



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Morocco Lesson Plan

Grade: 3rd

By: Clover Bolton, Double File Trail Elementary School

Time: ~17 days

Desired Results: Disrupt the current single story of Africa and Muslim nations. Foster an appreciation of the beauty and diversity of Morocco.	Unit Question: How is life in Morocco similar and different to life here in Texas and the United States.	TEKS: 3.2 History. The student understands common characteristics of communities, past and present. The student is expected to: (A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being; (B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and (C) compare ways in which various other communities meet their needs. 3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to: (A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards; (B) identify and compare how people in different communities and adapt or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; (E) identify and compare the human characteristics of various regions.
	Assessment: Create a travel brochure. Sample Rubric	
Vocabulary: Arab, Berber, tajine, couscous, tannery, economy, colonization, ocean, sea, mountain, coast, Islam, Quran, mosque, souk, medina, kasbah		

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	<p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Realia such as: <ul style="list-style-type: none"> ○ Tea set ○ Tajine ○ Cookbook ○ Food (couscous, spices, olives, pastry, etc.) ○ Woven items ○ Leather items ○ Ceramic tiles ○ Natural dyes (indigo, henna, chamomile, etc.) ○ Quran ○ Prayer rug ● PowerPoint/Google Slideshow ● Movie ● Map ● Pictures (collection of pictures that can be used) ● Language cards ● Henna designs ● Cardstock hands 	<p>3.13 Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p> <p>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</p> <p>(B) compare ethnic and/or cultural celebrations in the local community with other communities.</p>
<p>Engage – capture students’ interest, uncover previous knowledge, encourage questions and critical thinking about the topic</p>	<p>1 day</p>	<ul style="list-style-type: none"> ● KWL – What do you know about Morocco? ● Show a Movie of photos from the Fulbright Morocco trip with Moroccan music in the background ● What do you want to know more about?

Explore – hands-on activity to encourage inquiry, teacher facilitated discussions during activity

5 days

Different stations set up each day to explore a different component of Morocco.

- Food
 - Tea set
 - Tajine
 - Traditional ingredients
 - Cookbook
 - Pictures of different foods
 - Questions to think about:
 - Why are these important components of Moroccan cuisine?
 - What can you infer about life in Morocco based on what is in front of you?
 - What is similar to foods you eat? What is different?

- Economy
 - Woven materials
 - Leather materials
 - Ceramic materials
 - Pictures of agriculture
 - Pictures of handicrafts
 - Pictures of fishermen, boats, and fish markets
 - Pictures of souks
 - Natural dyes
 - Undyed materials like wool
 - Questions to think about:
 - How do these materials contribute to the Moroccan economy?
 - What can you infer about life in Morocco based on what is in front of you?
 - What similarities do you notice about the economy of Morocco to where we live? What differences do you notice?

- Languages
 - Language cards in Standard Arabic, Darija, Berber, French, Spanish for matching game
 - A map of Africa and Europe with spoken languages indicated
 - Arabic writing practice (students write their names)
 - Teacher explains that Berber is the language of indigenous Moroccans
 - Teacher explains that Standard Arabic and Berber are official languages
 - Questions to think about:
 - Why do you think there are so many languages spoken in Morocco?
 - Why do you think that Standard Arabic and Berber are the official languages?
 - What can you infer about life in Morocco based on what is in front of you?
 - What is similar about languages in Morocco and where we live? What is different?

- Geography
 - Relief map of Morocco
 - Pictures of landforms
 - Pictures of cities and villages
 - Pictures of homes
 - Population information
 - Questions to think about:
 - How do you think the landforms of Morocco has impacted growth in the country?
 - What can you infer about life in Morocco based on what is in front of you?

- What similarities do you see in Moroccan geography to here? What differences?

- Traditions
 - Overview of Islam
 - Quran
 - Prayer rug
 - History in Morocco
 - Holidays
 - Islamic holidays
 - Holidays related to the throne
 - Other traditions
 - Clothing
 - Music
 - Henna
 - Mint tea
 - Hammam
 - Questions to think about:
 - Why do you think these traditions are important to Morocco?
 - What can you infer about life in Morocco based on what is in front of you?
 - What similarities do you see in Moroccan traditions to your own? What differences?

What new questions do you have about Morocco? Is there something you want to learn more about?

<p>Explain – formal introductions of important terms/vocabulary, questioning to help students make connections</p>	<p>3-5 days</p>	<ul style="list-style-type: none"> ● Students will create a foldable to help organize different components of Morocco ● Teacher will present a PowerPoint or Google Slideshow about Morocco with more explanation to what they experienced in the Explore.
<p>Elaborate – students extend thinking about a concept, use important terms and vocabulary in extension, applies knowledge to everyday lives</p>	<p>2-3 days</p>	<ul style="list-style-type: none"> ● Students will draw comparisons about life in Morocco to life in Texas and the United States. ● They will draw comparisons through visual representation (graphic organizer, poster, etc.)
<p>Evaluate – demonstrate that they have achieved lesson objectives</p>	<p>3 days</p>	<ul style="list-style-type: none"> ● Students will create a travel brochure or commercial for visiting Morocco. ● The brochure will include important information from the different aspects of Moroccan life they have learned about. ● Students will present brochure or commercial to class.