploring Africa.	Teacher hands out reading guide and instructs students to get onto module twenty three, activity three of Exploring Africa.
25 min	Students read through the text of activity three, and fill out their reading guide as they go.	Individual student work; teacher monitors and assists as needed.
10 min	Students share answers from their worksheet with a nearby peer, or a small group of peers. How were answers similar/different?	Partner/small group work; teacher monitors and assists as needed.

³ Handouts and Worksheets, pg. 16

Black Arts Movement

Time Needed	Approximately 2 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: journal response, class discussion
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</i></p> <p>CCSS.ELA-Literacy.RI.6.2 <i>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i></p>
Materials Needed	In Memoriam handout ⁴ , Joal handouts ⁵ , journal, pencil, Black Arts Movement reading guide ⁶ , whiteboard

Objectives

Students will be able to...

- Explain the Black Arts Movement and significant leaders of it in Senegal
- Analyze information presented in different formats –specifically, poems, songs, and films.
- Participate in a discussion with peers
- Make connections between information presented in diverse formats

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students listen to instructions and receive the Memoriam handout and the Joal handout	Teacher passes out the two handouts, and instructs students to read both poems and annotate them.
15 min	Students read In Memoriam and Joal to themselves, and annotate as they write (highlight, write Qs or comments on paper, underline, circle, etc.)	Individual student work; teacher monitors and assists as needed.
15 min	Students respond to the following	Individual student work; teacher monitors and

⁴ Handouts and Worksheets, pg. 17

⁵ Handouts and Worksheets, pg. 18

⁶ Handouts and Worksheets, pg. 19

	<p>questions in their journal: <i>What are your impressions of the poem? What is going on? What kind of emotions do they evoke for you? How does the author feel about African and European culture?</i></p>	asks students to write the whole time.
7 min	Class discussion: students share their answers from their journals with the class.	Whole group discussion; teacher asks the question and ask for volunteers to share their responses.
Day two		
2 min	Students receive reading guide and get on Exploring Africa	Teacher hands out reading guide and instructs students to get onto module twenty three, activity four of Exploring Africa
25 min	Students read through the text of the module, answering the questions from their reading guide in their journal as they go.	Individual student work; teacher monitors and assists as needed
5 min	Whole class share: Students tell the class different themes that were demonstrated in the film clip they watched	Whole group work; students give answers, and teacher writes them on the board in front of the class.
10 min	Whole class discussion: <i>Is there anything in common between all the themes on the board? Are they linked in some way? If so, what do the common themes have to do with the lesson on the black arts movements we just read about?</i>	Whole class discussion; teacher facilitates

Handouts and Worksheets

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Introducing Senegal Worksheet

Fill in the Blank:

1. _____ is the official language of Senegal.
2. The dominant religion in Senegal is _____, almost 95%.
3. Senegal is bordered by _____, _____, _____,
_____ and almost entirely surrounds _____

Name one....

4. Name one of the rivers that flow through Senegal _____
5. Name one of the types of food Senegalese like to eat _____

Guess how many....

1. How many languages are spoken in Senegal? _____
2. How many people live in Senegal? _____
3. How many presidents has Senegal had since independence? _____

History of Senegal Reading Guide

For 1-5, match each of the kingdoms with **two** characteristics given that are particular to the specified kingdom. Then respond to the following questions in complete thoughts/sentences.

1. Tekrur Kingdom: _____ and _____
 - a) Iron smelting reached area
 - b) One of the largest empires in African history
 - c) Contact with Zenaga Berbers
 - d) Njaajaan Njaay Was the chosen leader
 - e) Comprised of Soninke ethnic group
 - f) Helped spread Wolof language and culture
 - g) Islamic conversion around 1100
 - h) Founded by Mandinka people
 - i) Established an extensive trade network from Niger River to the Gambia River
 - j) Responsible for diverse ethnic groups in Senegambia
2. Ghana Empire: _____ and _____
3. Songhay Empire: _____ and _____
4. Mali Empire: _____ and _____
5. Jolof Kingdom: _____ and _____

6. How is Saint-Louis important to the history of Senegal? What are your impressions of the city? What religions can be found there? How did religion contribute to the city?

7. Look back over the political leaders in Senegal. All of them have had a great deal of celebrated successes as well as perceived failures. They are both praised and critiqued for some of their policies and ideologies. For each of the following leaders of Senegal, named two events that they were praised for and two events they were criticized for.

I. Senghor:

II. Dia:

III. Diouf:

IV. Wade:

8. The Jola and Casamance conflicts plays an important and yet ambiguous role in Senegalese history and current politics. There are such diverse opinions and theories about the politics of the conflicts and the nature of the Jola desire for independence from the Republic of Senegal that it is crucial to consider all sides of the debate. Your task is to read a few articles about the conflicts and form your own educated opinion. This is an exercise in trying to see all sides of an argument, which is imperative to a better understanding of Africa and its position in the world today. Read at least three different articles on the conflicts from different sources and with varying opinions. Then write a two page argument in your journal that answers the following questions, in a connected essay format:
- a. What do you think created the conflicts between the MFDC and the French and later Senegalese administration?
 - b. What are some of the differences in accounts of the Casamance history and beginnings of tensions between the Casamance region and French and Senegalese administrations?
 - c. Do you feel each party is justified in both its demands and actions? Explain
 - d. How do you think these conflicts affect the country today?

Islam and Migration in Senegal Reading Guide

1. Have you ever heard the word jihad in the past? What was the context it was used in? What did it signify for you?
2. How is the description of jihad in this module different than how you heard it in the past?
3. Can you think of an example of something in your life that resembles the definition of jihad as an internal struggle?

Listen to the selected NPR program “A Little Taste of Senegal in Harlem” and choose one of the articles provided below to read. After you have read the articles and listened to the program, answer the following questions. Keep in mind the content of the entire unit while answering the questions.

4. What kinds of traditions both Murid and Senegalese are seen in Harlem?
5. What is the goal of many of the associations and individuals for the community of migrants?
6. If you were to walk through “Little Senegal” what do you think you would hear, smell, and experience?
7. Why do you think these Senegalese migrants have thrived in Harlem, or any of the other places like Paris and Turin? What techniques have helped them?

In Memoriam

Today is Sunday.

I fear the crowd of my fellows with such faces of stone.
From my glass tower filled with headaches and impatient
Ancestors,

I contemplate the roofs and hilltops in the mist,
In the stillness- somber, naked chimneys,
Below them my dead are asleep and my dreams turn to
ashes.

All my dreams, blood running freely down the streets
And mixing with blood from the butcher shops.
From this observatory like the outskirts of town
I contemplate my dreams lost along the streets,
Crouched at the foot of the hills like the guides of my race
On the rivers of the Gambia and the Saloum
And now on the Seine at the foot of these hills.

Let me remember my dead!

Yesterday was All Saints' Day, the solemn anniversary of the
Sun,

And I had no dead to honor in any cemetery.

O Forefathers! You who have always refused to die,
Who knew how to resist Death from the Sine to the Seine,
And now in the fragile veins of my indomitable blood,
Guard my dreams as you did your thin-legged migrant sons!
O Ancestors! Defend the roofs of Paris in this dominical fog,
The roofs that protect my dead.

Let me leave this tower so dangerously secure
And descend to the streets, joining my broth

Joal

Joal!
I remember.

I remember the regal *signare* women under the green shade
of verandas,
Those mulatto *signare* women with eyes as surreal as
Moonlight on the shore

I remember the past glory of Sunset
That Koumba N'Dofene wanted woven into his royal cloak.

I remember the funeral feasts steaming with the blood of
slaughtered livestock,
The noise of quarrels, the rhapsodies of the griots.

I remember the pagan voices singing the Tantum Ergo,
The processions and the palms and the triumphal arches.
I remember the dance of nubile girls,
The wrestling songs – Oh! the final dance of the young men
Poised slender and tall
And the women's pure shout of love – Kor Siga!

I remember, I remember...
My head beating the rhythm
Of such a weary walk through the long days of Europe
Where sometimes an orphan jazz comes sobbing, sobbing,
sobbing

Black Arts Movement Reading Guide

Directions: Respond to the following questions in your journal, as you read activity four of module twenty three on Exploring Africa.

1. Now that you have read an introduction and more information about the black arts movement, revisit the two poems you read: *Joal* and *In Memoriam*, and your journal response. Would you change any of your answers from your journal with your newfound knowledge? How so?
2. After reading the poems by Senghor and Hughes, answer these questions: What themes do these poems address? What do they have in common? What are the differences? From what we know about the two movements, their respective periods, and the contexts, what is the message in these poems?
3. After watching the video *Democracy in Dakar*, answer the following questions: What do you think the expression “fight the power” means to these rappers? What influences from the U.S. do they point to? What are the differences with the U.S. and American rap the rappers talk about? Why are they different?
4. Choose one film from the database “African Film Library”. Watch the trailer provided for the film you have chosen. It does not matter what film you choose. While watching the clip, write down notes about your observations regarding: clothing, housing and environment, expressions and body language, and content. The various directors are trying to convey a strong message about Senegalese politics, economic development, and they are especially critiquing social and moral behaviors. Keep this in mind when watching the clips. After watching the clip, respond to the following:
 - a. What themes or critiques are the directors trying to demonstrate in their films?
 - b. Who is the film’s message intended for?
 - c. What is your impression of the people in the film?
 - d. Where was the film made (i.e. city, rural towns, etc.)?

Answer Keys and Examples

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Introducing Senegal Worksheet

_____ is the official language of Senegal.

Answer: French

The dominant religion in Senegal is _____, almost 95%.

Answer: Islam

Senegal is bordered by _____, _____, _____, _____ and almost entirely surrounds _____

Answer: Mauritania, Mali, Guinea, Guinea Bissau, and The Gambia

Name one of the rivers that flow through Senegal _____

Some possible answers: The Gambia River, the Senegal River, the Faleme River, the Casamance River

Name one of the types of food Senegalese like to eat _____

Some possible answers: fish, chicken, lamb, vegetables, rice

How many languages are spoken in Senegal?

Answer: 4 main languages

How many people live in Senegal?

Answer: 14.13 million (As of 2016)

How many presidents has Senegal had since independence?

Answer: 4

History of Senegal Reading Guide

Tekrur Kingdom: _____ and _____

Answer: a, c

Ghana Empire: _____ and _____

Answer: e, g

Songhay Empire: _____ and _____

Answer: b, j

Mali Empire: _____ and _____

Answer: h, i

Jolof Kingdom: _____ and _____

Answer: d, f

- a) Iron smelting reached area*
- b) One of the largest empires in African history*
- c) Contact with Zenaga Berbers*
- d) Njaajaan Njaay Was the chosen leader*
- e) Comprised of Soninke ethnic group*
- f) Helped spread Wolof language and culture*
- g) Islamic conversion around 1100*
- h) Founded by Mandinka people*
- i) Established an extensive trade network from Niger River to the Gambia River*
- j) Responsible for diverse ethnic groups in Senegambia*