



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

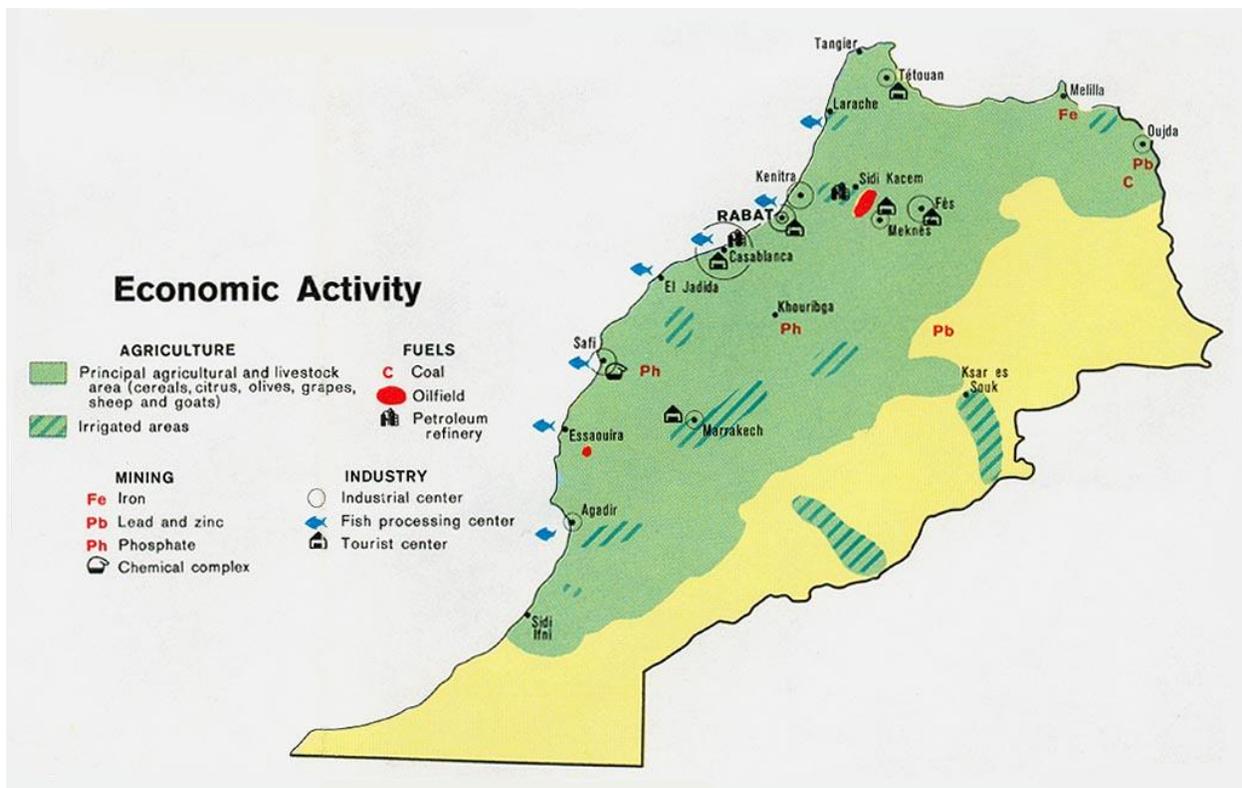
Center for Middle Eastern Studies

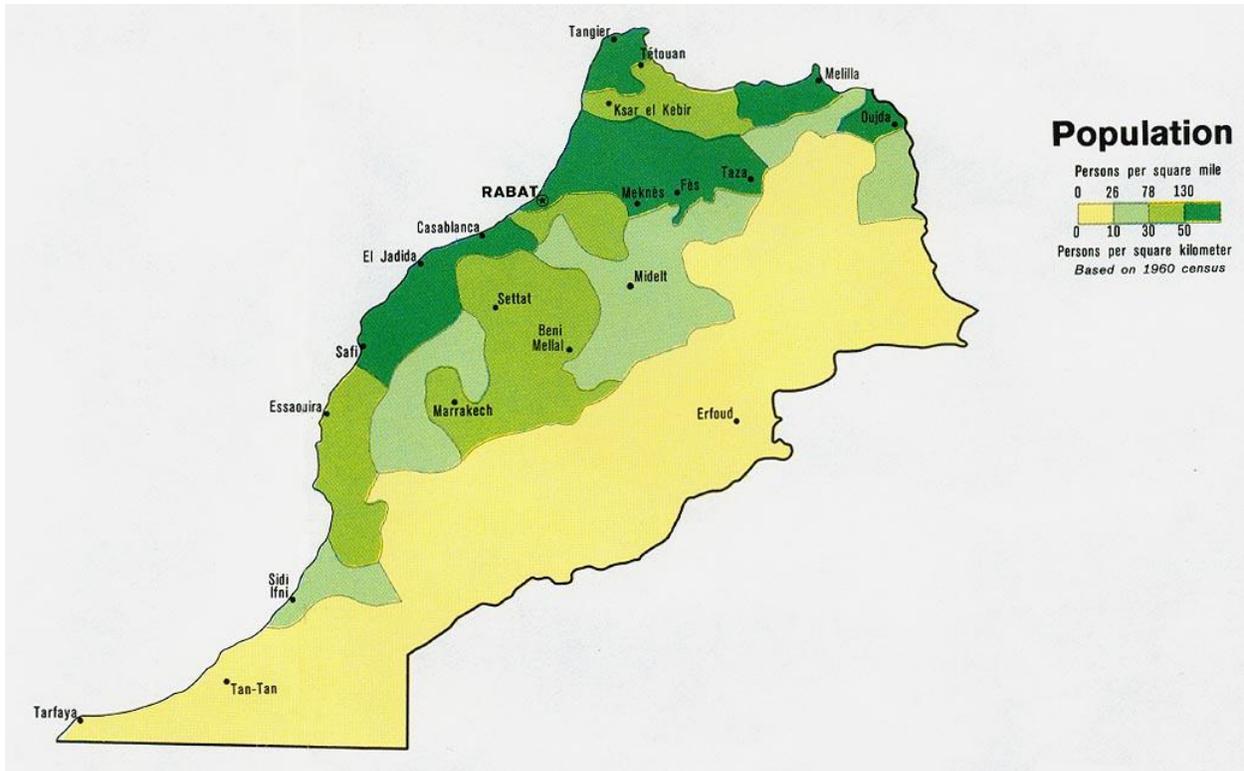
Case Study: Morocco!
APHG Unit 1: Thinking Geographically
*Lindy Grosvenor

APHG 1.1-1.7

Activity 1: Intro to Maps

Study the maps provided and answer the questions.





* to view these maps online visit <https://legacy.lib.utexas.edu/maps/morocco.html>



1. The majority of Morocco is involved in what type of economic activity?

2. Can you identify any relationship between the location of the industries in Morocco and the concentration of the population? Explain your answer.
3. Morocco is located to what important bodies of water? How will this affect the population and economic activity?

Activity 2 : Intro to Maps and Geographic Data

Using the information provided in the maps above, additional sources of your choosing, and the blank map of Morocco, create a thematic map of Morocco on the topic of your choice. Be sure it is clearly labeled, colorful and informative. If you have difficulty choosing a topic, consider topics discussed and videos viewed in class.

Activity 3: Relationships of time, space, and data.

Introduction of Google Tour Builder <https://tourbuilder.withgoogle.com/>

Go over the basics of how it works and show the students my tour of Morocco (or at least part of it.) Discuss how this works, what it is used for, for extension activity have them create a Tour of their summer trip or any trip they have taken in the past. If you have a student that has not traveled or does not have access to photos, another option is to have them create a fictitious travel blog importing pics from the internet. .

Activity 3a: types of maps

Use the link <https://www.roughguides.com/maps/africa/morocco/> to view the interactive map of Morocco. Navigate around the site and create an itinerary for a one week trip to Morocco.

Activity 4: Scales of Analysis

4a- Scale maps - Using maps of various locations throughout Morocco, have students identify different types of maps and why different scales might be needed to depict different information.

Provide a list of places on each map and a starting point and have the students practice using the map to create directions to different locations.

- How is a paper map different from using your phone (google maps for directions) ?
- What difficulties might you run into using google maps while overseas or in a strange location?
- Why do different maps have different scales? Have the students come up with reasons for large scale maps and small scale maps to check for understanding the differences between the two.

4b- Scale topographical maps and regional analysis

Using the provided link of the Morocco City Plans compiled by the U.S. Army Corp of Engineers in 1942-1947 http://legacy.lib.utexas.edu/maps/ams/morocco_city_plans/

Have the students choose 2 city maps of differing scales. For example : Agadir is 1:10,000 and Tetuan is 1:5,000. The students are to compare the two different scales and discuss the differences, focusing on the **why** of the different scales. This will most likely work best as a group or partner activity followed by a whole class discussion.

- Be sure to address why would the U.S. Army Corp of Engineers have these maps??
Followed by a discussion on the U.S. involvement in WWII in North Africa.