

The Women of Senegal

Lesson Plan by Amy Barsanti

Overview Students will examine the roles of women in contemporary Senegal, including but not exclusive to family and economy. They will compare and contrast what they know about the roles of women in their own community, region, state, and country with comparable areas in Senegal.

Essential Questions

- What roles do people play in their communities?
- How do people's roles impact their community and culture?
- How are the roles of women in Senegal similar to and different from those in your community?

Grade Level 2-4

Content Area Social Studies

NC Standards


Springboard for Inquiry strand in all grades; all US centered objectives can be addressed by comparing the culture in Senegal to local communities and regions

Inquiry K-2; 3-5

- Compelling questions
- Supporting questions
- Developing claims and using evidence
- Communicating ideas

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

Materials

- Slide Show  Women in Senegal
- Chart paper for taking notes
- Construction paper or cardstock, printed with [paper doll outlines](#)
- Crayons or markers
- Craft items for embellishment (optional)

Suggested Length of Time two 45-minute sessions

Prior Work to be Completed

In Kindergarten: K.B.1 Understand cultural practices in local communities and around the world.

1st Grade: 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.

Procedures

Session 1

1. Ask students to think of the women they know. Brainstorm with students a list of what the women in their lives do. Be sure to ask about things women do both inside their homes and outside their homes (i.e. jobs, domestic duties, hobbies, etc.). Record their ideas on chart paper or white board.
2. Based on their responses, sort the activities by categories such as “Family” and “Profession.” Use an organizer such as a Venn Diagram or a Double Bubble Map to organize student responses. You may wish to record responses on cards or sticky notes so that they may be moved or removed. Allow students to add to the lists as they discover, and to correct their own misconceptions.
3. Ask students if they think women in other parts of the world do similar things or different things. Tell students that today you will be observing the work of women in the country of Senegal, in West Africa. Brainstorm a list of what students think women in Senegal might do.
4. Share the [slides](#). Notes on each photo are included in the speaker notes. Ask students what they notice about the different things Senegalese women do.
5. Add things women in Senegal do to your graphic organizer. You may wish to use a different colored pen or sticky note to distinguish between Senegal and the US.

Session 2

1. Use your graphic organizer to remind students of takeaways from previous lessons.
2. Tell students that today they will be making a paper doll chain that shows what women do in each country (you may choose to make an example ahead of time to share with the students).
3. Instruct students to show what women in the US do on one side of their chain and what they have observed that women in Senegal do on the other.
4. Pass out materials and help each student make a paper doll chain. For younger students make a 2-sided copy of the reproducible page for each student, so cutting them out is optional. Older students may enjoy using the template to trace on a tri-folded piece of cardstock and cutting them out.
5. As students work, you may wish to play [African music by women](#).
6. Encourage students to share their chains with classmates, with older students using evidence from the slides to explain the portrayals they chose.

Optional Extension Activities

1. Have students write journal entries from the perspective of a woman in Senegal.
2. Encourage students to conduct further research to create and share slideshows on the lives of women in other parts of the world.