

## **Food in Senegal**

### **Lesson plan by Amy Barsanti**

**Overview:** Students will explore the food of Senegal, including traditional dishes and food sources. They will compare them with those of North Carolina, and discuss regions and why some items are more common in specific areas (rural, urban, coastal). They will also compare markets and stores in North Carolina and Senegal.

#### **Essential Questions:**

- What can we learn about a culture from its food?
- What is the connection between where people live and the food they eat?

**Intended Grade Level:** 2

**Intended Content Area:** Social Studies

**Suggested Length of Time:** two, 45-minute blocks

#### **NC Social Studies Standards:**

##### **K-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.
- I.1.3 Explain why or how a compelling question is important to a topic or issue.
- I.1.4 Identify what questions are needed to support the compelling question.
- I.1.5 Recognize how supporting questions connect to compelling questions.
- I.1.8 Construct responses to compelling questions using information from sources.

##### **3-5**

- I.1.1 Identify content required to provide an answer to compelling questions.
- I.1.2 Construct compelling questions that promote inquiry with peers.
- I.1.3 Understand how responses to supporting questions provide responses to compelling questions.
- I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.
- I.1.7 Construct claims in response to compelling and supporting questions.
- I.1.8 Accurately use information from sources when making claims.
- I.1.9 Make inferences from information in sources.
- I.1.10 Construct responses to compelling questions with specific claims and information from

teacher-provided sources.

### Materials:

- Slides  Senegal LP Food
- Menus
  - <https://chezloutchadakar.wixsite.com/website>
  - <https://www.facebook.com/KFCsenegal/>
  - <https://tourisme-dakar.com/lendroit/>
- Dry erase board for recording ideas
- Key to foods (below)
- Maps of Dakar and Senegal

### Procedures:

#### Session 1

1. Introduce the lesson by asking students what kinds of food they like to eat at home and in restaurants. Explain that you will be learning more about the food people eat in Senegal (2 minutes)
2. Show students where Senegal and Dakar are on a map, and ask what they notice about the locations.
3. Work together to brainstorm what kinds of food they think people who live there eat. Encourage observations that may have to do with proximity to the coast, climate, urban and rural locations, and farming. Make sure students understand that the task is not about being right, but about drawing conclusions based on evidence, beginning with any prior knowledge, and adjusting predictions as they gather more information. Record student responses on a dry erase board so that they can be revised. (15 minutes)
4. Choose slides from the [presentation](#) based on your students' interests, insights, and enthusiasm as they participate in the discussion. Slides 1-3 and 13 are prepared foods from restaurants, slides 5-12 are foods as they are sold in markets and stores.
5. While showing the selected slides, ask students what they notice, especially what looks familiar, and what they want to find out or are curious about. Students may make connections to fish and the coast, what kinds of crops may be grown, and similarities and differences between the foods in the slides and what they have seen at home. If students have selected slides with prepared food, also share the menus linked in presenters notes during the discussion. (25 minutes)
6. Optional- Use the presenters notes to give students some information about what foods are pictured on the slides. You may wish to let them discover on their own in a later session.

## Session 2

1. Repeat the process with the remaining slides. Relate the discussion points back to similarities and differences between the food in the slides and what the students eat. Ask students where their food comes from, moving between concepts of where it is purchased and where it is produced or grown. (10 minutes)
2. Show menus and facilitate a similar discussion. (10 minutes)
3. Ask students about how their families decide what foods to buy, where families choose to buy them, what restaurants they choose and how often, and how those decisions are related to money and other factors. Guide them to draw conclusions about similar choices as they may be made in Senegal. Record responses on a chart or thinking map of your choice. (10 minutes)
4. Use the template provided to help students create their own menus for a Senegalese/Home town restaurant that their own families would choose. (15 minutes, more if needed)  
Top line- Student's name  
Next 2 lines- Name of Home town or city  
List Senegalese items in left column, home town or city items in right column  
You may wish to discuss and add prices as part of a related lesson.

**Extension-** Facilitate research to select a cash crop in Senegal that could be grown profitably in your region or state. Create an advertisement or poster to sell the idea to farmers.

### **Resources:**

<https://togetherwomenrise.org/customsandcuisine/customs-and-cuisine-of-senegal/>

<https://trip101.com/article/traditional-food-in-senegal>

<https://www.syngentafoundation.org/agriservices/wherewework/senegal>

<https://www.fao.org/in-action/plant-breeding/nuestrosasociados/africa/senegal/es/>

<https://travelfoodatlas.com/senegalese-food>

[Hady's International - A Senegalese restaurant in Raleigh, NC](#)

[Yagg Si Tenn - A Senegalese Restaurant in Raleigh, NC](#)

**Key to Foods on Slides**  
**Also found in presenter's notes**

**Slide 2-**

Left: Thioff (pronounced cheoff), West African Atlantic grouper, grilled over charcoal and served whole. Served here with salad, sautéed green beans and carrots, and a container of finely chopped tomatoes, peppers, onions, and spices

Right: Pasta with light tomato cream sauce, shrimp, radishes, cilantro, cucumber, corn, beets, lime, tomatoes, carrots, shredded red and green cabbage, parsley

**Slide 3-**

Left: Cachupa is the national dish of Cape Verde, and it is found in some restaurants in Dakar. This is one of the cachupa dishes at Chez Loutcha, and it resembles cassoulet. It has white beans, sausage, fish, chicken, pork, carrots, yucca, kale, and samp (yellow hominy, a corn product <https://www.delightedcooking.com/what-is-samp.htm>).

Right: Freshwater prawns and calamari (squid) with chopped tomato, served with salad. The calamari is sliced in strips instead of rings, and this preparation at the Terrace Restaurant at Hotel Djoloff is called "Fruits de Mer Americaine"

**Slide 4-**

Left: Fish and shrimp on a skewer with french fries

Right: Thieboudienne (chee-boo-jen) is the national dish of Senegal. It has white fish stuffed with herbs and garlic, tomato, carrots, tamarind, sweet potatoes, cassava, onion, parsley, eggplant, and okra. It is also seasoned with dried fish and nététou or sumbala, which is a fermented seed that smells unpleasant until cooked.

**Slide 5-**

Auchan is a supermarket chain that also carries appliances, electronics, housewares, and so on. <https://www.auchan.sn/> There are 19 locations in the Dakar area.

**Slides 6 and 7-**

Interior of Auchan, including displays and packaging of frozen foods, produce, and rice. There are also pool supplies, included to help students understand that the supermarkets have much more than food products.

**Slides 8-11-**

These images are from Sandaga Market, which has indoor and outdoor spaces operated by different merchants and vendors. Students may notice many non-food items such as clothing, fabric, jewelry, and household supplies, but no toys that I could see when I visited.

<https://www.atlasobscura.com/articles/historic-sandaga-market-dakar-senegal>

**Slide 8-**

Left: Typical farmer's wares- eggplant, carrot, lime, squash, yuca/cassava, yam, jaxatu (look like little green pumpkins, they are green eggplant), cabbage, hot pepper, daikon radish, spring onion, cucumber, potato

Right: Sacks of potatoes from larger farming operation, transported into the market by cart

**Slide 9-**

Left: Indoor stall- beans, rice, spices, dried herbs

Right: Dried fish

Slide 10-

Left: Beans

Right: Same vegetables as Slide 8

Slide 11-

Left: Homemade shea butter, sauces; garlic, spices; commercially produced and sold in smaller containers than original packaging by the vendor- Onga and Antou are seasoning cubes, cornichons are small strong pickles, soy sauce, cocktail onions

Center: Dried herbs and other plants for medicinal purposes

Right: More farm-grown items for seasoning, cooking, and medicinal purposes. Sticks are also used for dental care, like toothbrushes and floss.

<https://www.reuters.com/article/us-africa-toothbrushes/african-twig-brushes-offer-all-day-dental-care-idUSL1487199720070618>

**Slide 12-**

Left: Basket of limes at a roadside stall selling the baskets made by the vendor

Right: Coffee, tea, hibiscus and ginger for making cold soft drinks, at Maam Samba, an ethically sourced boutique with guest rooms upstairs. <https://www.maamsamba.org>