

<p style="text-align: center;"><u>Souk el Jemaa</u> <u>سوق ال جمعة</u> <u>Bartering at the Friday Flea Market:</u> <u>(Pay less and get more!)</u></p>	<p>Thematic Unit and Integrated Performance Assessment: Arabic Level One</p> <p>Author: Antoine Mefleh, Roosevelt High School Minneapolis Public Schools</p>
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Scenario/Unit Overview:

“Food, Marketplace, and Shopping – Arab Style” comes mid-year in the curriculum map for Level One. Previous units, from September to December, included “Introduce Yourself to the Arab World”, “ Going to School in the U.S. and in Arab Countries”, and “At Home with the Family”. In the beginning level, students have learned the Arabic alphabet and are just developing their reading and writing skills in this new language; they sometimes write words or note new vocabulary using Roman letters for convenience. Students have previously learned to use numbers in various contexts, such as telling time and age, and basic expressions to describe themselves, school and family life. In this unit, they are branching out into the “world”. The purpose of the unit is to use familiar and learned vocabulary in a meaningful, culturally appropriate setting to express likes and dislikes, ask and answer simple questions, describe food items, talk about buying and selling food in a marketplace, and recognize cultural differences about food and how marketplaces operate.

Goals

Communication

- Communicate using familiar, learned vocabulary in meaningful, culturally appropriate setting.
- Express likes and dislikes about food and other items in an Arab market.
- Ask and answer simple questions in order to bargain while buying food or other items in an Arab market.
- Describe food items and other market items using limited learned vocabulary.

Culture

- Understand the cultural differences of how marketplaces operate in an Arabic country and the United States.
- Understand what items are found in a Friday flea market in an Arab country.
- Understand the practice of bartering for items in a marketplace in order to pay an acceptable price.

Connections

- Mathematics: Learn how to exchange currency from various Arab countries for the equivalent in American dollars.

Comparisons

- Compare cultural practices for buying and selling in the marketplace.
- Compare Arabic and American food preferences.

Communities

- Interact with people in the Arabic-American community grocery stores or delis in the city.

Questions

1. How is food similar and different in Arab countries and the U.S.?
2. How are markets in Arab countries similar or different from those in the U.S.? How do they operate?
3. How do I get more of what I want and need through bartering in an Arab marketplace?

Assessment Tasks

Communication

Interpretive Task:

- Write a list of items found in a local ethnic store. Read the ingredients of food products found each item and list these. Correctly identify the ingredients in each food item.

Presentational:

- Draw food items found in the store onto a shopping bag and label each item in Arabic and the price written in Arabic.
- Present to the class what items are in your bag and what you “bought” at the store. Describe the item, its cost, and the total amount you spent at the store. Respond to simple questions from the class about the food items in your shopping bag.

Interpersonal:

- In a situation of buying and selling something in a simulated Arab flea market, barter for the items that you want to buy in order to get the best price.

Culture

Practices

- Role-play bartering for items in a marketplace in order to pay an acceptable price.
- Understand what people can buy at a Friday flea market and use this information in a role-play.

Connections

- Make mathematical conversion, i.e. pounds to kilo, monetary exchange.

Comparisons

- Compare marketing operations in the U.S. and Arab countries
- Compare typical ethnic Arabic food with typical food in the U.S.

Communities

- Use the language beyond school in a visit to a local ethnic store to interact with the owner and clerks. Sample food at the store and deli.

Key Elements of the Unit Lesson:

Functions:	Structures:	Vocabulary	Materials/ resources	Major lesson topics/Performances
<p>Identify food items</p> <p>Describe food items</p> <p>Compare price, quality</p> <p>Compare market practices</p> <p>Ask informative questions</p> <p>Express likes and dislikes</p> <p>Use numbers for buying and selling</p> <p>Recognize similarities and differences in how markets operate</p> <p>Convert measures and money</p>	<p>Simple verbs buy, sell, like and dislike</p> <p>Informational questions – how much.....? (price, weight), quality (fresh?)</p> <p>Past tense of verbs</p> <p>Negation</p> <p>Agreeing/ disagreeing</p>	<p>Numbers (money and prices)</p> <p>Food – vegetables, fruit, meat, bread, sweets</p> <p>Buying/Selling Market items</p> <p>Questions: How much? How many?</p> <p>Negation</p> <p>Adjectives – cheap, expensive, too much, too little</p> <p>Polite expressions for the marketplace</p>	<p>Photo flashcards of food and marketplace items</p> <p>Authentic newspaper ads for sale items</p> <p>Field trip to local, ethnic food market (Holy Land, Sinbad)</p> <p>Money from Arab countries</p> <p>Kilogram scale</p> <p>Video – <u>Life In the Arab World</u></p>	<p>Beginning – Introduce foods and marketplace practices. Describe similarities and differences</p> <p>Middle – Read ads from authentic newspapers about food sales</p> <p>End – Discuss the concept of bartering Introduce and model bartering in a market place.</p> <p>Visit a local market; “buy” items and present to class what was bought.</p> <p>Role-play bartering in a simulated marketplace.</p>

Preparation and Scaffolding Activities for “Bartering in an Arab Flea Market”

Interpersonal Performance Task:

Focus:

Asking questions:

Activity: Oral preparation for questions (students don’t read and write a lot of Arabic, so written questions aren’t used extensively.)

Pairs of students ask and answer questions modeled by the teacher.

Describing and Identifying:

Activity: Guess an item hidden inside a bag. Teacher selects a food item, or a picture of an item, and students ask questions about the item that can be answered with “Yes” or “No” to discover what the item is. Students assume the role of “teacher” in the game.

Rubric for Interpersonal Task taken from Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education. p.36.

SUE* Method

	S	U	E	Grade/points
Student 1	+	+	✓	B
Student 2	+	✓	✓	B-/C+
Student 3	✓	✓	✓	C
Student 4	✓	+	✓	C-

*

- S = Success: Did the student successfully accomplish what was assigned?
- U = Understanding: How easy was the response to understand?
- E = Effort: Was the speaker making an effort to communicate rather than just answer briefly?

Interpretive Performance Task:

Focus:

Identifying spoken vocabulary:

Activity: Listen and match: Bingo: Students match pictures of items with vocabulary or descriptions of the food items.

Identifying written vocabulary:

Activity: Students categorize items in a list – vegetables, fruit, meat items. Students write the items in the correct categories.

Identifying written vocabulary:

Activity: Information gap: Read labels of authentic food products and identify the items. Write ingredients into a food table.

Identifying written vocabulary in authentic context:

Read authentic food advertisements and identify the items described.

Rating for Interpretive Task:

Identifying spoken vocabulary: Worksheet with food names and pictures.

Identifying written vocabulary: See shopping list form below

Before you go to the market, you decide to make a list to help you organize your time at the market. Look at the list of food you will buy and put the foods into the correct category.

_____ (Name) Shopping list			
	<i>Vegetables and Fruit</i>	<i>Breads and Grains</i>	<i>Other</i>

Presentational Performance Task:

Focus:

Writing and labeling:

Activity: Students make an alphabetical picture dictionary and write labels for pictures of items.

Writing a list:

Activity: Students write a list of food items that they like or dislike, using a teacher provided set of numbered pictures.

Rubric for Presentational Task (dictionary)

Checklist:

Each letter has a labeled picture: _____

Dictionary is neat and legible: _____

Dictionary shows evidence of editing: _____

Writing and labeling

	Meets (✓) Exceeds (+)	Progressing (-) toward goal
Accuracy: Words and letters are clearly formed and legible		
Picture: Choice of picture clearly supports the vocabulary word chosen to illustrate the letter the letter		
Vocabulary: Choice of words clearly reflects the letter		

Handout for Writing a list

1. Foods I like and don't like

Look at the pictures and write the number of the food you like or don't like and write the names of the foods next to the number in Arabic.

Like	Don't like

Learning activities:

For vocabulary: Students can play the Four Corners game to organize the words into categories. Each corner of the room has a food category, such as, vegetables, fruits, meats/main dishes, grains/breads. Students work in four groups, each with a different color of marker. The groups work together to write as many words as they know using their marker color, while the teacher watches the time. After a few minutes (the length of time depends on the size of the groups), the groups move to the next corner. At the end of the time, the words can be counted by color and a “winner” can be named.

Students can also role-play a market using pre-learned simple phrases to barter for food. The teacher provides a list to the buyers and pictures of food to be sold. Students take turns being the seller and the buyer while the teacher listens for pronunciation of simple phrases.