


Morocco: Storytelling, a window into the culture

By: Jessica Setzer

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| <p>LESSON OVERVIEW</p> | <p>This lesson is meant as a basic introduction to storytelling and Moroccan culture. It is designed to take 4 - 45 minute class periods and could be condensed or expanded to suit your needs. This unit is designed to be taught in French for novice-high, or intermediate –low/mid students.</p> |
| <p>GOALS</p> | <ul style="list-style-type: none"> • identify Morocco on map • Name languages spoken in Morocco • Use several phrases in Arabic • Identify importance of storytelling tradition • Demonstrate understanding of a story told orally |
| <p>ACTFL STANDARDS</p> | <p>CULTURES Gain Knowledge and Understanding of Other Cultures</p> <ul style="list-style-type: none"> • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied <p>COMMUNICATION Communicate in Languages Other Than English</p> <ul style="list-style-type: none"> • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics |
| <p>DAY 1 : Introduction to Morocco</p> | <ol style="list-style-type: none"> 1) Ask students: Où se trouve le Maroc? Sur quel continent? Comment est sa géographie: la côte Atlantique et Méditerranée, le Sahara, les Atlas (Identify these on a map) 2) Make a class list of students’ ideas of Morocco. Use the questions below to facilitate the discussion. List their answers on the board. <ol style="list-style-type: none"> a. À quoi penses-tu quand tu penses au Maroc? b. Qu’est-ce qu’on mange au Maroc? Où vit-on? Dans quelles sortes édifices? 3) Use Powerpoint (below) to introduce Morocco to students. 4) Confirm or reject our stereotypes as we study Morocco. <p>RESOURCE: Introduction to Morocco Powerpoint (in French) </p> |

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| <p>DAY 2 : Storytelling, <i>Le bout de corde</i></p> | <p>Students learn about storytelling and listen to a Moroccan story.</p> <ol style="list-style-type: none"> 1. Introduce the role of storytellers in Moroccan society. <ol style="list-style-type: none"> i. Resource: New York Times article : <i>Keeping a Moroccan Tradition Alive, One Tale at a Time</i>. Feb. 27, 2006. (http://www.nytimes.com/2006/02/27/international/africa/27morocco.html? r=1&pagewanted=2) 2. Read the story <i>Le bout de corde</i> (tell with many gaps and visuals) to students, check for comprehension along the way. 3. Cultural elements to highlight in story: <ol style="list-style-type: none"> ii. le terrain où l'on jetait les ordures iii. Why did she have to share with neighbor? Social obligations, community, the tribe, the family are very important. Someone helps you, you must help them. iv. Why a cat? Prophet Mohammed had a cat. Cats are "baraka" in Morocco dogs are "dirty" cats will always be fed by someone v. Hamman – public baths 4. Materials: piece of rope, small bowl, stuffed animal cat, small bundle of sticks 5. Resources: Reading of <i>le bout de corde</i>.mp3 (an audio recording of <i>Le bout de corde</i>) |
| <p>DAY 3 : Illustrate story</p> | <p>Students illustrate the story.</p> <p>Now that students are familiar with the story, have them:</p> <ol style="list-style-type: none"> 1. Identify the main events of the story on paper 2. Illustrate the main events of the story |
| <p>Day 4 : Record written version</p> | <p>Students record the story as text</p> <ol style="list-style-type: none"> 1. Using the illustrations and their memories, students record the story in written form. (By going from listening, to creating pictures, to producing a written version, we will avoid this becoming a simple dictée and students will have the experience/sense of preserving an oral "text.") 2. Students will share their stories in groups or pairs, listing similarities and differences. Though we all heard the same story, our recorded versions will be slightly different. |
| <p>ASSESSMENT</p> | <p>The assessment for this unit is oral. The questions are provided below.</p> <ol style="list-style-type: none"> 1. Résumez les événements les plus importants du conte <i>Le bout de corde</i> en 1-2 minutes. 2. Où se trouve le Maroc? 3. Nommez deux régions géographiques du pays. |

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| | <p>4. Quelles langues parle-t-on au Maroc?</p> <p>5. Saluez-moi en arabe, "Salam aleykoum"</p> |
| IDEAS FOR EXPANSION | <ul style="list-style-type: none"> • Have students write and record their own story, one they make up or one that they were told as a child. • For more advanced language learners: have students each read/listen to a different Moroccan story. In small groups, students take turns playing the role of the storyteller and sharing their story with their group. |
| RESOURCES | <ul style="list-style-type: none"> • Berger, Henri. <u>Contes marocains</u>. Paris, Gründ, 2008. • Simons, Marlise. <i>The New York Times - Breaking News, World News & Multimedia</i>. 27 Feb. 2006. <http://www.nytimes.com/2006/02/27/international/africa/27morocco.html?_r=1&pagewanted=2>. • Introduction to Morocco Powerpoint • Reading of "Le bout de corde" (mp3) |