

## **The ABCs of Senegal**

Lesson Plan by Amy Barsanti

**Overview:** Students will explore images from in and around Dakar, drawing conclusions, adjusting misconceptions, and diving deeper into Senegalese culture in grade level appropriate ways. The goal is for students to learn about Senegal while honing their observational skills and vocabulary, and to actively participate in inquiry-based Social Studies.

**Essential Question:** What do digital artifacts from Dakar help us understand about culture in Senegal? How can asking compelling questions help us learn?

**Intended Grade Level:** 1-3

**Intended Content Area:** Social Studies

**Suggested Length of Time:** 1 45-50 minute session (may be adjusted by grade level and level of student engagement)

**NC Social Studies Standards:**

**Grades 1 and 2:**

**I.1.1** Identify inquiry as a process to answer questions and solve issues.

**I.1.2** Recognize a compelling question with prompting and support.

**Grade 3**

**I.1.1** Identify content required to provide an answer to compelling questions.

**I.1.2** Construct compelling questions that promote inquiry with peers.

**1.B.1** Understand how culture, values, and beliefs shape people, places, and Environments.

**2.B.1** Understand how values and beliefs shape culture in America. (See notes for links to information about Senegalese culture in America)

**3.B.1** Understand how values and beliefs of individuals and groups influence communities.

**Materials:** Slide show  L1 Senegal ABCs , technology to present it

**Procedure:**

1. Ask if any students have heard of Senegal. If there is a “yes” response, ask what they know or think of when they hear the name.

2. Explain to students that they will be doing the work of Social Scientists, asking and answering questions about Senegal. Tell the students that today's lesson will help them learn more about Senegal, help them think about how the digital artifacts help us understand the culture, and give them practice with asking questions and drawing conclusions.
3. Read aloud the text as you show the slides, without pausing for questions or observations.
4. Show the slides again, stopping for students to share what they notice or would like to know more about.
5. Encourage students to discuss what they notice in descriptive rather than judgemental language, modeling and offering examples. Record observations and questions.
6. Exit ticket- have each student write (or draw) one thing he or she learned and one thing he or she wants to learn more about.
7. Optional- use the links in the slide notes to provide more information, and facilitate students' answering questions, correcting misconceptions, and posing additional questions. This can be a small group activity, or assigned in Google Classroom.

**Extensions:**

1. Have students work in groups to create slides comparing their local culture with culture in Senegal.
2. Have students create covers or book jackets for a Senegal ABCs book.
3. Use a map of Dakar and locate places from the slides. Mark the places and add details from research.