



Life in the Borderlands: Morocco and Spain Inquiry

Compelling Question: What are the effects of borders?

Inquiry Standard

Indiana Social Studies Standards:

- 7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. Example: Hinduism, Buddhism, Judaism, Christianity and Islam
- 7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.
- 7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. Example: The voyages of the Ming dynasty, and Ibn Battuta
- 7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

Staging the Compelling Question

Have students do a matching language activity of Moroccan Arabic (Darija) words to English translations.

Lesson Overview

This inquiry is designed for three 75-minute class periods and leads students through an investigation on how Morocco has been influenced by its neighbors. By examining the compelling question “What are the effects of borders?” students investigate how Morocco’s border has changed over time and the impact this has left on its national and world history.

Each formative performance task requires students to use skills from the inquiry to chronologically sequence events that occurred between the Morocco and its neighbors and understand its legacy. Using these formative performance tasks, students create summative evidence-based arguments about how Morocco’s border is relevant today by examining supporting questions: how has Morocco’s changing borders influenced the world and how has the border experience changed between Morocco and Spain today?

Each day, students will answer a different supporting question by completing a formative performance task using different featured primary and secondary sources. By responding to each of these questions and completing the tasks, students will be prepared to create a final argument using evidence gathered from sources to present a perspective to the question, “What are the effects of borders?”

For this inquiry, students will need prior knowledge of origins of Islam, the geography of North Africa, and European colonial history.

Student materials needed include: Chromebook, VR Headsets (optional), pencil/pen

Notes:

- Please click embedded links to access online materials.

Day 1: Staging the Compelling Question and Supporting Question 1

1. To introduce and hook students to inquiry, have students sit in small groups of 3-4 people. Pass out language cards of Moroccan Arabic (Darija) and English. Also pass out the Questioning Handout that all students will complete with today's activities. Do not tell students what the other language is on the cards. Just have them try and pronounce the word iterations and try to match them to the words in English. Students should discuss why they think a word matches with another. Give students 5 minutes to complete the activity together.
2. Next, reveal to students the correct matches. Then, begin asking students prior knowledge questions such as "What languages are the root to the English language?" Students answers should include Latin. Then, ask students, "What other languages have Latin roots and why?" Their answers should include the Spanish, French, Portuguese, and Italian languages. They also should answer that all these modern-day nations were once a part of the Roman Empire that spoke Latin.
3. Pass out to student groups a colored copy of the map of the old Roman Empire to remind students how large the empire was and all the places it encompassed.
4. Next, pass out another map of the modern Romance language families. As students study the map, have them point out what countries/regions neighbor these language families. Students should mention countries' names in North Africa.
5. Reveal to students that the words they match were Moroccan Arabic (Darija) words to English. Again, point out Morocco's location on the map. Explain to students how Arabic has influenced many Latin languages, including English, due to its proximity and shared history with Europe.
6. Explain to students that today we will begin going over ways that the Arab world influenced the rest of world and its history and culture due to its close borders with Europe.
7. Next, pass out to students the last two maps: the Umayyad Empire and Modern Morocco. Ask them how has Morocco's borders changed? What do they think life is like at border regions? How might borders affect the people that live near them?
8. Pass out the handout of Arabic number symbols. Tell students that they will be examining the number symbols that we use and make them aware that these originated in the North African region of the Umayyad Empire. As students examine the numbers, in a think-pair-share, have them come up with their own conclusions as to why the numbers are designed the way that they are. After, pass out to students the second Arabic number symbols handout, and explain how the numbers' symbols represent the number of angles. Also, explain to students that the Arabs developed Algebra. Then have students again, think-pair-share, how this concept spread throughout Europe and became dominant today.
9. To conclude the lesson, tell students that the next class session will focus on other ways the Moroccan culture spread throughout the world. To assess students' understanding, in an exit ticket, have them respond to the question, "How did Morocco's changing borders influenced the rest of the world?" Using examples from today's class, they need to respond in a paragraph of 4-5 complete sentences.

Day 2 Continuation of Supporting Question 1 (Optional if teacher has access to VR Headsets)

1. This lesson is an extension of the day before. To prepare for this lesson, the teacher will be using the *Google Expeditions App* and needs to download *Houghton Mifflin Harcourt's "Field Trip to Morocco"* on the teacher tablet.
2. To open lesson, ask students what they remember from the last class session about ways that Morocco's changing borders influenced the rest of the world.
3. Tell students that today we will be using the Virtual Reality Headsets to see live examples of Morocco's history and culture in other spaces.
4. Showcase to students the "Field Trip to Morocco" expedition on the VR Headsets. Showcasing the Moroccan city of Marrakesh, have students focus on the VR image and explanation about La Koutubia. Read to students the information about La Koutubia as they immerse in the image. Point out the Le Minaret and ask them the corresponding question about it in the prompt provided in the expedition script on the app.
5. Next, go to the next place in the expedition showcasing "Le Palais de la Bahia, a Marrakech." Read to students the prompts as they immerse in the image and ask them the corresponding questions provided in the expedition script on the app.
6. Pass out Moorish Architecture in Spain and Americas Handout. Have students in think-pair-share's make observations of what they notice about these buildings and their characteristics.
7. After students have shared answers, have them question how these buildings are like buildings we examined in the Moroccan Virtual Reality. Responses should mention the buildings ornamentation (with brick, woodwork, and tile), architecture (arches and domes), and open spaces (gardens). Ask them to consider how these characteristics could have spread to Spain and eventually the Americas.

Day 3 Supporting Question

1. Introduce to students today's supporting question: "How has the border changed between Morocco and Spain today?" This question asks students to consider multiple public policy debates regarding immigration, refugees, and borders.
2. In this task, students will be doing a video tour to learn about Morocco's present-day shared borders with Spain. Links to all videos are posted below. Teachers need to link videos to their Google Classroom page. Students will fill out the following Video Tour Handout, individually or with a partner. All responses need to be in complete sentences.
 - "The World's Strangest Borders Part 2: Spain" *RealLifeLore*, 6 Jan. 2017, <https://www.youtube.com/watch?v=L6tJ-mvhznU>
 - "Over 800 Migrants Storm Spain's Ceuta Border With Morocco" *Newsweek*, 26 Jul. 2018, <https://www.youtube.com/watch?v=RYGkLwHWXFo>
 - "Europe's most fortified border is in Africa" *Vox*, 5 Dec. 2017, https://www.youtube.com/watch?v=LY_Yiu2U2Ts
 - "Melilla border fence" *Javier Conde-Duque*, 13 May 2019, <https://www.youtube.com/watch?v=Q2Cw6xxtuKQ>
 - "How a border wall works in Melilla, Spain, a gateway between Europe and Africa" *CBS News*, 18 Jan. 2019, <https://www.youtube.com/watch?v=Sally9TG-fQ>
 - "The Cargo Women of Melilla" *Novara Media*, 4 Feb. 2018, https://www.youtube.com/watch?v=cCGuHCyvl_U

3. To assess students' understanding of the various perspectives of those on the Moroccan/Spanish border, students will conclude the lesson by writing an "I am Poem." They will pick one perspective from the issue and use the statement prompts to showcase their knowledge. Students can type poems and submit on Google Classroom.

Lesson Hook: Moroccan Arabic and English Words Matching

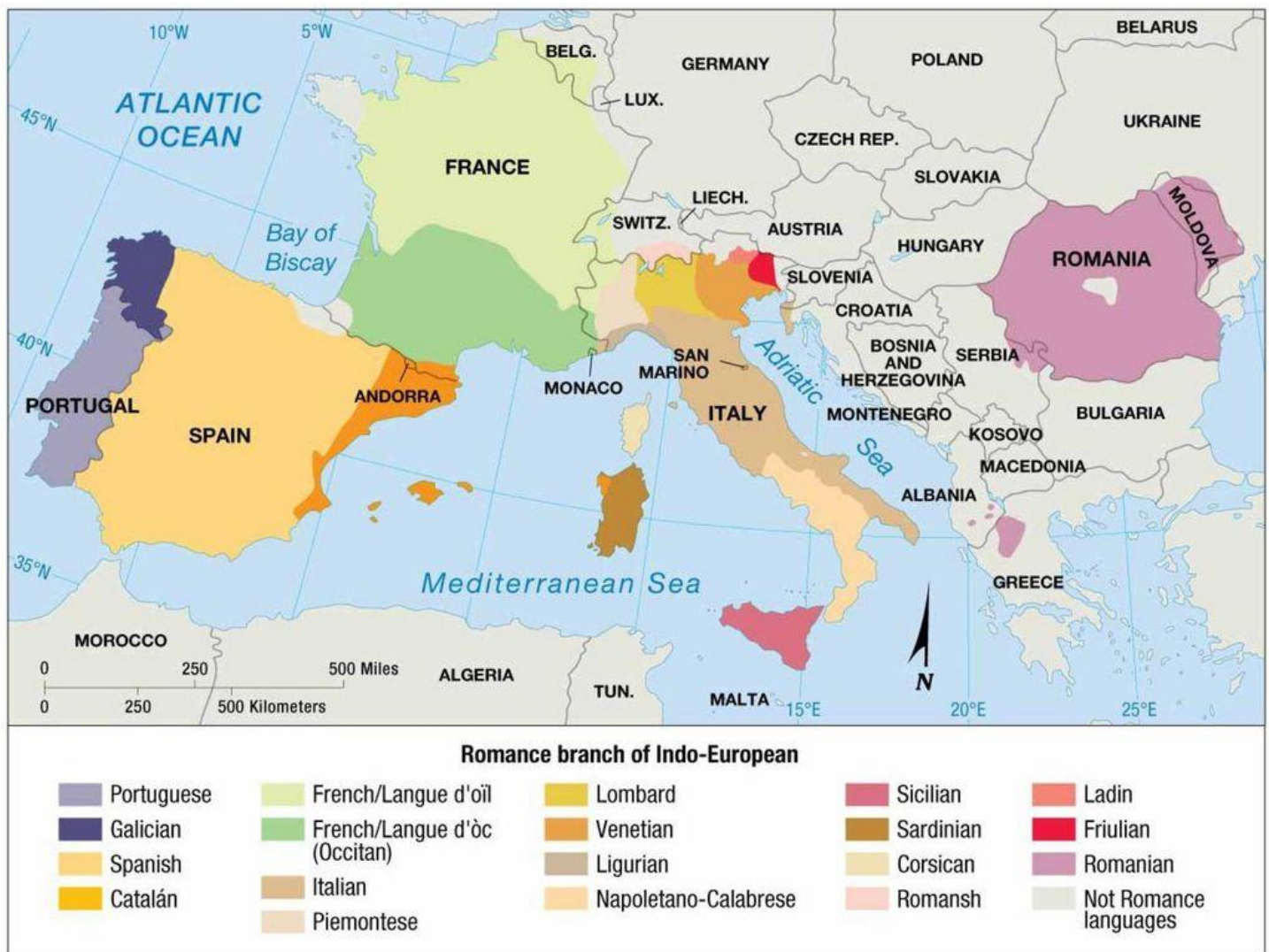
Day 1

Note to Teacher: Please cut up Moroccan Arabic (Darija) words and English translation. You may choose to laminate them. Have students try and match the Darija words to the English ones.

Se-baa	Seven
Baba	Father
Atay	Tea
Hub	Love
Sucar	Sugar
Aparth	Apartment

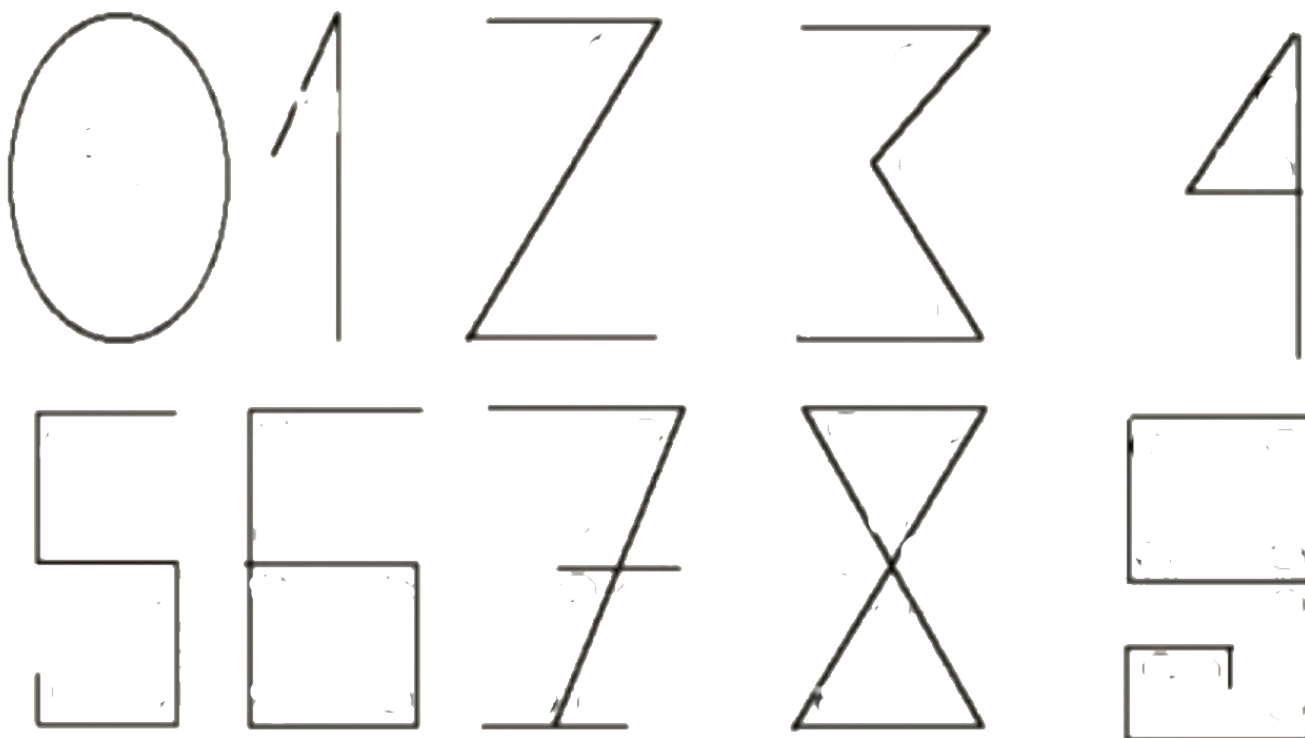
Cafeat	Coffee
Coowal	Ball
Eshalada	Salad
Sindala	Sandals

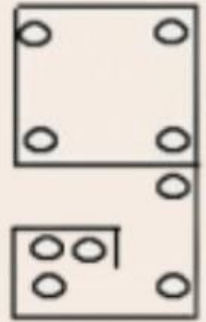
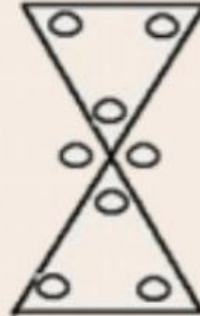
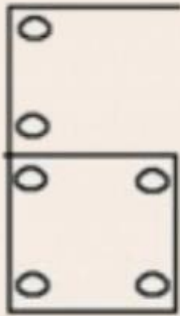
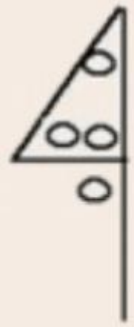
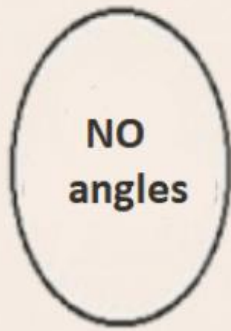












Name: _____ Period: ____ Date: _____

Morocco's Changing Borders and the World

Day 1

Directions: As we go through today's activities in class, please respond to the corresponding questions in complete sentences.

Word Matching Activity

- 1.) Pick three of the words your group matched. Why do you think those words are possibly related to one another?

- 2.) What other languages are related to the English language?

- 3.) What old language is the root to all these languages and why?

Comparing and Analyzing Maps

- 4.) What other places neighbor countries that speak Romance languages?

- 5.) How has Morocco's borders changed since the Umayyad Empire?

- 6.) What do you think life is like at border regions? How might borders affect the people that live near them?

Numbers Design

- 7.) In your small group, what were conclusions you came up with as to why the numbers are designed the way they are?
- 8.) How do you think these numbers, as well as algebra and other STEM related innovations, had spread throughout Europe to become dominant today?

Exit Ticket

- 9.) In a paragraph (4-5 complete sentences), answer the question: "How has Morocco's changing borders influenced the rest of the world?" Please explain using evidence from today's activities.



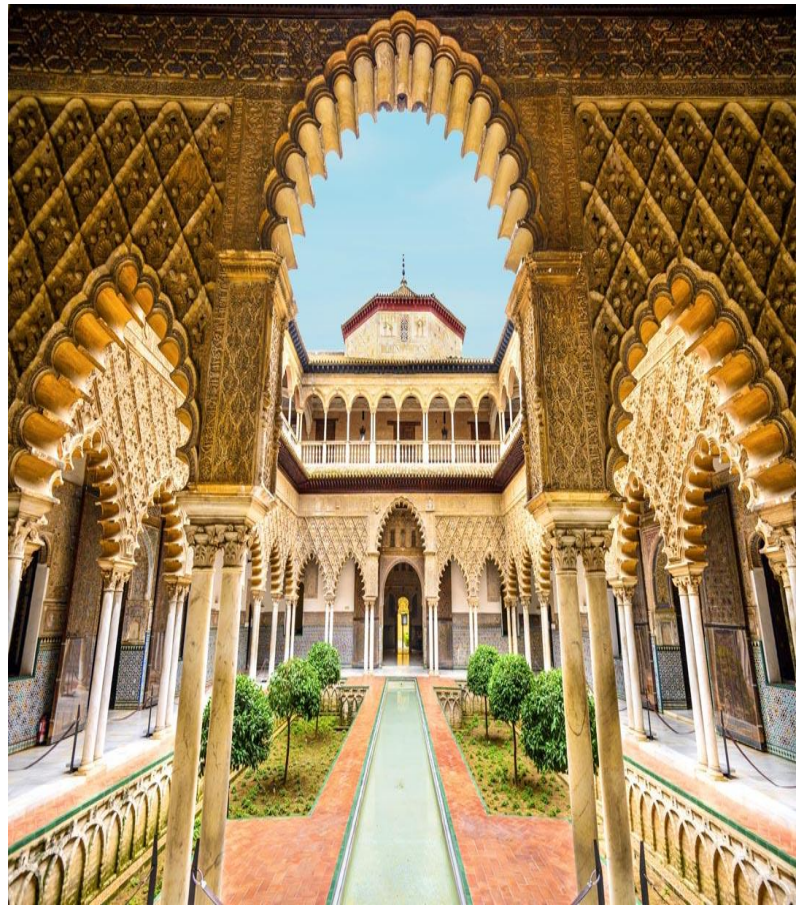
El Santuario de Chimayo– New Mexico



Pima County Courthouse - Arizona



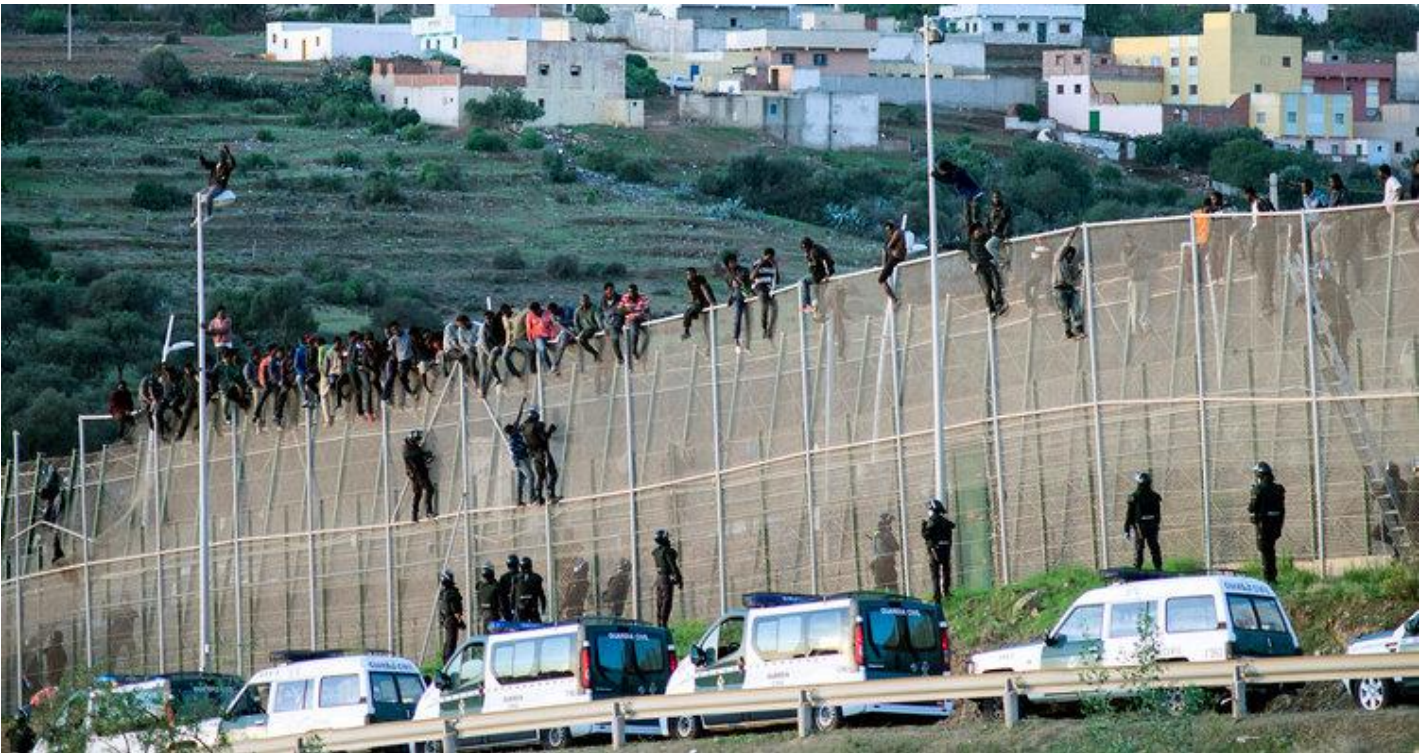
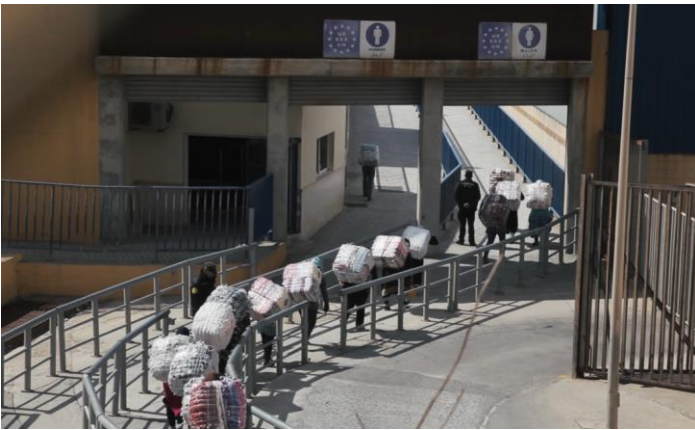
San Xavier del Bac Mission - Arizona



Alcazar de Seville - Spain

What kind of place is this? Where do you think it is?

Day 3



Immediately, what seems like the photos of the Moroccan-Spanish border?



Name: _____ Period: _____ Date: _____

Video Tour: Morocco/Spanish Border

Day 3

Directions: Go to Google Classroom and watch the videos posted today about Morocco and Spain's shared borders. You can choose to work individually or with a partner. Please use your headphones. As you watch the videos, answer the corresponding questions in complete sentences. Thank you!

The World's Strangest Borders Part 2: Spain (until 3:10)

- 1.) After what event did Spain begin to colonize Morocco?

- 2.) What happened in 2002 at Isle Perejil?

Over 800 Migrants Storm Spain's Ceuta Border With Morocco

- 3.) What was your initial thoughts when seeing this footage?

Europe's most fortified border is in Africa

- 4.) How do migrants live before they attempt to cross the border? How do they describe it?

- 5.) How is life in Melilla and Ceuta distinctly Spanish?

- 6.) Why are Melilla and Ceuta having border issues?

- 7.) How large is the barrier? How was it built?

8.) Who are most of the migrants? What are their reasons for migrating?

9.) Why does Morocco assist Spain in protecting the border?

Melilla border fence

10.) How would you compare both sides of the border? What seems similar and different?

How a border wall works in Melilla, Spain, a gateway between Europe and Africa

11.) Where are the places migrants are hiding to sneak in?

The Cargo Women of Melilla

12.) How do Moroccan women make a living at Melilla's border?

13.) What type of women do this work?

14.) What are the struggles that these women and other Moroccans face?

Directions: Complete the following statements as if you were ONE of the types of people discussed in the lesson: a Sub-Saharan migrant or a Moroccan worker. Your statements should be historically accurate and emotionally powerful.

I am (the character you've chosen)

I wonder . . .

I hear . . .

I see . . .

I want . . .

I am (repeat the character you've chosen)

I pretend . . .

I feel . . .

I touch . . .

I worry . . .

I cry . . .

I am (repeat the character you've chosen)

I understand . . .

I say . . .

I dream . . .

I try . . .

I hope . . .

I am (repeat the character you've chosen)

Rubric: I am Poem – Moroccan/Spanish Border

	4- Exemplary	3 – Proficient	2 – Good	1 – Needs Work
Historical Accuracy	All the details in the poem are historically accurate to Morocco and Spain's border. It mentions changes from the past and present with this border and its impact.	All details are historically accurate and mentions changes from the past to present but doesn't go into vivid detail.	Some details are not historically accurate or do not pertain to the change of the border.	Doesn't go into detail at all and most content is random.
Follows Poetry Conventions	All of poem is written correctly according to directions.	Most of poem is written correctly according to directions.	Some of poem is written correctly according to directions.	Little or no evidence of following poetry directions.
Creativity	Wow! Very creative ideas and illustrations using descriptive language.	Has creative ideas and illustrations but could use wider vocabulary.	Has some creative ideas and illustrations but doesn't go into enough imagery.	Shows little to no creative ideas and illustrations.
Mechanics	Evidence of strong grade level grammar, capitalization, punctuation, and spelling. 0-3 errors.	Evidence of adequate grade-level grammar, capitalization, punctuation, and spelling. 4-6 errors.	Evidence of limited grade-level grammar, capitalization, punctuation, and spelling. 7-10 errors.	Little or no evidence of grade-level grammar, capitalization, punctuation, and spelling. More than 10 errors.

Total: _____/16 points

Comments: