



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Assignment Description (For Teachers)

Title: Migrations across Morocco

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Purpose/Connection to the Curriculum: This lesson is designed for high school Social Studies or English classes and meets numerous World History, Geography, and Writing standards. Throughout history Morocco has served as a crossroads of migration between Africa, the Middle East, and Europe. The lesson helps students look at migrations from medieval times to the present: examining the reasons for such movements (conquest, exchange of goods/ideas, colonialism, immigration), the changing directionality of the migrations, and the impact on affected populations.

Overview: The lesson begins with a short overview of migrations across Morocco from the 8th century CE to the present. Students look up answers to questions, writing responses and/or marking them on a map. Then, each one reads and describes to a few other students a background information sheet on one aspect of migrations. The lesson continues with a creative writing assignment in which each student incorporates facts that he/she has learned along with an understanding of the impact of the migratory experience on individuals and societies. At the end, each student (or pair) gives the class a brief (2-3 minute explanation) of who, what, when, where, and why in order to show the sweep of migrations throughout the history in the region.

Grade Level: High School.

Time: 4 class periods – with students who don't finish each day's assignment completing it as homework. (Note: An English teacher and a Social Studies teacher could work collaboratively on the project, splitting the time requirement between the two classes. The assignment would thus be completed in 2 days.)

Objectives: Students are expected to: conduct basic research, read about and discuss a period of cultural interaction involving Africa and Europe or the Middle East, express two perspectives of the issue through writing (combining historical information and creative expression), encounter different views of the same event, and develop a greater

understanding of Moroccan history, culture, and position as a bridge between African, European, and Middle Eastern cultures.

Suggested Procedures

Part 1 - Background – Students, working individually or in pairs, look up answers to complete the questions on Moroccan geography and history. **Folder #2, Questions on Morocco.** (Including questions and two outline maps)

Part 2 - Preparation for writing:

- a. Give each student an assignment description sheet and a briefing sheet on the role(s) they will represent. Note: A teacher may choose to have some or all students work in pairs in order to accommodate students with special needs (ELL, learning disabilities, etc.) – or to increase discussion of the assignment. **Folder #3 (Briefing Sheets/Assignment Description).**
- b. After the students read the briefing sheet, have them get into groups according to the subsection of Folder #4 (e.g. all a's together, all b's, etc.). In their groups, discuss the questions in **Sheet #4.**
- c. Optional: The teacher can make a timeline from 700 CE to the present across a wall of the classroom and have each student put a sticky note with a quick description of his/her event in the appropriate place on the timeline. This would serve as a visual representation of the historical reference.

Part 3 - Creative Writing: Students do the creative writing assignment. They must include at least five specific facts from the reading or their own research. (The teacher may direct them to underline or list the five facts.)

Part 4 - Sharing:

- a. Write on the board “When? Who? Where? Why?”
- b. Going chronologically (using the timeline, if you made one, on the classroom wall), have each student (or pair of students if they worked in pairs or if you have more than one student, working individually, doing the same topic) come up and briefly answer the questions. When: what year or century did they learn about? Who and where: What group of people is moving, where did they leave from, and where did they go to? Why (what caused the movement)?
- c. Class discussion: What general themes did they notice over time? What changes occurred in reasons for migrations and the direction of the flow of migrants?

Assessing Student Learning

30%: Background sheet

40%: Creative writing

30%: Class participation (small group discussion in Part 2, individual mini-presentation in Part 4, large group discussion in Part 4)

Extending the Lesson: Have students read 1-2 of the creative writing works of other students and respond to what they read.