

World Geography Course
Secondary Lesson Plans Grades 7-12

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Morocco: Understanding Through The Elements

World Geography Course Lesson

Essential Questions

- 1.) How does the physical terrain in Morocco create challenges for its people? From which physical regions do the Moroccans most benefit?
- 2.) How do Moroccans adapt to living in a desert region? Discuss three major ways.
- 3.) Discuss the types of technologies used throughout Morocco for economic development. In what ways has Morocco participated in a globalized society in the past and present? (Think: Cultural Diffusion)
- 4.) Compare and contrast the peoples who inhabit Morocco. Discuss the cultural similarities and differences amongst the following groups: Berbers, Arabs, Sahrawi and Gnawa.

Part A: Unit Introduction- Recognizing Pre-Conceptions and Breaking Them Down

Lesson Opening Teaser & Discussion Points: Write down 8-10 words that come to your mind when you hear the term "Africa." Discuss the terms the students share and ask them to explain where they came up with their ideas.

Lesson Outline

A.) PowerPoint Presentation: Develop a slideshow with photographs that would characterize Africa, both North and Sub-Saharan. The photographs should be of various places in Morocco and around the world that could be mistaken for "stereotypical images" of Africa.

1.) *Overview:* The activity above is important for students to understand that Africa, particularly Morocco, is more diverse than they may think. In addition, this activity will allow students to thoroughly understand the geographical theme "place."

a. *Activity:* During the slide show presentation students should have a notes sheet in front of them to mark whether or not they believe each image is of a place in Africa. Each student should be ready to defend why they believe, or do not believe the image represents Africa. In addition, the students should label each image as an example of a physical or cultural example of place.

b. *Reflection:* At the conclusion of the presentation the students should get into small groups to discuss their findings from the photographs.

B.) Five Themes of Geography:

i. *General Suggestions:* Students should take notes on the following topics and then examine appropriate maps, visuals, original photos, artifacts, pieces of clothing/shoes, music, food, etc. or literary pieces that illustrate the themes in Morocco.

1.) Location: Define Absolute and Relative Location of Morocco

2.) Place: Physical and Cultural Characteristics in Morocco

3.) Region: Formal, Functional, Physical, or Cultural Within Morocco

4.) Movement: Identify Peoples, Goods and Ideas in Morocco

a. At this point in the lesson students should have an understanding of the various groups of people inhabiting Morocco today (Berbers, Arabs, Sahrawi, and Gnawa).

5.) Human-Environment Interaction: How People Adapt, Modify and Use their Environment in Morocco

a. "From the Field"- Students will examine photographs of various physical regions in Morocco and discuss how locals use the land around them. In addition, students will identify specific challenges and successes that Moroccans face, such as irrigation, lack of water and new economic developments. Students will brainstorm ways in which the Moroccan people can solve various challenges and take advantage of the new economic developments.

b. "Combating Climate Change"- Lastly, students will research new green technologies that Moroccan companies have considered in combating climate change. Students should conduct thorough research and find one article that discusses new green technologies in Morocco and compare it to another region of the world they have discussed in the class. Students should identify similarities and differences between Morocco and the other place they chose to analyze.

C.) Seven Elements of Culture:

i. *General Suggestions:* Students should take notes on the following topics and then examine appropriate maps, visuals, original photos, artifacts, clothing, music, food, etc. or literary pieces that reflect these elements and illustrate examples in Morocco. As the students examine the

elements of culture they should categorize the elements by groups of people living in Morocco today (Berbers, Arabs, etc.). At the conclusion of the introductory cultural analysis students should identify both similarities and differences among the different peoples in Morocco today.

1. Social Organization
2. Government
3. Economy
4. Customs and Traditions
5. Language
6. Religion
7. Arts and Literature

D.) Reflection- Journal Entry: Students will take a closer look at the theme “human-environment interaction” and answer the following question:

1.) How have Moroccans adapted and altered the environment around them? Discuss three specific ways and state their significance on the people living there. Which act do you believe is most detrimental to the environment? Could this harmful act be replaced with a better technology? In your response use specific details and evidence from your research and analysis during this lesson.

E.) Interdisciplinary Literary Unit:

1.) Students should choose an approved book from the resource list or another book approved by the teacher. While reading the book the students should keep in mind the theme “movement” and the seven elements of culture.

2.) As the students read their book they should take detailed chapter notes. In their chapter notes the students should identify characteristics that represent the seven elements and examples of the geographical theme “movement.”

3.) After reading their book the students should create a Morocco collage that illustrates the elements of culture found in their particular book. In addition they should extract phrases that represent “movement” and new vocabulary terms that represent Moroccan culture (ie. dirham).

4.) Once completed the students will be expected to give a brief book talk where they will discuss the overview of their book, identify the elements of culture found, and explain how the theme “movement” was represented. Students will need to provide primary evidence to support their presentation. Students should also be ready for questions from the teacher and audience members.

Resource List:

Non-Fiction and Fiction:

A Secret Son- Laila Lalami

Kiffe Kiffe Tomorrow- Faiza Guene, Translated by Sarah Adams

Stolen Lives: Twenty Years in a Desert Jail – Malika Oufkir

Voices of Marrakesh: A Record of a Visit- Elias Canetti

Voices of Resistance: Oral Histories of Moroccan Women-Alison Baker

Year of the Elephant: A Moroccan Woman's Journey Toward Independence – Leila Abouzeid

Great Websites With Further Recommendations:

<http://d2ssd.com/www-source/me.books.html>

<http://www.middle-east-online.com/english/?id=40821>

[http://www.ecoseed.org/en/business/water-technologies/article/25-water-technologies/7335-world-bank-gives-\\$-70-million-for-morocco%E2%80%99s-sustainable-irrigation](http://www.ecoseed.org/en/business/water-technologies/article/25-water-technologies/7335-world-bank-gives-$-70-million-for-morocco%E2%80%99s-sustainable-irrigation)

<http://www.english.globalarabnetwork.com/201003285306/Energy/morocco-goes-solar-9-billion-green-energy-project-by-2020.html>