Let's go to MOROCCO

UNIT 1 - SOCIAL STUDIES

TEACHER’S BOOK - FLASH CARDS - WORD STRIPS - INFO SHEETS - QUESTION CARDS - ACTIVITY BOOK

Antonia García Gumiel - Llicència d'estudis B - 2007
TEACHER SUGGESTIONS

As long as there are two different subjects involved: English Language and Social Studies and because there is a very specific goal: Intercultural awareness, the proposed methodology is related to the three of them.

Nevertheless the present material has its own characteristics and may be convenient to describe some of them in order to make it useful.

**English Language use within a real context:** the teacher should use it all throughout the lessons, adapting it to students level and making sure it is linguistically and cognitively appropriate. Highlighting key vocabulary and using supplementary material, like visual aids (flash cards, word strips, question cards) can facilitate the retention of vocabulary.

Nevertheless the use of the Mother Tongue can be an effective metacognitive tool to occasionally clarify doubts or bridge information.

Constant language revision including vocabulary and interrogative structures is necessary in order to link what students know with what is going to be studied. The same 20 questions will be practiced orally and in a written way all through every unit.

**Students' role:** this proposal is students centered. Because they are in charge of their own learning they have to assume some responsibilities and there is a specific strategy to promote it. We call it “Travel agencies”
A new project like this needs the students be involved in to get the settled objectives. The “Travel Agencies” is just a way to achieve this kind of students participation and compromise. Every student adopt a country and become a part of a “Travel Agency” for that specific country on the first session of the unit.

Students members of the TA can choose the way they take charge of different tasks. They can take turns so all of them do all type of tasks, or they can decide everyone to be specialized in a specific one.

Students members of every “travel agency” are in charge of the next assignments:

1) Search information about every topic related with that country.

2) Bring all kind of materials related to the country : realia, books, recipes, food . They can even invite a relative to visit the class ( in case they are from the given country).

3) Display materials of different kinds on the “Intercultural Corner” (Info Sheets or/and other) They have the privilege to choose the best productions (drawings or other) from their mates to be stucked on the Intercultural Corner.

4) Make a “tourist guide” using material from the class and other from their own. They would be evaluated also for this kind of compilation.

5) Help the teacher along the class period in many ways:
   - writing on the blackboard,
   - sticking pictures or photos on it,
   - passing worksheets out, etc...
Options to choose: It is easier to assume responsibilities when there is the possibility to choose.
- Students choose the Travel Agency they want to belong to.
- When doing homework students have compulsory and optional assignments.

Interaction
Students members of the Travel Agencies interact with other students in different ways:
- They can ask new questions of the lesson to other students. (oral interaction)
  As long as they have the privilege to have all the worksheets for the following session, so they can be prepared, they can also do as follows:
  - They can read aloud a new worksheet if it has been previously practiced.
  - They can help other students when checking answers if they have them already corrected.

Pair work: it is the suggested way for students to work in the classroom. It could also be a strategy to help weak students.

Brainstorming: it is the way for students to express themselves, and another way to get involved in the project.

The teacher’s role
S/he is the model in the language use and a general facilitator.
S/he has to motivate the students to an effective participation.
S/he is the one to organize group work and a make a smooth class development possible.
S/he should use praise generously.
S/he has to promote cultural awareness in the students.
Visual aids and Intercultural Corner
A new project like this needs a visual support to give a proper context to the activities. The "Intercultural Corner" is the place to display all visual aids to help Ss to do the classroom activities and their homework.
There are visual aids of different kind:

- Realia: very effective to ignite students interest.
- Flash cards: very useful to make the relationship between image and word.
- Word strips and question cards: very convenient to establish the relationship between written and oral language

Abreviations in lesson plans: they are always used in order to facilitate the writing and reading. They stand as follows:

- Ss for students
- MTA for Moroccan Travel Agency
- PTA for Peruvian travel Agency
- WS for worksheet
- eWS for extra worksheet
- HWS for homework sheet
- FC for flash card
- WP for word strip
- QC for question card
- IS for info sheet

All the above mentioned are only “suggestions”. There are as many ways to use this material as teachers of English are in Catalonia.
MOROCCO'S UNIT PROGRAMME

Antonia García Gumiel
Llicència d'estudis B - 2007
# UNIT 1 - MOROCCO

## OBJECTIVES

### Intercultural Education:
- Be interested in learning about other countries and cultures.
- Show respect for national symbols and institutions.
- Find common features between their culture and the Moroccan one.
- Appreciate and enjoy different cultural features.

### English:
- Produce oral messages using proper intonation and pronunciation.
- Learn the questions to introduce the lessons.
- Learn the key vocabulary of the Unit.
- Respect taking turns to talk.
- Participate in oral activities.
- Understand oral and written instructions.
- Be able to understand and follow instructions in order to make different tasks.

### Social Studies:
- Understand the different type of information on physical and political maps.
- Recognize natural and political boundaries.
- Learn basic facts of Morocco.
- Match natural regions with climate, vegetation and fauna.
- Understand line graphs and bar charts.
- Make a line graph.
- Compare different data.
- Enjoy Moroccan handicrafts.
- Be able to search information.
- Identify pictures to match with written texts.
- Be aware of linguistic and ethnic inner differences.
- Make a pie chart.
- Show respect for Islam.
- Show interest and respect for handmade products.
## UNIT 1 - MOROCCO

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<tr>
<th>CONCEPTS</th>
<th>PROCEDURES</th>
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<tbody>
<tr>
<td><strong>Intercultural Education:</strong></td>
<td><strong>Intercultural Education:</strong></td>
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<tr>
<td>· Main physical, political, cultural, and social features of Morocco.</td>
<td>· Use a wide variety of resources, assignments and group tasks.</td>
<td>· Understand, respect, and accept another culture.</td>
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<td><strong>English:</strong></td>
<td><strong>English:</strong></td>
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<tr>
<td>· Key vocabulary embedded in every lesson.</td>
<td>· Listen and make oral questions to introduce new concepts.</td>
<td>· Make an effort and show interest in understanding unit’s vocabulary.</td>
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<td>· Eighteen introductory questions.</td>
<td>· Produce oral and written information.</td>
<td>· Pay close attention to other students production.</td>
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<td>· WH words.</td>
<td>· Read and understand texts.</td>
<td>· Make an effort to enjoy reading and understanding texts.</td>
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<td>· Word order in English sentences.</td>
<td>· Use the English dictionary.</td>
<td>· Participate in oral activities.</td>
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<td><strong>Social Studies:</strong></td>
<td><strong>Social Studies:</strong></td>
<td><strong>Social Studies:</strong></td>
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<tr>
<td>· Morocco’s situation in Africa.</td>
<td>· Identify Morocco’s territory.</td>
<td>· Show interest in learning about Morocco.</td>
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<tr>
<td>· Main cities and villages</td>
<td>· Understand and complete maps.</td>
<td>· Participate and cooperate in classroom group activities.</td>
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<tr>
<td>· Political, economic and social data.</td>
<td>· Collect information to complete tables, maps, and charts.</td>
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<td>CONCEPTS</td>
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<td><strong>Social Studies (cont.):</strong></td>
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<td><strong>Social Studies (cont.):</strong></td>
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<td>· Main mountain ranges and rivers.</td>
<td>· Distinguish landscape features and water currants.</td>
<td>· Make an effort to present clean and tidy work.</td>
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<td>· Climate: coastal, mountain and pre-desertic.</td>
<td>· Make a temperature line graph.</td>
<td>· Show interest in exchanging information and experiences with teacher and classmates.</td>
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<td>· Agriculture, livestock and fishing.</td>
<td>· Extract information from grids, diagrams, graphs...</td>
<td>· Be aware of human rights.</td>
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<td>· Economic sectors: primary, secondary, tertiary.</td>
<td>· Make a play-dough relief map.</td>
<td>· Be responsible.</td>
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<td>· Vegetation and fauna.</td>
<td>· Make a khamsa magnet.</td>
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<td>· Ethnic groups and languages:</td>
<td>· Do an Internet search.</td>
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<td>Arabic, Tamazigh.</td>
<td>· Conclude facts and situations from given data.</td>
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<td>· Musical Instruments.</td>
<td>· Make a recipe.</td>
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<td>· Islam: principles and practices.</td>
<td>· Make a henna design.</td>
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<td>Ramadan</td>
<td>· Make a handmade toy.</td>
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<td>· Traditions: mint tea, henna.</td>
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<td>· Games, toys and tales.</td>
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<td>STUDENT'S NAMES</td>
<td>Question 1, and key vocabulary of the lesson</td>
<td>General ideas about Morocco</td>
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<td>STUDENT'S NAMES</td>
<td>Questions 2, 3, and key vocabulary of the lesson</td>
<td>Locate Morocco in a map of Africa</td>
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<td>STUDENT’S NAMES</td>
<td>Question 4, 5, and key vocabulary of the lesson</td>
<td>Identify nacional symbols</td>
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<td>STUDENT'S NAMES</td>
<td>Question 6, 7, and key vocabulary of the lesson</td>
<td>Recognize three natural regions</td>
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<td>STUDENT'S NAMES</td>
<td>Question 8, 9, and key vocabulary of the lesson</td>
<td>Match the three climates with the natural regions</td>
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# Lesson 6 - Vegetation and Fauna from Morocco

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<th>STUDENT’S NAMES</th>
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<th>Identify three native animals</th>
<th>Recognize three native trees</th>
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Lesson 7 - Economy and Population of Morocco

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## Lesson 8 - Moroccan Ethnic Groups and Languages

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<th>STUDENT'S NAMES</th>
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<th>Recognize different groups and languages</th>
<th>Identify Arabic and Tamazigh alphabets</th>
<th>Make a pie chart</th>
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<td>STUDENT'S NAMES</td>
<td>Question 16, 17, and key vocabulary of the lesson</td>
<td>Recognize and respect Islam</td>
<td>Identify Muslim festivities</td>
<td>Make a Moroccan recipe</td>
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<td>STUDENT’S NAMES</td>
<td>Question 18, 19, and key vocabulary of the lesson</td>
<td>Play a game of Morocco</td>
<td>Learn a Moroccan tale</td>
<td>Make a handmade toy</td>
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<td>STUDENT'S NAMES</td>
<td>Question 1 to 20, and key vocabulary of the Unit</td>
<td>Final ideas about Morocco</td>
<td>Final ideas about Moroccan people</td>
<td>Final ideas about Moroccan culture</td>
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MOROCCO'S UNIT

SOCIAL STUDIES

LESSON PLANS

Antonia García Gumiel - Llicència d'estudis B - 2007
LESSON PLAN 1

Objectives:
- Show interest in learning different aspects about Morocco.
- Brainstorm ideas about the country and native people from it.
- Appreciate and respect main features of Morocco and Moroccan people.
- Recognize the characteristics of Moroccan landscape and architecture.
- Introduce the 20 questions of the Unit.
- Learn question 1, expressions and key vocabulary of the lesson.

Contents
- Atlas Mountains
- South hemisphere.
- Do an Internet search.

E. Language: Questions 1 to 18

Question 1: What country are we going to learn about?
Key Vocabulary: Moroccan, landscape, waterfalls, North, South, East, West, drop, search, mean.

Materials: Realia: Any Moroccan object.
Info sheets: IS Ouzoud waterfalls
Question Cards: QC 1
Flash Cards: FC 1
Word Strips: WP 1
Handouts: WS 1, WS 2, HWS

Starting the lesson
Show any Moroccan realia and brainstorm Ss opinions about it and about the country where it is from. Tell the Ss it will be the mascot all along the study of the Unit.
Explain Ss the need of having a group of them belonging to the Moroccan Travel Association and another to make the Peruvian Travel Association (in case of doing both Units). Also revise what are they in charge of and the advantages of doing it. Remind Ss that all of them should be integrated in one of the two Travel Agencies. Encourage them to participate and let them talk and decide the Travel Agency they want to belong to.

Step by step activities
1 - Show FC 1 and elicit Ss knowledge of the picture’s content. Write some of their ideas on the board.
2 - Introduce the concept of Moroccan landscape and brainstorm Ss knowledge about it.
3 - Read the questions aloud to the Ss. Encourage Ss to answer them. Ss members of MTA pass WS 1 and WS 2 out.
4 - Get the Ss to write the answers on their worksheets. Encourage them to talk about their answers working in pairs. Answers will be corrected at the closing session of the Unit.

Follow up activities
Ss members of the MTA ask those questions aloud for volunteer Ss to answer. Ss write down first two questions and key vocabulary.
Homework
Ss have to look at the dictionary for unknown words. Ss memorize key words of the lesson. Ss do an Internet search looking for Ouzoud Waterfalls information in English.
Optional: HWS
Sources (Bibliography and Weblinks)
For the teacher:
The rough Guide. Morocco
For teacher and students:
www.nationsencyclopedia.com
www.wikipedia.com
LESSON PLAN 2

Objectives: · Recognize the characteristics of Africa.
  · Identify Mogreb’s countries and Morocco’s territory on a map of Africa.
  · Recognize Morocco’s natural and political boundaries.
  · Identify most important Moroccan cities.
  · Learn the vocabulary of the lesson.

Contents
S. Studies:
  · Africa’s situation on the planisphere.
  · Morocco’s situation in Africa.
  · Main Moroccan cities, mountains, and rivers.

E. Language:
  Question 2 – Where in the world is it?
  Question 3 – What countries is it bordered by?
Key Vocabulary: map, North, South, East, West, ocean, sea, boundary, border, country, continent.

Materials:
  A world map poster, a poster map of Africa, a physical and political map of Morocco, atlases, guides, encyclopaedias...etc
  Question Cards: QC 2 and QC 3
  Hand-outs: WS 1, WS 2, WS 3, eWS, HWS

Starting the lesson:
Brainstorm. Elicit students previous knowledge of Africa and Morocco’s situation, asking the above mentioned and other questions.
Ask members of the Moroccan Travel Agency for help. Display a world map poster and point to Africa, Mogreb countries and Morocco’s land and boundaries.
Step by step activities

1 - Stick question 2 and 3 on the board. Say them and get Ss members of the Moroccan Travel Agency to answer. Same students ask same questions to volunteer Ss in class.

2 - One of the Ss members of the MTA write the names of Mogreb countries on the blackboard. Students colour those countries on their handouts of Africa (WS 1) They also colour the water areas and complete the text.

3 - Another student member of the MTA write the names of ten important Moroccan cities on the board: Rabat, Casablanca, Fes, Marrakech, Meknes, Ouarzazate, Er Rachidia, Tánger, Tetouan, Nador and Oujda. Ss underline them on their political maps, (WS 2).

4 - Ss colour Rif Mountains, the three parallel ranges of Atlas Mountains, and most important rivers on their physical maps (WS 3).

Follow up activities

Ss write down first two questions and key vocabulary.
Ss members of the MTA ask other Ss the first two questions for volunteers to answer.

Play the hangman on the board to revise proper names of countries, cities, mountains and rivers of the lesson.

Extra

Ss do the extra worksheet working in pairs (eWS)

Homework

Ss have to look at the dictionary for unknown words.
Ss memorize key words of the lesson.

Optional: World Map Puzzle (HWS)

Sources (Bibliography and Weblinks)

For the teacher:
The Elementary calendar. Instructional Fair. Ts Denison
For teacher and Ss:

www.enchantedlearning.com
www.un.org/Deps/Cartographic/english
LESSON PLAN 3

Objectives:
· Learn basic facts of Morocco.
· Identify and respect national symbols.
· Learn the vocabulary, questions and expressions of the lesson.

Contents
S. Studies:
· Political, economic and social data.
· Drawing a map
· Drawing the flag
· Moroccan Royal Family

E. Language:
Question 4 - Is this country a kingdom?
Question 5 - What are the colours of the flag?
Key Vocabulary: capital city, largest city, area, currency, flag, outline map, labour, king, wife, son.

Materials:
· Atlases, encyclopaedias, guides, magazines.
· Info sheets: IS 1, IS 2, IS 3
· Question Cards: QC 4, QC 5
· Flash Cards: FC 2, FC 3
· Word Strips: WP2, WS 3
· Handouts: WS 1, WS 2, WS 3

Starting the lesson
Check the Ss homework. Revise Ss knowledge from the previous session.
Display the poster map of Morocco and ask them questions 2 and 3. Get the Ss members of the MTA to stick a picture of the Moroccan flag and photos of Moroccan Royal family. Introduce them to the class.
Step by step activities
1 - Ss members of Moroccan Travel Agency pass Worksheet 1 out to the class. One of the Ss members of the MTA write at random the answers for WS 1 on the board. Ss have to write them in the right place on their worksheets. Read aloud Info Sheet 2 and get Ss members of the MTA to stick it on the Intercultural Corner. Ss draw the flag and the outline map of Morocco as well.

2 - Ss members of the MTA hand WS2 out. Read aloud to the Ss and get them to answer the questions. Read aloud also Info Sheet 3 and get Ss members of the MTA to stick it on the Intercultural Corner. Check the answers on the board.

3 - Introduce questions 4 and 5. Stick them on the board and get volunteer Ss to answer them.

Follow up activities
Get a member of the MTA to ask questions 4 and 5. Encourage Ss to answer them.
Ss write key vocabulary and new questions on their notebooks.
Extra
Read aloud the homework sheet and explain difficult words.

Homework
Ss memorize key words of the lesson.
Ss have to look at the dictionary for unknown words.
Optional: Draw Morocco’s coat of arms. (HWS)
Ss members of MTA will choose three to stick on the Intercultural Corner on the next session.

Sources (Bibliography and Weblinks)
For teachers and Ss:
www.cia.gov/cia
www.maroc.ma
http://en.wikipedia.org/wiki/morocco
www.mincom.gov.ma/english
www.nationsencyclopedia.com

Antonia García Gumiel - Llicència d'estudis B - 2007 6
LESSON PLAN 4
Objectives:
· Learn the questions, expressions and key vocabulary of the lesson.
· Learn the three natural regions of Morocco.
· Recognise the most important rivers and mountain ranges and chains.

S. Studies:
· Moroccan rivers.
· Mountain chains, ranges and peaks.
· Make a relief map.

E. Language:
Question 6 - What's the name of the longest river?
Question 7 - What's the name of the highest peak?
Key Vocabulary: southern, eastern, northern, plain, plateaus, lowlands, river, outlet, ranges, chains, longest, shortest, highest.

Materials:
Physical map, construction paper, play-dough in different colours.
Question Cards: QC 6 and QC 7
Flash Cards: FC 4 and FC 5
Word Strips: WP 4 and WP 5
Handouts: WS 1 and WS 2.

Starting the lesson
Check the Ss homework for last session.
Brainstorm some of the vocabulary from the previous unit.
Ask the Ss questions 4 and 5.

Step by step activities
1 - Display a physical poster of Morocco. Point to the main features of the Moroccan relief.
2 - Members of the MTA pass worksheet 1 out. Read aloud the text asking for Ss understanding. Explain the new vocabulary using pictures and miming. Ss fill in the gaps on their worksheets working in pairs.

3 - Other members of the MTA pass worksheet 2 out. Ss look at the physical map they made on the previous session to complete the river system grid.

4 - Introduce questions 6 and 7. Ask them to Ss member of MTA. A member of the MTA stick them on the board. Other Ss member ask them for volunteer Ss to answer.

Follow up activities
Ss write down the new questions and the key vocabulary.
Members of the MTA hand out the construction paper with the physical map of Morocco printed on it.
They also give out to the Ss play-dough in brown, green and blue to model the mountain ranges, the rivers and the lowlands.

Homework
Ss take their relief maps home to finish it.
Ss have to look at the dictionary for unknown words.
Ss memorize questions and key words of the lesson.

Sources (Bibliography and Weblinks)
For the teacher:
For teacher and students:
www.wikipedia.com
www.nationsencyclopedia.com/Africa/Morocco
MOROCCO'S CLIMATE

LESSON PLAN 5

Objectives:
· Differentiate between weather and climate.
· Understand a bar chart.
· Match the local climate with the agriculture and livestock.
· Match the three different climates with the three natural regions.
· Learn the questions, expressions and key vocabulary of the lesson.

Contents
S.Studies:
· Make a temperature line graph.
· Coastal, mountain and pre-desertic climate.
· Agriculture, livestock and fishing.

E.Language:
Question 8 - What's the climate like in the capital city?
Question 9 - Which month is the hottest there?
Key Vocabulary: wind, rainfall, average, daily, hottest, coldest, barley, wheat, corn, sheep, goats.

Materials:
Info sheets: IS Marrakesh
Question Cards: QC 8, QC 9
Flash Cards: FC 6, FC 7
Word Strips: WP 6, WP 7
Handouts: WS 1, WS 2, eWS

Starting the lesson
Check the Ss homework for last session.
Ask members of the MTA for help.
Show flash cards 6 and 7 to the Ss. Elicit Ss guessing about the climate in the two different landscapes.
Display a physical poster of Morocco and ask Ss where to place every picture.
Step by step activities
1 - Members of the MTA pass WS 1 out. Explain the difference between climate and weather. Read aloud the text and explain the new words. Get the Ss to work in pairs and answer the questions. Check Ss answers.
2 - Members of the MTA stick QC 8 and QC 9 on the board. Read them aloud and members of the MTA answer them. They ask the same questions for volunteer Ss to answer.
3 - Ss members of the MTA pass WS 2 out. Show the different climates on the physical poster of Morocco. Read aloud the four questions in WS 2. Members of the MTA Ss answer the questions and help other Ss to do it on their sheets. Check Ss answers.

Follow up activities
Ss write key vocabulary and questions on their notebooks.

Extra
Read aloud extra WS. Explain the assignment and get members of MTA to help their mates.
It is also possible to create a graph on line on the site below.

Homework
Ss have to look at the dictionary for unknown words.
Ss memorize questions and key words of the lesson.

Sources (Bibliography and Weblinks)
For the teacher:
http://nces.ed.gov/nceskids/graphing/classic/line_data.asp
For teacher and students:
www.bbc.co.uk/weather
LESSON PLAN 6

Objectives:
- Learn the concept of habitat.
- Match the native vegetation with the local fauna.
- Analyse the characteristics of some local species and their habitat.
- Learn the new questions, expressions and key vocabulary of the lesson.

Contents

S. Studies:
- Vegetation (Trees): Conifer (cedars), evergreen argan tree, date palm
- Animals: barbaric ape, camel, sardine.

E. Language:
- Question 10 - What’s the name of a native animal?
- Question 11 - What’s the name of a native tree?
- Key Vocabulary: Habitat, tailless, mammal, cud-chewing, hump, oily, argan tree, seed, conifer, cedar, date palm.

Materials:
- Info sheets:
- Question Cards: QC 10 and QC 11
- Flash Cards: FC 8 and FC 9
- Word Strips: WP 8 and WP 9
- Handouts: WS 1, WS 2, WS 3, eWS 1, eWS 2, HWS.

Starting the lesson
Check the Ss homework. Show FC 8 and FC 9 to the Ss together with their names on the word strips.
Play a guessing game. Describe every animal for Ss to guess which one you are talking about. Tell the Ss what they eat, how they move around. Ss say the suitable habitat for each animal Ss members of the MTA stick flash cards and word strips on the board.
Step by step activities
1 - Display a physical poster map of Morocco and point to the three natural regions. Match them with the three habitats for each one of the three animals in this lesson.
2 - Ss members of the MTA stick QC 10 and QC 11 with WP 10 and WP 11. Ask those Ss to answer. Same Ss ask other Ss for them to answer.
3 - Ss members of the MTA pass WS 1, WS 2 and WS 3 out. Read aloud to the Ss. Ss do them working in pairs. Check their answers.

Follow up activities
Check Ss answers and encourage them to read aloud animals and trees definition. Ss write down questions 10 and 11 and key vocabulary on their notebooks.
Ss members of the MTA ask those questions to volunteer Ss.

Extra
Read aloud “Camels eWS 1”. Get the Ss to find out and write the right answers working in pairs on eWS 2. Check their answers. Get Ss members of the MTA to read them aloud.

Homework
Ss have to look at the dictionary for the definitions of the new words. They have to memorize questions and key words of the lesson too.

Optional: Vegetation and fauna HWS.
Ss members of the MTA are in charge of choosing some of the Khamsa magnets made by the Ss and sticking them on the Intercultural Corner.

Sources (Bibliography and Weblinks)
For the teacher:
For teacher and students:
http://en.wikipedia.org/wiki/morocco
www.the-tree.org.uk
http://encarta.msn.com/dictionary
LESSON PLAN 7

Objectives:
- Differentiate the three economic sectors.
- Learn about the parts of a Moroccan city.
- Learn the key vocabulary of the lesson.
- Enjoy Moroccan handmade products.
- Be able to search information.

Contents
S. Studies:
- Economic sectors.
- Parts of a Moroccan city.
- Understand a city map.
- Make a Khamsa magnet.

E. Language:
- Question 12 - Which economic sector provides more work?
- Question 13 - Is there a name for the old part of the city?

Key Vocabulary: labour, fishing, livestock, leather, wool, wall, medina, gate, mosque, souk, dyers, tanners.

Materials:
- Info sheets: IS Khamsa magnet
- Question Cards: QC 12 and QC 13
- Flash Cards: FC 10 and FC 11
- Word Strips: WP 10 and WP 11
- Handouts: WS 1, WS 2

Starting the lesson
Check Ss homework for last session. Stick FC 10 on the board. Get the Ss to guess what they think it stands for. Play a guessing game.

Step by step activities
1 - Elicit Ss previous knowledge of economic sectors.
   - Members of the MTA hand WS 1 out.
   - Read the text aloud to the Ss and explain new words and what percentages mean. Ss do the worksheet working in pairs.
2 - Stick QC 12 on the board and ask the Ss. Members of the MTA answer the question and ask other Ss. Show FC 11 and elicit Ss ideas about it. Stick WP next to the pictures.

3 - Ss members of the MTA pass WS 2 out. Read the text aloud and explain the new vocabulary. Ss do the task working in pairs.

4 - Show QC 13 and read it aloud. Ask members of the MTA to answer. They ask the question to volunteer Ss.

Follow up activities
Ss write key vocabulary and new questions on their notebooks.
Having any Moroccan handicraft bring it to the class for show and tell.

Extra
Explain what Khamsa (Good luck hand) means in Moroccan culture. Read the procedure to make a Khamsa magnet (IS)
Provide a piece of magnet and a piece of cardboard to the Ss.

Homework
Ss look at the dictionary for key vocabulary definitions.
Ss memorize new questions and key vocabulary of the lesson.
Optional: Make a Khamsa magnet/Do an internet search looking for samples of Moroccan handicrafts.

Sources (Bibliography and Weblinks)
For the teacher:
Any Moroccan handicrafts.
www.fodors.com/miniguides/maps/fez_center
For teacher and students:
www.souk.co.uk
www.handicrafts-morocco.com
www.moroccanbazaar.co.uk/sitemap
LESSON PLAN 8

Objectives:
- Be aware of different ethnic groups and languages.
- Match different groups with specific areas of Morocco.
- Differentiate between Arabic and Tamazigh (Tifinagh) alphabets.
- Make a pie chart.
- Learn the new questions, expressions and key vocabulary of the lesson.

Contents
S. Studies:
- Arabs and Amazigh people.
- Arabic and Tamazigh alphabets.
- Moroccan musical instruments.
- Do an Internet search.

E. Language:
- Question 14 – How many languages do they speak?
- Question 15 – Have they the same alphabet?

Key Vocabulary: ethnic, Arab, Berber, Arabic, jewels, countryside, bride, bilingual, intermingled, bilingualism, good afternoon, good night, I’m sorry.

Materials:
- Info sheets: IS 1, IS 2, IS 3
- Question Cards: QC 14 and QC 15
- Flash Cards: FC 12 and FC 13
- Word Strips: WP 12 and WP 13
- Handouts: WS 1, WS 2, WS 3, eWS and HWS

Starting the lesson
Check the Ss homework.
Display the poster map of Morocco and point to the areas where Tamazigh language and Arabic one are spoken.
Show flash card 12 and word strip 12 to the Ss.
Step by step activities
1 - Show new question cards and ask Ss members of the MTA. Same Ss say same questions for volunteer Ss to answer.
2 - Ss members of MTA pass WS 1 out. Read the text aloud to the Ss. Explain what a pie chart is (IS 1) what is it for and how to do it. Get Ss to do WS 1 in pairs. Check their answers.
3 - Ss members of the MTA hand WS 2 and WS 3 out to other Ss. Having a Moroccan student in the class, get him/her to Read aloud the Arabic or/and the Tamazigh expressions. Ss do worksheet 3 working in pairs.
4 - Show flashcard 13 and wordstrip 13 to the Ss.
    Revise questions 14 and 15 asking them for volunteer Ss to ask.

Follow up activities
Ss write down the two new questions and key vocabulary on their notebooks.
Ss members of the MTA ask those questions to volunteer Ss.

Extra
Ss members of the MTA pass extra worksheet out. Read it aloud Ss do it working in pairs. Check their answers.

Homework Ss have to look at the dictionary for unknown words.
Ss have to memorize key words of the lesson.

Optional: Homework worksheet can be easy if the SS do an internet search (IS 3)

Sources (Bibliography and Weblinks)
For the teacher:
For teacher and students:
www.nationsencyclopedia.com
www.zawaj.com
http://geogweb.berkeley.edu/Geo Images/Miller
www.globalrythm.net
www.ravalnet.org/iesterradell/lm/llengues.htm
LESSON PLAN 9

Objectives:
- Recognize the main characteristics of Islam.
- Identify some Muslim festivities.
- Learn the new questions, expressions and key vocabulary of the lesson.
- Make a Moroccan recipe.

Contents
S. Studies:
- Islam principles and practices.
- Ramadan
- Mint tea recipe
- Henna . Use and designs.

E. Language:
- Question 16 - What's the dominating religion of this country?
- Question 17 - What's the name of a traditional drink or dish?
- Key Vocabulary: God, mosque, holy, pray, eating, drinking, fast, alms, poor, tablespoon, teabag, teapot.

Materials:
- Info sheets: IS Henna designs
- Question Cards: QC 16 and QC 17
- Flash Cards: FC 14 and FC 15
- Word Strips: WP 14 and WP 15
- Handouts : WS 1, WS 2, eWS and HWS

Starting the lesson
Check the Ss homework.
Display FC 14 and WP 14. Elicit Ss knowledge of Islam.
Brainstorm Ss opinions asking for respect and avoiding prejudice.
Step by step activities

1 - Show QC 16 and ask Ss members of the MTA. Same Ss say same questions for volunteer Ss to answer.

2 - Ss members of the MTA pass WS1 out. Read the text aloud to the Ss or let a member of the MTA do it. Having a Morrocan student in your classroom ask him/her to read the Arabic vocabulary. Get the Ss to do WS1 in pairs.

3 - Ss members of the MTA hand WS2 out. Read it aloud and help Ss with the missing words. Ss do it working in pairs.

4 - Show QC 17 and WP17. Ask members of the MTA the question to be answered. They ask same question to other.

Follow up activities

Ss write down the two new questions and key vocabulary.

Ss members of the MTA ask those questions to volunteer Ss.

Extra

Ss get eWS. Read it aloud and get them to work in pairs.

Display FC 15 and WP 15. Explain the use of henna in Moroccan culture.

Homework

Ss have to look at the dictionary for unknown words.

Ss memorize questions and key words of the lesson.

Optional: Ss will make a henna design of their own. Ss members of the MTA stick IS on the Intercultural Corner.

Sources (Bibliography and Weblinks)

For the teacher:

www.fodors.com/miniguides
http://i-cias.com/e.o/morocco
http://french.about.com/library/travel/bl-ma-ramadan
www.islamreligion.com
www.nile.co.za
www.islamicmedicine.org
www.answers.com

For teacher and students:

www.hennapenna.us/images/henna_designs
www.kenzi.com/henna.htm
MOROCCAN GAMES, TOYS AND TALES

LESSON PLAN 10

Objectives:
· Be aware of different ways to play.
· Think about toys of a different kind.
· Enjoy a Moroccan tale.
· Put imagination into practice and make a handmade toy of their own.
· Learn the new questions, expressions, and key vocabulary of the lesson.

Contents
S. Studies: • A Moroccan game: the crab
· Berber toys
· A Moroccan tale: The lion and the rabbits.

E. Language:
Question 18 – Do you know a game from this country?
Question 19 – Do you know a tale from this country?
Key Vocabulary: crab, game, players, ground, toys, lizard, children, clay, stone, rabbits, hunter, trick.

Materials:
Question Cards: QC 18, QC 19
Flash Cards: FC 16, FC 17
Word Strips: WP 16, WP 17
Handouts: WS 1, WS 2 and WS 3

Starting the lesson.
Check the Ss homework.
Brainstorm Ss ideas about Moroccan children. Encourage Ss to talk about how a game called the crab could be played.
Ss members of the MTA hand WS1 out. Get the Ss to look at the picture and figure out what is the game about.
Step by step activities
1 - Show QC 18 and ask Ss members of the MTA. Same Ss say same questions for volunteer Ss to answer.
2 - Read WS1 aloud and get the Ss to work in pairs. Ss members of the MTA write the meaning of the new words on the board in a different order, so other Ss have to look for.
3 - Ss members of the MTA pass WS2 out. Read the text aloud and explain how the toys are made. Get the Ss to do the matching. Check the answers for WS1.
4 - Once the Ss have WS3, read aloud the text and ask Ss members of the MTA for the most difficult words.

Follow up activities
Show QC19 and ask Ss members of the MTA. They ask other Ss. Ss write down the two new questions and key vocabulary on their notebook.
Extra
Split the group in two and play the crab game

Homework
Ss have to look at the dictionary for unknown words.
Ss memorize key words of the lesson.
Optional: Encourage Ss to make a hand made toy with any kind of materials / Look for direct information about other games played in Morocco.

Sources ( Bibliography and Weblinks)
For the teacher:
Juegos multiculturales. J. Bantulà, Josep MªMora-Ed. Paidotribo
www.20minutos.es -The World’s Tales. William Lyon
For teacher and students:
www.mondeberbere.com
www.simplefamily.living.com
LESSON PLAN 11

Objectives:
· Show appreciation and respect for Moroccan people, culture and religion.
· Revise the 20 questions and their right answers.
· Recognize different main aspects of Morocco.
· Revise ideas about the country and native people from it.

Contents
S. Studies: Main features of Morocco.
· Complete a summary worksheet.

E. Language: Questions 1 to 20
Question 20: Did you like the Unit?
Key language in the summary worksheet

Materials:
Question Card: QC 20
Flash Cards: FC 18
Word Strips: WP 18
Handouts: WS 1 & 2, Summary WS

Starting the lesson
Display the poster map of Morocco and get the Ss to brainstorm different contents of the Unit.
Elicit Ss opinions about the Moroccan Unit.

Step by step activities
1 - Show FC 18 and elicit Ss opinions of the picture’s content. Write some of their ideas on the board. Let Ss members of the MTA explain what is it about.
2 - Read the questions aloud to the Ss. Encourage Ss to answer them. Ss members of MTA pass WS 1 and WS 2 out. Help the Ss realize how many answers they know today and how many they knew on the first lesson day. Check the answers for questions on the Introduction and Closing Units.

3 - Ss members of the MTA pass the two worksheets of the summary for their classmates to complete. Ss can do them in pairs or they can do it on their own as a kind of test.

Follow up activities
Ss members of the MTA were in charge of prepare a kind of Moroccan party to celebrate the end of the Unit.

Sources (Bibliography and Weblinks)
For the teacher:
Mon Coloriage Collection - Monuments. Rabat
The Rough Guide. Morocco
For teacher and students:
www.nationsencyclopedia.com
www.wikipedia.com
MOROCCO’S UNIT

SOCIAL STUDIES

FLASH CARDS

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# MOROCCAN UNIT FLASH CARDS

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RABAT CITY

SNOW IN THE HIGH ATLAS
KHAMSAN PROTECTION PAINTING

العين ماهيت
ءرب ماهيت
بنايس ياهل الزيقيل 

FC 18
MOROCCO FLASH CARDS SOURCES:

FC 1, 4, 5, 6, 7, 8, 9, 10, 14 and 16 : Antonia García Gumiel

FC 2 : http://myrtus.tyepad.com

FC 3 : http://www.cantabriatraccion4x4.com/imagenes/bandera_marruecos.png

FC 11 : http://rocbo.lautre.net/bijou_ppcp/images/main_de_fatma.jpg

FC 12 : http://www.heritagetoursonline.com/taroudant.html

FC 13 : http://www.magiccarpetjournals.com/marrakesh/snakecharmer.jpg

FC 15 : http://nilevalleyherbs.com/henna.html

FC 17 : www.mondeberbere.com

FC 18 : http://www.nmazca.com/cairo/

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MOROCCO'S UNIT

SOCIAL STUDIES

WORD STRIPS

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**MOROCCAN UNIT WORD STRIPS**

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| 6.- Moroccan Vegetation and Fauna               | 8 - barbaric ape  
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| 7.- Morocco’s Economy and Population            | 10 - tanners  
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| 8.- Morocco’s Ethnic Groups and Languages       | 12 - bride  
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| 9.- Morocco’s Religion and Traditions           | 14 - mosque  
|                                                | 15 - design |
| 10.- Moroccan Games, Toys and Tales             | 16 - children  
|                                                | 17 - toy tractor |
| 11.- Morocco’s Unit Closing                     | 18 - painting |

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waterfalls

Royal family

flag

river
desert

capital city

snow

barbaric ape
camel

Morocco - WP 9  Antonio García Gumiel - Llicència d'estudis B - 2007

tanners

Morocco - WP 10  Antonio García Gumiel - Llicència d'estudis B - 2007

pendant

Morocco - WP 11  Antonio García Gumiel - Llicència d'estudis B - 2007

bride

Morocco - WP 12  Antonio García Gumiel - Llicència d'estudis B - 2007
snakecharmer

mosque

design

children
toy tractor

painting
MOROCCO’S UNIT

SOCIAL STUDIES

QUESTION CARDS

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# MOROCCAN UNIT

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</tr>
<tr>
<td>11.- Moroco’s Unit Closing</td>
<td>QC 20</td>
</tr>
</tbody>
</table>

Antonia García Gumiel – Llicència d’estudis B – 2007
1) What country are we going to learn about?
2) Where in the world is it?
3) What countries is it bordered by?
4) Is it a kingdom?
5) What are the colours of its flag?
6) What's the name of the longest river?
7) What's the name of the highest peak?
8) What’s the climate like in the capital city?
9) Which month is the hottest there?
10) What's the name of a native animal?
11) What's the name of a native tree?
12) Which economic sector provides more work?
13) Is there a name for the old part of a city?
14) How many languages do they speak?
15) Do they have the same alphabet?
16) What's the dominating religion of this country?
17) What’s the name of a traditional drink or dish?
18) Do you know a game from this country?
19) Do you know a tale from this country?
20) Did you like the unit?
MOROCCO’S UNIT

SOCIAL STUDIES

INFO SHEETS

Antonia García Gumiel – Llicència d’estudis B – 2007
1 - What does Ouzoud mean in Tamazigh (Berber)?

*It means olive.*

2 - Where in Morocco are they located?

*They are located 150Km north-east of Marrakech.*

3 - How many drops have they got?

*They have three main drops*

4 - How high are they?

*They are 330 feet high.*

### Morocco’s facts

**Official name:** Al Mamlakah al Maghribiyah

**Continent:** Africa

**Capital city:** Rabat

**Largest city:** Casablanca

**Area:** 446,550Km²

**Population:** 33,241,259 (2006 est.)

**Name of currency:** Moroccan dirham (MAD)

**Languages:** Moroccan arabic, Amazigh, French.

**Independence:** 1956 (from France)

**Type of government:** Constitutional Monarchy

**Main industries:** Phosphates, food processing, leather goods, textiles, tourism.

---

**Draw the flag of Morocco**

![Flag of Morocco](image)

**Draw the outline map of Morocco**

![Outline map of Morocco](image)

---

Source: [www.enchantedlearning](http://www.enchantedlearning)  
[www.cia.gov/cia.com](http://www.cia.gov/cia.com)

Antonia García Gumiel - Llicència d'estudis B - 2007
The Flag of Morocco

Morocco’s flag was adopted on November 17, 1915. The flag has a red field; in the center is a green, five-pointed star (the pentangle Seal of Solomon). The flag's height is two-thirds of the width. The color red symbolizes the descendants of the Islamic prophet Mohammed.

Morocco is a country on the coast of northwestern Africa. It has been a kingdom since 1961.

Source: www.enchantedlearning.com (text)
www.crwflags.com (picture)
The Rough Guide. Morocco
UP - The Moroccan Royal Family: Mohammed VI, the king, his wife Lalla Salma and their heir son, prince Moulay Hassan. Prince Moulay Hassan was born in May 2003.

RIGHT - The king Mohammed VI, wearing a jellaba, with his first daughter Lalla Khadija. The princess was born in February 2007.

Source: www.marocinfo.net/royal/ http://myrtus.tyepad.com
1 - Where in Morocco is Marrakesh?

   It is in southern Morocco, near the High Atlas Mountains.

2 - Why is it well known all over the world?

   The city is plenty of tourist attractions and luxury hotels.

3 - What's the climate like in Marrakesh?

   It’s very hot in summer, mild in winter and mostly dry all year long.

4 - What’s the name of its main square?

   The city’s main square is called Djemaa el Fna.

5 - What’s the name of the nearest mountain chain?

   The nearest mountain chain is the High Atlas Mountains.

Source: http://www.vacanceo.com/img/album/63549.jpg
The Rough Guide . Morocco
Morocco’s Unit  Lesson 7 - Info Sheet  Khamsa Magnet

Khamsa or the hand of Fatima is a symbol of good luck from Morocco. It is often placed on or above the entry door to ward off the evil eye. It is often made from silver.

Khamsa (Good luck Hand) Magnet Craft

Supplies:
To make a Khamsa magnet you need:
· A magnet
· Cardboard
· Aluminium foil
· Fishing line
· Scissors
· Glue
· Markers or paint

Procedure:
1) Trace a square of 10x10cm on a piece of cardboard.
2) Cut it out and paint it in any colour you like.
3) Cut 60cm of aluminium foil.
4) Fold it all along enough times to make it look like a string or a thin tube.
5) Fold it to give a hand shape.
6) Tie the two ends using some fishing line.
7) Make little balls with more aluminium foil and paint them in different colours with a colour marker (optional).
8) Glue hand outline and decorations to the cardboard.
9) Glue the magnet to the cardboard back.
Pie charts are quite easy to draw. You need a compass and a protractor. Pie charts are used to show proportions, for example percentages. The whole disc of the pie chart represents 100%. A circle is divided into 360 degrees which you can measure using your protractor.

\[
\begin{align*}
1\% &= 3,6 \text{ degrees} \\
10\% &= 3,6 \times 10 = 36 \text{ degrees} \\
25\% &= 3,6 \times 25 = 90 \text{ degrees} \\
\text{and so on}
\end{align*}
\]

Source: www.saburchill.com/facts
Morocco's Unit . Lesson 8 - Info sheet 2 . Tifinagh, Arabic and Latin Alphabets

<table>
<thead>
<tr>
<th>TIFINAGH</th>
<th>Correspondència ítalina</th>
<th>Correspondència àrab</th>
<th>Exemples</th>
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<tr>
<td>1 ( y )</td>
<td>( a )</td>
<td>( ی )</td>
<td>( a )</td>
</tr>
<tr>
<td>2 ( yab )</td>
<td>( b )</td>
<td>( ب )</td>
<td>( b )</td>
</tr>
<tr>
<td>3 ( yaq )</td>
<td>( g )</td>
<td>( گ )</td>
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<tr>
<td>4 ( yaq )</td>
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<td>6 ( yaq )</td>
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<td>7 ( ye )</td>
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<td>( Ⱪ )</td>
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<td>( ⱦ )</td>
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<tr>
<td>17 ( yaj )</td>
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<td>( ⱥ )</td>
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<tr>
<td>18 ( yai )</td>
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<tr>
<td>19 ( yam )</td>
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<tr>
<td>20 ( yan )</td>
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<tr>
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<td>( ع )</td>
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<td>28 ( yat )</td>
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<td>29 ( yaw )</td>
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<td>31 ( yay )</td>
<td>( z )</td>
<td>( ز )</td>
<td>( ز )</td>
</tr>
</tbody>
</table>

Source : L’ Omar i l’Aiixa - Francesc Carbonell - Eumo Editorial/ Fundació Jaime Bofill
Morocco’s Unit. Lesson 8 - Info Sheet 3. Musical Instruments

OUD

TAARIJA

RAITA

BENDIR

Source: [www.sfusd.k12.ca.us](http://www.sfusd.k12.ca.us)
[www.focusmorokko.wereldmuseum.nl](http://www.focusmorokko.wereldmuseum.nl)
[www.worldmusiccentral.org](http://www.worldmusiccentral.org)
[http://content.answers.com](http://content.answers.com)
Morocco’s Unit . Lesson 9 - Info Sheet . Henna Designs

Source: [www.hennapenna.us](http://www.hennapenna.us)/images/henna_designs
# INDEX
(Morocco's Activity Book)

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<tr>
<th>Lesson</th>
<th>Pages</th>
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<td>3 -</td>
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<td>12, 13</td>
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<td>9 -</td>
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<td>10 -</td>
<td>35, 36, 37</td>
</tr>
<tr>
<td>11 -</td>
<td>38, 39, 40, 41</td>
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</tbody>
</table>
Lesson 1 - Morocco’s Unit Introduction. Worksheets 1 & 2.

Questions

1 - What country are we going to learn about?..............................

2 - Where in the word is it?............................................................

3 - What countries is it bordered by?...........................................

4 - Is it a kingdom?........................................................................

5 - What are the colours of its flag?..............................................

6 - What’s the name of the longest river?......................................

7 - What’s the name of the highest peak....................................... 

8 - What’s the climate like in the capital city?............................... 

9 - Which month is the hottest there?.........................................
10 - What’s the name of a native animal?.................................................. 

11 - What’s the name of a native tree?..................................................... 

12 - Which economic sector provides more work?.................................... 

13 - Is there a name for the old part of a city?........................................ 

14 - How many languages do they speak?............................................... 

15 - Do they have the same alphabet?..................................................... 

16 - What’s the dominating religion of this country?............................... 

17 - What’s the name of a tradicional drink or dish?............................... 

18 - Do you know a game from this country?.......................................... 

19 - Do you know a tale from this country?............................................ 

20 - Will you like the Unit?....................................................................
Lesson 1 - Morocco's Unit Introduction

Homework

- Do an Internet search and write the answers for the questions below

1 - What does Ouzoud mean in Tamazigh (Berber)?

........................................................................................................................................

2 - Where in Morocco are they located?

........................................................................................................................................

3 - How many drops have they got?

........................................................................................................................................

4 - How high are they?

........................................................................................................................................
Lesson 2 - Morocco's Situation. Worksheet 1

- Colour Mogreb countries and complete the following text:
  Morocco borders.................................................................to the North,
  .................................................................to the South,
  .................................................................to the East, and .................................................................to the West.
Lesson 2 - Morocco’s Situation. Worksheet 2

- Colour the water areas.
- Underline ten important cities or villages.
Lesson 2 - Morocco's Situation. Relief map. Worksheet 3
• Colour all water areas and mountains.
Lesson 2 - Morocco's Situation. Extra worksheet

- Colour water areas and write the names of cities and villages.
- Draw the most important rivers (look at your relief map).
Lesson 2 - Morocco's Situation. Homework

- Cut out the world map pieces.
- Glue them on another sheet.
**Lesson 3 - Morocco’s facts. Worksheet 1: Draw and Complete.**

**Draw the flag of Morocco**

**Draw the outline map of Morocco**

<table>
<thead>
<tr>
<th>Official name</th>
<th>Continent</th>
<th>Capital city</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Largest city</th>
<th>Area</th>
<th>Population</th>
<th>Name of currency</th>
<th>Languages</th>
<th>Independence</th>
<th>Type of government</th>
<th>Main industries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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Lesson 3 - Morocco's Facts. Worksheet 2

- Read and find out to answer the questions below

**The Royal Family of Morocco**

1 - What's the king's name? .................................................................

2 - What's his wife's name? .................................................................

3 - What's their herit son's name? .....................................................

4 - What's the name of the new born princess? ..............................
Lesson 3 - Morocco's facts. Homework

Morocco's Coat of Arms

This is the coat of arms of Morocco. On the ribbon underneath, the Arabic inscription is written: If you assist God, he will assist you

("God, Country, King"

- Can you draw Morrocan Coat of Arms inside the square below?)
Lesson 4 – Moroccan Landscape and Rivers.  Worksheet 1

Toubkal Mt. in the High Atlas is 4,165m high

· Look at your physical map of Morocco!
· Read and complete. Use the words in the chart below the text.
· Answer the question underneath.

Morocco is divided into………………………….natural regions:

1) The northern coastal plain along the…………………………………………………

which also contains Er Rif.

2) The plateaus and lowlands between the three parallel ranges

of the…………………………………Mountains which extend from the

Atlantic coast to Algeria and the Mediterranean.

3) The semiarid area in southern and eastern………………………………………

<table>
<thead>
<tr>
<th>Morocco</th>
<th>Mediterranean</th>
<th>three</th>
<th>Atlas</th>
</tr>
</thead>
</table>

- Which one of the three Moroccan regions can you see in this picture?........................................................................................................................................
Lesson 4 – Moroccan Landscape and Rivers. Worksheet 2

Morocco has the most extensive river system in Africa

- Look at your physical map and complete the following chart about the Moroccan river system.
- Answer the questions below.

<table>
<thead>
<tr>
<th>River’s name</th>
<th>Rises</th>
<th>Flows into</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebia</td>
<td>Middle Atlas</td>
<td></td>
<td>600 Km</td>
</tr>
<tr>
<td>Sebou</td>
<td></td>
<td>Atlantic</td>
<td>450 Km</td>
</tr>
<tr>
<td>Bou Regreg</td>
<td>Middle Atlas</td>
<td></td>
<td>250 Km</td>
</tr>
<tr>
<td>Tensif</td>
<td>High Atlas</td>
<td></td>
<td>270 Km</td>
</tr>
<tr>
<td>Draa</td>
<td></td>
<td>Atlantic</td>
<td>1200 km</td>
</tr>
<tr>
<td>Moulouya</td>
<td>Middle Atlas</td>
<td></td>
<td>560 Km</td>
</tr>
<tr>
<td>Ziz</td>
<td></td>
<td>Sahara</td>
<td>270 Km</td>
</tr>
</tbody>
</table>

1 - Which is the longest river? .................................................................

2 - Which one is the shortest? .................................................................

This is the outlet of one Moroccan river in Rabat (the capital city)

3 - What’s its name? ....................................................................................
Lesson 5 – Morocco’s Climate. Worksheet 1

Climate is a region’s characteristic temperature, wind and precipitation over a long period of time.

· Look at Rabat bar chart and answer the questions below.

- Which month is the hottest?

- Which one is the coldest?

- Which one is the month when it rains heavier?
Lesson 5 – Morocco's Climate. Worksheet 2

- Look carefully at the following grid.
- Answer the questions below.

<table>
<thead>
<tr>
<th>CLIMATE</th>
<th>AGRICULTURE</th>
<th>Livestock &amp; Fishing</th>
</tr>
</thead>
</table>
| North and West coast | · Mild temperatures in winter and mostly hot in summer.  
                           · Moderate rain  
                           · Cereals: barley, wheat, corn, lucerne.  
                           · Fruital trees: oranges, tangerines, argan trees, olive trees.  
                           · Vegetables: tomatoes, carrots  
| Inland, between the Atlas ranges | · Very cold in winter.  
                                  · Dry  
                                  · Cereals  
                                  · Grazing  
| South-West Pre-Saharan region. | · Very hot in summer  
                                  · Very dry  
                                  · Palm trees at the oasis.  
                                  · Camels  

- Where in Morocco can you see...
  
a) ...oranges? ..........................................................  
b) ...argan trees? ..........................................................  
c) ...camels? ..............................................................  
d) ...sardines? ..............................................................
Lesson 5 – Morocco's Climate. Extra Worksheet

- **Look for** Marrakesh on your political map of Morocco.
- **Make** a temperature line graph using the following data. They show the average maximum and minimum daily temperature.
- **Answer** the questions below.

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>°C min</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>17</td>
<td>14</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>°C max</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>26</td>
<td>29</td>
<td>33</td>
<td>38</td>
<td>38</td>
<td>33</td>
<td>28</td>
<td>23</td>
<td>19</td>
</tr>
</tbody>
</table>

1 - Which month is the hottest? .................................................................

2 - Which one is the coldest? .................................................................

3 - Is the temperature in Marrakesh similar to the one in here?

..................................................................................................................
Lesson 5 - Morocco's Climate  

Homework

- Do an Internet search and write the answers for the questions below.

1 - Where in Morocco is Marrakesh?

2 - Why is it known all over the world?

3 - What's the climate like in Marrakesh?

4 - What's the name of its main square?

5 - What's the name of the nearest mountain chain?
Lesson 6 – Moroccan Vegetation and Fauna. Worksheet 1

· Match every animal picture with the right definition.
· Write their names.

A camel is a large cud-chewing mammal with one or two humps on the back, found in the arid regions of Africa, Asia, and Australia.

Sardines are a group of several types of small oily fish.

A Barbaric Ape is a tailless monkey with greenish brown hair found in a small area of the Middle Atlas Mountains.
Lesson 6 - Moroccan Vegetation and Fauna. Worksheet 2

The place where a living thing lives is called habitat.

· **Match** every picture with the animal’s name that lives in that habitat.

- [Image of sand dunes] **BARBARIC APES**
- [Image of palm trees] **SARDINES**
- [Image of a river with boats] **CAMELS**
Name………………………………………….Date……………………………………………………

Lesson 6 – Moroccan Vegetation and Fauna. Worksheet 3

· **Match** the picture with its definition
· **Write** their names.

---

**Date palm** is cultivated in hot, dry regions around the world. A single female tree can bear between 200 and 1000 dates.

---

**Argan tree** is an evergreen tree that grows up to 10 m high. The seed kernels produce a heavy oil.

---

**Cedar** is a large conifer tree native to mountains areas of North Africa and Asia.
Camels

a) They are used for milk, meat, and as beasts of burden.

b) They are native to the dry and desert areas of Northern Africa.

c) They begin to sweat above 41° C.

d) There are four South American camelids: Llama, Alpaca, Guanaco and Vicuña.

e) Their humps are a reservoir of fatty tissue, while water is stored in their blood.
Name..........................................................Date..............................................................

Lesson 6 - Mor. Vegetation and Fauna . Extra Worksheet 2

· Look at “Camels” and find the answer to the next questions.
· Write them down.

1 - Where are camels native to?

................................................................................................................................................................

2 - What are the names of four South American Camelids?

................................................................................................................................................................

3 - What are camels used for?

................................................................................................................................................................

4 - What are camels humps filled with?

................................................................................................................................................................

5 - At what temperature do camels begin to sweat?

................................................................................................................................................................

- Can you draw your own camel?
Using your English dictionary:

- Can you choose the right text to label the different parts of the camel?

```
a) Thick brown (dark or light) fur.  
b) Fat-filled hump 
c) Long eyelashes and bushy eyebrows 
d) Long tail 
e) Large nostrils.  
f) Two-toed feet. 
g) Leathery patches on knees
```
Lesson 7 - Morocco’s Economy and Population. Worksheet 1

<table>
<thead>
<tr>
<th>Sectors</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
<th>TERTIARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>Agriculture, fishing, livestock</td>
<td>Food processing, leather, textiles</td>
<td>Service: Transports, Tourism</td>
</tr>
<tr>
<td>Labour force by occupation</td>
<td>40%</td>
<td>15%</td>
<td>45%</td>
</tr>
</tbody>
</table>

- Match every picture with the economic sector that represents.
Lesson 7 - Morocco’s Economy and Population. Worksheet 2

· Read and do the activities below.

**Map of Fez Center. Parts of the city.**

The old part of a Moroccan city is always surrounded by big walls and it is called the Medina. In the Medina you can see Mosques and Souks. A Mosque is a muslim church. The Souk is where you can buy everything you need: food, clothes, handicrafts, spices, perfumes or henna. The street it’s like a long shopping center. You can see also different craftsmen in the souks: dyers and tanners, carpenters, shoemakers, potters...

Outside the Medina there’s the modern city.

· Guess where the walls are on the map and colour them in red.

· Answer : - Are Medina’s streets straight?..............................................

· Look for a souk in the map and colour it in blue.

· Write the name of a street.................................................................

· Write the name of a gate (Bab) to enter into Fes Medina.............
Lesson 8 – Mor. Ethnic Groups and Languages. Worksheet 1

Arab-Berbers constitute 99.1% of the total population. Many Moroccans consider themselves to be Arabs, while they ethnically are Berbers who have adopted Arabic Language and Culture.

· Look at the map of Berber (Tamazigh) dialects in Morocco.

· Revise your physical and political map of Morocco and say TRUE or FALSE to the next sentences.

1) Berbers are concentrated in the northern regions of the Rif, the Middle Atlas, and the Souss valley next to Agadir

2) Arabs are distributed along the Atlantic coastal plain and in the cities.

· Look at the next data and make an Ethnic Groups pie chart.
  
<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabs</td>
<td>66%</td>
</tr>
<tr>
<td>Berbers</td>
<td>33%</td>
</tr>
<tr>
<td>Jews</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

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Lesson 8 – Mor. Ethnic Groups and Languages. Worksheet 2

Arabic Alphabet

абت ج خ ذ ر ز ش ص ض ط ظ ع غ

Arabic Expressions

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELLO</td>
<td>مرحبا</td>
</tr>
<tr>
<td>YES</td>
<td>نعم</td>
</tr>
<tr>
<td>NO</td>
<td>لا</td>
</tr>
<tr>
<td>GOOD</td>
<td>طيب</td>
</tr>
<tr>
<td>AFTERNOON</td>
<td>مساء</td>
</tr>
<tr>
<td>GOOD</td>
<td>تيب</td>
</tr>
<tr>
<td>NIGHT</td>
<td>ليلة سيدة</td>
</tr>
<tr>
<td>I'M SORRY</td>
<td>عفوا</td>
</tr>
<tr>
<td>PLEASE</td>
<td>شكرا</td>
</tr>
</tbody>
</table>

Tamazigh Expressions

<table>
<thead>
<tr>
<th>English</th>
<th>Tamazigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELLO</td>
<td>ⵜⴰⵎⴷⵉ ⵥⴰⵏ ⵸ⴰⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ</td>
</tr>
<tr>
<td>YES</td>
<td>ⵜⴰⵎⴷⵉ ⵥⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ</td>
</tr>
<tr>
<td>NO</td>
<td>Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ</td>
</tr>
<tr>
<td>GOOD</td>
<td>Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ</td>
</tr>
<tr>
<td>MORNING</td>
<td>Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ</td>
</tr>
<tr>
<td>I'M SORRY</td>
<td>Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬⵏ Ⱬȵ Ⱬȵ Ⱬȵ</td>
</tr>
<tr>
<td>PLEASE</td>
<td>Ⱬȵ Ⱬȵ Ⱬȵ Ⱬȵ Ⱬȵ Ⱬȵ Ⱬȵ</td>
</tr>
</tbody>
</table>

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Lesson 8 - Mor. Ethnic Groups and Languages. Worksheet 3

Berbers (Tamazigh) and Arabs are closely intermingled and bilingualism is common.

Look at Worksheet 2 and write a very short dialogue between an Arabic speaker and a Tamazigh one, who are not bilingual. Remember to write Arabic words from right to left.

When they meet they say hello or good morning.

- Arabic speaker

- Tamazigh speaker

The Arabic speaker gives a present to the Amazigh one. This one say thanks, but he doesn't want to keep it and the Arab person say please...

- Tamazigh speaker

- Arabic speaker

Finally the Tamazigh speaker accepts the present and say thanks again to the Arab person. They also say good bye to each other.

- Tamazigh speaker

- Arabic speaker
Lesson 8 – Morocco’s Ethnic Groups and Languages. Extra WS

Berbers (Amazigh)

Complete the following texts. Use the words below the pictures.

This group of Berber musics are ............................................. the bendir.

This girl is an Amazigh ..............
Her eyes are painted with
...........................................She’s wearing big
..............................................................

This is an Amazigh ....................
They live in the.................................

jewels playing countryside bride family henna
Lesson 8 - Morocco's Ethnic Groups and Languages
Homework
· Find out the names of the next Moroccan musical instruments.

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Lesson 9 – Morocco’s Religion and Traditions. Worksheet 1

- Read and answer the questions below.

The dominating religion of Morocco is Islam. Islam is based on faith in a single God (Allah), faith in Muhammad (Allah’s prophet) and faith in the Quran (Allah’s revealed book).

Muslims act in accordance with the five pillars of Islam:

1st - Shahada - There is not God but Allah.
2nd - Salat - Muslims must pray five times a day.
3rd - Zakat - Obligation of living alms to the poor.
4th - Siyam - Fasting during Ramadan (holy month).
5th - Hajj - Pilgrimage to Mecca (holy city) once in their lives.

1 - What’s the dominating religion of Morocco? ..............................

2 - What’s God’s name for Muslims? .............................................

3 - What’s the prophet’s name? ......................................................

4 - How many times must a Muslim pray a day? .............................
· Read and complete the following text.

The holy……………………….. of Ramadan is an especially religious time.

Muslims refrain from eating,……………………………………….., smoking, and sex from ……………………………………………… to sunset .

It culminates in "Eid al Fitr", the feast of the breaking of the ………………………………………….. On that day children are dressed in tradicional………………………………… and paraded through the streets.

| fast | drinking | month | clothes | sunrise |

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Lesson 9 - Morocco’s Religion and Traditions. Extra WS

- Draw the ingredients to make a Moroccan Mint Tea.

Moroccan Mint Tea Recipe

Ingredients

- 1 ½ Tablespoons green tea (or 2 teabags of green tea)
- Boiling water
- 3 Tablespoons sugar (or to taste)
- Handful (about 2 tablespoons) of fresh or dried spearmint leaves.

Procedure

1. Put the tea in a 2 - pint teapot and fill it with boiling water.
2. Let the tea soak for 2 minutes.
3. Add mint leaves and sugar to taste.
Lesson 9 - Morocco’s Religion and Traditions. Homework
- Can you draw a henna design of your own?
Lesson 10 – Moroccan Games, Toys and Tales. Worksheet 1

Complete the following text

Arsherez – Playing the crab

A circle of 8 to 10m. in diameter should be clearly marked on the……………………….. About 10 players stand inside the circle and one goes into the……………………….. That person assumes the crab position while the rest of the players ……………………………around.

With their foot the crab tries to touch the other………………………..

If touched the player would also assume the ………………………..position and ……………………….the crab catch people. The ……………………………is over when all the players move like crabs.

run middle help players game crab ground
Lesson 10 - Moroccan Games, Toys and Tales. Worksheet 2

· Read and match every picture with the right name.

Moroccan children living in big cities have toys that are very similar to the most usual ones in other countries. Berber (Amazigh) children that live in rural areas make toys that imitate adults world or the nature around them.

Toy lizard made of clay

Toy camel made of stone

Toy tractor made of recycled metal
Lesson 10 – Moroccan Games, Toys and Tales. Worksheet 3

- Read carefully the text and explain to your mate.
- Use your English dictionary.

**The Lion and the Rabbits (Tradicional tale)**

Kan hatta kan... Once upon a time there were some rabbits that lived very happily until a lion began to eat lots of them every day. The rabbits were scared and went to speak with the lion. They proposed him to eat just one a day. They would choose the victim by lottery and the lion didn’t have to hunt him. The lion accepted. When the turn for a rebellious rabbit came, he went to the house of a hunter and they devised a trick. The rabbit resisted being eaten and when the lion went after him he fell into a hole covered by plants by the hunter. That way the rabbits got rid of their enemy...
Lesson 11 - Morocco's Unit Closing . Worksheets 1 & 2.

Questions

1 - What country have we learnt about? .........................................................

2 - Where in the word is it? ............................................................................

3 - What countries is it bordered by? ...........................................................

4 - Is it a kingdom? .......................................................................................  

5 - What are the colours of its flag? .............................................................

6 - What's the name of the longest river? .....................................................

7 - What's the name of the highest peak ......................................................

8 - What's the climate like in the capital city? .............................................

9 - Which month is the hottest there? .........................................................
10 - What's the name of a native animal?..............................................
11 - What's the name of a native tree?..............................................
12 - Which economic sector provides more work?..............................
13 - Is there a name for the old part of a city?......................................
14 - How many languages do they speak?.......................................... 
15 - Do they have the same alphabet?..............................................
16 - What's the dominating religion of this country?............................
17 - What's the name of a tradicional drink or dish?............................
18 - Do you know a game from this country?.....................................
19 - Do you know a tale from this country?......................................
20 - Did you like the Unit?..................................................................
· Read and complete the following text.

Morocco is part of Mogreb………………………………………………………………………

The colours of its ........................................are red and green. The .................................city is Rabat.

The highest .............................................is Mt. Toubkal. The longest .........................is the Draa.

The......................................................in Rabat is colder than in the desert, and there is more...........................................At the oasis there are............................... trees

A barbaric ape is a .......................monkey. A camel is a large cud-chewing........................................

...................................................... is part of the primary economic sector.

You can buy many things at the .........................inside the Medina.

In Morocco there are two .......................groups: arabs and Berbers (Tamazigh). Most people are.........................because they can speak two languages.
Muslims call Allah to .................................. and they ........................................

five times a day.

Moroccan....................................................like playing with..............................

They also like .............................................and .....................................................

Other vocabulary and expressions

........................................................................ .................................................................

........................................................................ .................................................................

........................................................................ .................................................................

........................................................................ .................................................................

........................................................................ .................................................................

........................................................................ .................................................................
THE END