## Morocco Lesson Plan

**Grade:** 3rd  

**By:** Clover Bolton, Double File Trail Elementary School  

**Time:** ~17 days

<table>
<thead>
<tr>
<th>Desired Results:</th>
<th>Desired Results: Disrupt the current single story of Africa and Muslim nations. Foster an appreciation of the beauty and diversity of Morocco.</th>
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<tr>
<td>Unit Question:</td>
<td>How is life in Morocco similar and different to life here in Texas and the United States.</td>
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| 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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Clover Bolton, Instructional Coach  
Round Rock ISD  
clover_bolton@roundrockisd.org
**Materials/Resources:**

- Realia such as:
  - 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

3.13 Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
(B) compare ethnic and/or cultural celebrations in the local community with other communities.

**Engage** – capture students’ interest, uncover previous knowledge, encourage questions and critical thinking about the topic

1 day

- 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?
| Explain – formal introductions of important terms/vocabulary, questioning to help students make connections | 3-5 days | - 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. |
| Elaborate – students extend thinking about a concept, use important terms and vocabulary in extension, applies knowledge to everyday lives | 2-3 days | - 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.) |
| Evaluate – demonstrate that they have achieved lesson objectives | 3 days | - 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. |