



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Center for Middle Eastern Studies

Fulbright-Hays  
University of Arizona  
Center for Middle Eastern Studies  
By Ben Coppolo

## Morocco and Muslim-Jewish Relations

Unit Overview	
Grade/Subject	10th Grade English Language Arts
Guiding Questions	<ul style="list-style-type: none"> <li>- In what ways can Morocco be viewed as a cultural “melting pot?”</li> <li>- How has religious tolerance been demonstrated historically in Morocco?</li> <li>- How is religious tolerance demonstrated in modern-Moroccan society?</li> </ul>
Assessments	
Formative Assessments	Graphic Organizer Exit tickets (DOK 1&2) MENA Map (DOK 1 & 2)
Summative Assessments	Writing Activity (DOK3)
Texts	
Fiction	<a href="#"><i>Living Between Question Marks</i></a>
Nonfiction	<a href="#">Moroccan Constitution 2011</a> <a href="#">For Jews and Muslims of Morocco, a Supportive Relationship Built on a Complex History</a> <a href="#">The Moroccan Exception in the Arab World</a> <a href="#">Op-Ed: You must remember this: Sultan Mohammed V protected the Jews of Casablanca</a>
Instructional Resources	
Maps	<a href="#">Blank Mena Map</a>
Graphic Organizers	<a href="#">Nonfiction: Determining the Main Idea and Supporting Details</a>
Images	<a href="#">Introduction to Moroccan Culture</a> , <a href="#">Moroccan-Jewish Cultural Artifacts</a>

Videos	<a href="#">PBS NewsHour</a>
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### Assessments

Formative Assessments	<a href="#">Blank Mena Map</a> , <a href="#">Nonfiction: Determining the Main Idea and Supporting Details</a>
Summative Assessments	In a five paragraph response, respond to this prompt: a. Using the various texts from the unit, explain the idea of tolerance concerning Jewish and Muslim people in Morocco?

### Pacing

This unit is approximately 1 week or 5 sessions of instruction.

Lesson	Learning Objective	Standard	Resources/Assessments
(#1) Introduction to Morocco	<p>Students will be able to identify Morocco on a map of the MENA region, in relation to neighboring countries.</p> <p>Students will be able to use captions and visual markers to interpret a variety of images in order to make cultural observations.</p>		<p><a href="#">Blank Mena Map</a></p> <p><a href="#">Introduction to Moroccan Culture</a></p>
(#2) Jewish-Muslim Connection	<p>Students will be able to use captions and visual markers to interpret a variety of images in order to make cultural observations.</p> <p>Students will be able to analyze primary and secondary sources in order to answer the question: “in what ways has Moroccan society embraced their diversity and the government constitutionally protected it?”</p> <p>Students will be able to read and annotate an excerpt from Morocco’s constitution.</p>	<p>9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.</p> <p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RI.3 Analyze how the</p>	<p><a href="#">Moroccan-Jewish Cultural Artifacts</a></p> <p><a href="#">Moroccan Constitution 2011</a></p> <p><a href="#">For Jews and Muslims of Morocco, a Supportive Relationship Built on a Complex History</a></p> <p><a href="#">Nonfiction: Determining the Main Idea and Supporting Details</a></p>

		author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
(#3) First-person perspectives	Students will be able to compare and contrast details from literary and nonfiction texts in relation to Jewish people in Morocco.	<p>9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.</p> <p>9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p><a href="#">Living Between Question Marks</a></p> <p><a href="#">PBS NewsHour</a></p> <p><a href="#">Nonfiction: Determining the Main Idea and Supporting Details</a></p>
(#4) Historical Perspectives	Students will be able to explain the historical significance of King Mohammed's decision to Muslim-Jewish relations in Morocco.	<p>9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9-10.RI.3 Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><a href="#">The Moroccan Exception in the Arab World</a></p> <p><a href="#">Op-Ed: You must remember this: Sultan Mohammed V protected the Jews of Casablanca</a></p> <p><a href="#">Nonfiction: Determining the Main Idea and Supporting Details</a></p>
(#5) Assessment	<p>Utilizing evidence from a variety of sources, students will be able to respond to the following prompt:</p> <p>b. Using the various texts from the unit, explain the idea of tolerance concerning Jewish and Muslim people in Morocco?</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize</p>	<p>In a five paragraph response, respond to this prompt:</p> <p>c. Using the various texts from the unit, explain the idea of tolerance concerning Jewish and Muslim people in Morocco?</p>

complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).