

## Au Marche Sandaga à Dakar

Grades: Upper Elementary 2-5th

### Teacher Notes:

Aicha is a Senegalese second grader from a local village outside of Dakar. Students have already been introduced to Aicha earlier in the year and understand that she lives in a village. Ballel has also been introduced as Aicha's cousin, also Senegalese, but living in Dakar.

Description: Aicha visits her cousin Ballel in the city of Dakar, spending the weekend, and taking a tour of the city in search of items to prepare *Ceebu jen* a national dish which can be eaten after going to la mosquée on Saturdays. The items needed for the dish can be found at Le Marché Sandaga.

Time: One to two weeks based on 30 minutes lessons three times per week.

Objectives: Students will visit le Marche Sandaga to purchase items needed for *Ceebu jen*, a flavorsome marinated fish cooked with tomato paste and a variety of vegetables. Student will also use basic French phrases to communicate with the merchants.

### Materials Needed:

- Basic world map outlining continents, highlighting Senegal
- Dialogue between le marchand et le client (found below Day Two)
- Pictures of Aicha and realia for food items commonly found in a Senegalese outdoor market ([www.alovelyworld.com](http://www.alovelyworld.com))
- Ballel: A child of Senegal story book (available on Amazon.com)
- CD Le Français au Soleil ([www.freewebs.com/boutik/booksdvdvdvhs.htm](http://www.freewebs.com/boutik/booksdvdvdvhs.htm))
- Planète Enfants magazine( Marie-Caroline Russell -Bayard Presse 310.299.5920, Mariecarorussell@hotmail.com)

### DAY ONE:

1. Un voyage pour Aicha: Teacher shows picture of Aicha with a suitcase and a simple map of Senegal marking an "x" at her village as well as an "x" on Dakar
  - Teacher asks « Où va Aminata? And students respond with assistance « Aicha va à Dakar. »
  - Teacher then asks « Pourquoi est-ce qu'Aicha va à Dakar? » Teacher also holds up a picture of Ballel, Aicha's cousin whom the students have met previously in the year. Students respond with teacher assistance...Aicha visite Ballel, sa cousine.
2. Où vont Ballel et Aicha?
  - Teacher holds up an empty pot and an empty mesh grocery bag and explains : « C'est samedi le jour pour aller à la mosquée. Après avoir visité la mosquée, il y a un grand dîner. Aicha et Ballel font les courses pour préparer *Ceebu jen*. »

- Students then assist teacher in creating a list of ingredients needed, using pictures of manioc, eggplant, onion, carrots, green cabbage, lemons, rice, dried fish, regular fish, and spices. Teacher asks selected students to place one item stated by the teacher ie: 1 carotte, on the list, a piece of chart paper. Teacher explains and shows students a picture of manioc, and its importance in Senegalese cuisine.

### 3. Song: #6 Le Français au Soleil

Students will sing this song and use TPR to mime walking to market, selecting items, placing items in the sack, incorporating the items needed for the *Ceebu jen*

4. Morpion: This is an African version of Tic-Tac-Toe played in the dirt using black and white rocks instead of X's and O's (see the magazine *Planete enfants* juillet 2006) Teacher divides class in half, black rocks and white rocks. Teacher calls out item from food list and one team member from each team must race to touch it. If correct, place a rock on the board. (I use a whiteboard, but mime the actions form drawing the grid with a stick in the "dirt.")

## DAY TWO:

### 1. Fill my bag!

Teacher dumps items from the *Ceebu jen* on the floor and posts the word list of the items on the wall. This time there are pictures of two of each item. The class is divided into two teams of buyers (les clients). Two team members have an empty sack and another of their team member's passes them an item the teacher points to the grocery word list. In order to place the item in the bag the buyer must state \_\_\_\_\_s'il vous plait, using the grocery word list as well as the "marchand" the teacher. Once an item is placed in the bag, the bag is passed to the next team member who repeats \_\_\_\_\_s'il vous plait, which must be a different item. The team that fills their bag first wins and they become "les marchands".

### 2. Au marché!

Teacher models by selecting one team member from each group. She explains that one person is le marchand and the other is le client. This is modeled by using a table and placing the marchand (the teacher in this case) on one side and le client on the other side. Team Marchands must select a partner from the other team which is les clients and use the following dialogue:

M. Bonjour!

C. Bonjour

M. Comment ça va?

C. Ca va bien.

M, Que désirez vous?

C. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ etc( listing all items needed)

M. \_\_\_CFA

C. \_\_\_CFA!!?? Non, \_\_CFA.

M \_\_CFA non, \_\_\_CFA.

C \_\_CFA ?,,,,,,bon voila !

M. Merci, au revoir!

C. Au revoir!

**DAY THREE:**

Au marché:

Students will divide into even groups of four. Two students will be marchands and two clients.

Students will fill out the dialogue above filling in the blanks.

Students will practice their dialogue in their group.

Once they have practiced, they will switch roles and groups and practice the opposite role.

Assessment: Students will successfully complete the dialogue by saying it and ask and retrieve the items for the *ceebu jen* and successfully interact with their peers in the target language.

Extension: Students interested in “visiting” le Marche Sandaga may take a virtual tour by visiting:

[http://www.senegalaisement.com/senegal/photos\\_galerie\\_senegal.php?mcle=Sandaga](http://www.senegalaisement.com/senegal/photos_galerie_senegal.php?mcle=Sandaga)

NC Standard Course of Study:

Second Language SCOS: Connections 5.02 similarities/differences tangible products (ie:food)

Second grade Social Studies SCOS:

SS 3.01 compare similarities and differences between oneself and others

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