



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Housing at Home and In Morocco

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Subject / Level: Arabic, Novice High (TEKS Included) or Social Studies, 5-7 the grade, 90 minutes.

Subject / Level: LOTE: Arabic, Novice High (TEKS Included)

- Designed for a 90-minute classroom, the plan could be expanded into a short unit of study. Ideas to do so are included at the end of the lesson. This lesson can be adapted for any LOTE classroom.
- This lesson would be easily adapted to the Social Studies classroom with the addition of the corresponding TEKS.

[https://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_\(TEKS\)_Review/Social_Studies_TEKS/](https://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/Social_Studies_TEKS/)

Lesson Plan Theme: Housing and the Environment

Enduring Understanding/s

- Houses in the US and Morocco share similarities and differences.
- The climate and ecology of different regions impacts housing construction.

Essential Questions

1. How are houses in Morocco the same as our houses? How are they different?
2. How does climate impact construction?

Materials with Links to online materials

1. Google Form: My House is...
https://docs.google.com/forms/d/1tiTUHAC5ml0Jq1cnKTwTUaW_HQ0LPfPXhshZPUW_5lo/edit
2. Graphic Organizer for Similarities/Differences:
https://docs.google.com/presentation/d/1_DopClhztyyBsGi-0QOjyLQQG0gfCrJ-NMKDLUMp1Qc/edit?usp=sharing
3. Google Slides:
<https://docs.google.com/presentation/d/12Sq741GOW8J3T6M6z7IXXKSurAMuVaKdKAzD6TVkjgo/edit?usp=sharing>
4. Video, Moroccan Riad: <https://www.youtube.com/watch?v=ew-T5xSiLQA>
5. Manila File Folder: To construct house: Front of folder = front of house, Inside = floor plan or upstairs and downstairs floor plan, Back of folder = view or back yard.
6. Paper, scissors and crayons, colored marker, pens or pencils for students to create "furniture for their houses.
7. Color printer (optional) for students to print objects they find on the internet to decorate their houses
8. General Exit Ticket Templet –no copyright – created by LP author.
https://docs.google.com/presentation/d/1nLc7v_yuBGYMFz0-uDu_YX-jcWdNUMdQ9ltH4FD2kU/edit?usp=sharing

3-Part Objective

While role playing as an architect and interior designer with a focus on geographic conditions, novice-high students will create a file-folder fantasy, Moroccan houses, incorporating at least 16 new house vocabulary words and one complete sentence that describes the façade, living room, kitchen, courtyard and bedroom/s and back yard.

Three Part Lesson objective details

- Action: create their fantasy, furnished Moroccan house.
- Condition: working with a partner using a manila file folder, taking the role of architect (partner A) and interior designer (partner B), and considering geographic conditions
- Specific, measurable criteria: Façade, living room, kitchen, courtyard and bedroom/s and back yard that incorporates 4 vocabulary words for each file folder side with at least one descriptive sentence on each side, 4 sides total (16 words and 4 sentences).

Stated Objective

“Have you ever thought about your house? Why is it built of brick or wood... has small windows on one side and big ones on another? Maybe it’s a motorhome! Why would people live on wheels? Today, after surveying the class and gathering data on our own houses, we are going to imagine what it must be like to live in a house in Morocco? Would the houses be like our houses here? Today, we are going to use our knowledge of geography and our imagination to explore how similar – and how different – houses can be. Then, you will get with your partner to work together as architect and interior designer to create your own fantasy vacation house in Morocco.”

Differentiation Strategies:

Based on individual needs, students may

- Take a paper or online survey.
- Use magazine cutouts and/or computer-generated images rather than draw their fantasy vacation house.
- Create a digital file for their “house” using four digital slides.
- Work in groups of four – each designing one side of the folder.
- Divide the geography into geographic regions. Divide class to create homes for beach, mountain, oasis and desert holiday houses.
- Use butcher paper for the class as a whole to create a city of different houses, include a minaret.

The Student Can Statements

What will they be able to do at the end of the lesson? These are located in the C’s Section below.

Communication

- **Interpretive:** Students watch videos and images to interpret the similarities and differences in housing in the USA and Morocco “I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.”
- **Interpersonal:** students work together as architect and interior planner to create a fantasy Moroccan vacation house. “I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.”
- **Presentational:** Students get into groups of 4/6 to present their work to their peers. Outstanding work in presented to the whole class. “I can present personal information about my life and activities, using simple sentences most of the time.”

Culture: Students discover how cultural traditions and ecology impact housing. *In my own and other cultures I can identify products and practices to help me understand perspectives.*

Connections: Interior Design and architecture – terms from each field will be part of working vocabulary.

Comparisons: “*In my own and other cultures I can compare products related to everyday life and personal interests or studies.*”

Communities: Real time Skype communication with students in Morocco to Q and A about housing in their community or with native speaker/s as invited guest/s. (Optional)

LOTE TEKS COVERED

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit),

b. Introduction

(5) (A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
- (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
- (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) express and support an opinion or preference orally and in writing with supporting statements.

Source: The provisions of this §114.40 adopted to be effective July 15, 2014, 39 TexReg 5385.

Add Social Studies TEKS here, optional

The 5Es Plus 1 Lesson Sequence

I. ENGAGEMENT

These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. Here students encounter the material, define their questions, lay the groundwork for their tasks, make connections from new to known, and identify relevance.

As students enter room, they are presented with a link to a google form that will collect data about their own houses. The form should be presented in Arabic to novice high students. See link in Materials List and QR Code.



After students collect their data, they get into groups of four to determine if there is a predominant:

1. Type of house?
2. Location?
3. Material from which a house is made?
4. Location of windows in a house?
5. Color?

After the small group discussion, the whole class works in partnerships, small groups or whole class to complete the google form: similarities and differences. (See link on Materials List or QR code on page 4.)

Estimated time: 7-10 Minutes

What are you, the teacher, doing?

1. Greeting students at the door.
2. Directing them to the QR Code and asking them to take the survey (Or handing out paper survey's)
3. Preparing for transition for small groups.
4. Load the slide presentation so the early finishers can start to consider the exploration task.
5. Observing student progress (informal formative assessment) and directing them to the exploration as they finish.

What are your students doing?

1. Greeting and seating themselves.
2. Taking the survey on their digital devices.
3. Putting the digital device aside to prepare for class.
4. Reading and contemplating the first slide of the exploration.

*Similarities &
Differences Link*



II. EXPLORATION

Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept/new learning. Students must spend significant time during this stage of the model directly involved with material. Inquiry drives the process, teamwork is used to share and build knowledge base.

1. Students move into groups of four. They assess the results of the survey, identifying similar responses.
2. The teacher reviews the data's dominant responses, asking students who, for example, live in white houses to raise their hands. If part of a Unit, students can from human graphs, etc.

Estimated time: 10-12 Minutes

What are you, the teacher, doing?

1. Describing and assigning tasks.
2. Monitoring student performance (informal formative assessment).
3. Responding to student questions and concerns

What are your students doing?

1. Working in groups of four to determine dominate responses.
2. Discussing as a whole class to determine if the entire class made similar discoveries

III. EXPLANATION

Student explanations should precede introduction of terms or explanations by the teacher. The learner explains the discoveries, processes, and concepts that have been learned through explanation. The teacher supplies resources, feedback, vocabulary, and clarifies misconceptions. List higher order thinking questions that teachers will use to solicit student explanations and help them to justify their explanations.

1. Students explain what they discovered about dominate housing traits in their community.
2. After dominant responses, students regroup and consider new slide prompt: "Does geography or climate impact these dominate housing characteristics."
3. Students pair and share their thoughts.
4. As a whole class, students offer examples of how their local environment impacts housing decisions. *(Examples, heavily populated states may be densely populated cities/fewer sprawling suburbs; heat prone states have windows on the north/south, not the east/west walls, houses tend to be pastel shades of color).*

Estimated time: 10-12 Minutes

What are you, the teacher doing?

1. Clarifying and extending knowledge as needed.
2. Redirecting students to pair and share to respond to the new prompt.
3. Evoking and acknowledging student explanations (informal formative assessment).

What are your students doing?

1. Explaining the class' dominate housing characteristics.
2. Discussing the new prompt.
3. Providing examples on how environment impacts housing.

IV. ELABORATION

The next stage of the model serves to help students elaborate on their understanding. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. In collaboration with others, students can construct a deeper understanding of the concepts. Elaboration can lead to new inquiry.

Activity 1: 10 Minutes

Students view 35 second sunset video of the desert town of Ouarzazate-Toudgha El Oulia, Morocco which lies on the edge of an Oasis. In the video you can see the ancient abandoned adobe town on the south-east side of the river and the new town on the north-west. If you have speakers on high, you may be able to hear the call to prayer in the distance.

Before watching:

"You've noted that environment influences our houses, how do you think a desert environment might impact housing? List three elements that you would expect to see in a house built in an extremely dry, hot climate.

While watching:

"You will see an overview of a desert community. List three aspects of the houses you see that stand out to you."

After watching:

Return to your list – after seeing the video, compare your list with your partner/s. What might you add to it?

Activity 2: Minutes

Google Slideshow:

<https://docs.google.com/presentation/d/12Sq741GOW8J3T6M6z7IXXKSurAMuVaKdKAZD6TVkjqo/edit?usp=sharing>

Students see images of houses in Morocco, in various cities. Students should:

- Identify characteristics of the houses that match their predictions.
- Compare and contrast the houses to their house.
- Determine which features they would want in their fantasy Moroccan vacation house.

Key elements in the images include:

Slide Number:

1. In the video, students should note the oasis; the ruins are of adobe, thick walls, if you have sound on they will hear the call to prayer in the background. (Would you have open windows? Would you place windows on the side of the house facing the mosque? Would you build east of the mosque so your windows would not face west? Etc.)
2. The small windows all have awnings to protect them from the sunlight. The houses are over shops on the street level.
3. Garages and landscaping are similar to our suburban houses; they are multiple level.
4. The walls are adobe, very small windows, they supply their own electricity with solar panels.
5. The city follows the curve of the river/oasis. The houses are all the color of the desert: terra cotta.
6. The courtyard brings water into the house, the Moorish arch leads to the courtyard.
7. Tiles and Ironwork, students can add this sort of detail to their house.
8. Storks nest in the region. Their nests are heavy and can cause damage to rooftops. The house on the left invites the storks with a special structure that supports the nest without damaging the house.
9. Student Model and requirements (I encourage users to make a rubric that reflects the specific goals of the teacher)
10. A minaret – included because there is at least one in every community and because one of the differentiation suggestions is to create a city on butcher paper, for which a minaret is essential.

Activity 3: Build your fantasy Moroccan vacation house

1. Students use a file folder; each side of the folder offers a different view of the house:
 - Front of folder: Façade w landscaping
 - Inside left: Living and kitchen (or whatever the student wishes.)
 - Center: Courtyard
 - Inside Right: Bedrooms and baths.
 - Back of Folder: Back of house with landscaping
2. Students label, minimally four features on each side of the house.
3. At the bottom of the design, students write a short description that includes the five or more features.

To assure that students stick to pacing announce the front of folder first – They should work on that, then as a class move on to the other three sides. Students should take their work home for any embellishment. Bringing them in the next day for final assessment.

Be sure to offer students the opportunity to present their product in small groups beyond the exit ticket described below. Consider posting them in your classroom or hallway for a gallery walk for student observation and/or evaluation. If you do this, be sure to create a note-taking tool for students to keep track of their observations.

Ideas to build on this lesson as part of a unit of study

- Name their house.
- Identify the street address - using google maps.
- List the travel arrangements they will have to make to arrive.
- Determine the best time of year to travel.
- Create a spread sheet of any aspect of their home:
- Furnishing a room. Send them to online shopping to accomplish this.
- Build a holiday budget for all aspects of a trip to their vacation home.
- Plan a series of day trips to see all the local attractions.
- Read restaurant reviews to make dining reservations.

Post-Project Options

- Students post their vacation villas in the classroom as “Airbnb” destinations.
- They create print or media advertising campaigns.
- Plan a cultural event to take place
- Compete for the most popular destination in the class.

Estimated time for the three activities: 60 Minutes

What are you, the teacher doing?

1. Generating interest in the video through evoking pre-viewing predictions.
2. Presenting the video with instructions for the watching activity.
3. Playing the video a second time to assure understanding
4. Directing Partners to pair and share observations.
5. Guiding students through ten slides to Identify characteristics, Compare and contrast, and determine which features they would want in their fantasy Moroccan vacation house.
6. Presents students with bags containing materials to create their folder-house.
7. Asks students to work on one side at a time, stopping after each side to review with their partner or small group.
8. Walking around the room to check students' progress (informal formative assessment) and motivate them.
9. With 5-8 minutes left in class, ask students to clean up, returning craft items to the bag in which they received them.
10. Asking students to share their work with others.

What are your students doing?

1. Predicting the characteristics of a house built in a hot, dry climate.
2. Watching a video and identifying elements in the video.
3. Watching the video a second time to confirm their observations.
4. Comparing observations with a partner.
5. Observing, reflecting and sharing observations about housing in Morocco based on diverse images, determining which features they would want in their own fantasy Moroccan vacation house.
6. Accepting materials to create their folder-house.
7. Begin working, one side of the folder at a time, with a short pair/share after each side is completed.
8. Students clean up after completing their product.
9. Returning materials to the teacher.
10. Using time to share their work with others.

V. EVALUATION

*The penultimate stage is an **on-going process** by **both instructor and learner** to check for understanding. Rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and embedded assessments. Results are used to evaluate and modify further instructional needs. Evaluation should be embedded throughout the lesson as well as at the end of the lesson in a variety of ways. Ask, how will students demonstrate that they have achieved the lesson objective?*

Informal Formative Assessments

1. Data collected from students about personal housing in their community.
2. Dominate housing traits discussion
3. Observation assessment of student interaction during before/during and after video
4. Evaluation checks for understanding of student responses to slides 3-9

Performance Based Assessment

1. Students build their fantasy Moroccan vacation house
2. Students who finish early can design tile to decorate their house: <http://tilemaker.teachalmasdar.com>

Estimated time: Ongoing.

Plus 1: EXIT STRATEGY

The final stage is lesson closure, an important cognitive process that each student must go through to wrap up learning. Closure activities, some of which are short - less than a minute - and some a little longer, provide the learner with an opportunity to recap the new or reviewed knowledge that he or she has acquired, thus meeting the lesson objective. Ask students to summarize, review a partner, create an image, or circle back to the opening to effectively solidify their learning.

Estimated time: 3 Minutes

Before your leave, turn to your partner and ask, "What is your fantasy Moroccan vacation house's best feature?"
As you leave class, tell me the same thing as you exit (or use the exit ticket, link on Materials List)

What are you, the teacher doing?

1. Asking students to share the most important feature of their vacation house with a partner.
2. Standing by the door to say goodbye to students and discover which feature of their house they considered the most important.

What are your students doing?

1. Sharing the most important feature of their vacation house with a partner.
2. Exiting the classroom, telling the teacher which feature of their vacation house is the most important.