

Teacher's Guide

FACES[®]

People, Places, and Cultures

From Cricket Media



MAGAZINE ARTICLES

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Teacher's Guide for *Faces: Land of Extremes—Morocco*

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OVERVIEW

In this magazine, readers will learn how physical and human characteristics have shaped Moroccan culture.

Faces: Land of Extremes—

Morocco includes information about Morocco's physical geography, natural and man-made resources, and religion, as well as the people who live there.

ESSENTIAL QUESTION:

How have physical and human characteristics of place shaped Moroccan culture?



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

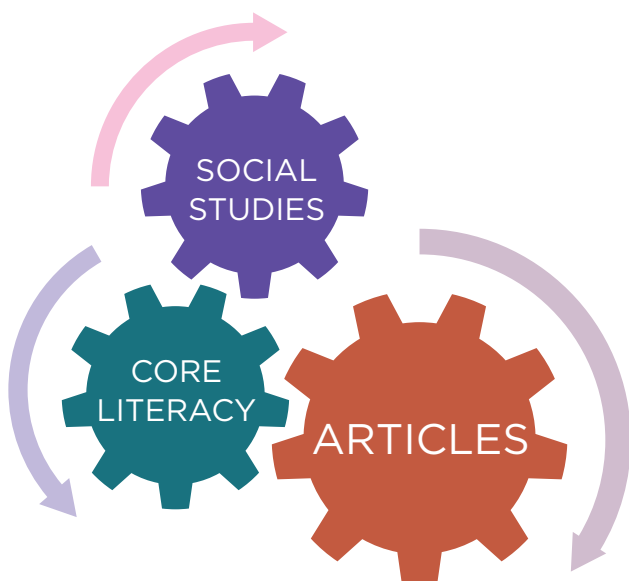
READ INDIVIDUAL ARTICLES PAGES 4 - 14

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 16-18

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



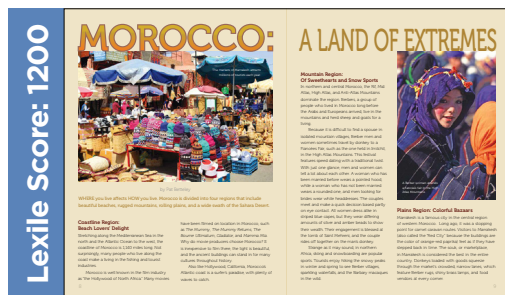
Essential Question: How have physical and human characteristics of place shaped Moroccan culture?

| MAGAZINE ARTICLES | CORE CONTENT CONCEPT | LITERACY SKILLS | CORRESPONDING CCSS ANCHOR STANDARDS |
|---|---|---|--|
| Morocco: A Land of Extremes Expository Nonfiction | A single region can display great diversity in physical geography. | <ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Collaborate | <i>Reading 1, 2, 3, 5 & 7</i> <i>Speaking & Listening 1 & 4</i> |
| The Tastes of Morocco Expository Nonfiction | The cuisine of a region is determined by available resources and cultural influences of the past. | <ul style="list-style-type: none"> Close Reading Interpret Figurative Meaning Evaluate Evidence Create a Menu | <i>Reading 1, 3, 4 & 8</i> <i>Writing 2</i> |
| The Power and Beauty of Moroccan Mint Tea Expository Nonfiction | Cultural practices are affected by the history of a region. | <ul style="list-style-type: none"> Close Reading Analyze Mood Determine Point of View Research and Write an Essay | <i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 2 & 7</i> |
| Human Versus Desert: The Marathon des Sables Expository Nonfiction | Geographic features inhibit/facilitate the movement of people. | <ul style="list-style-type: none"> Close Reading Evaluate Evidence Analyze Text Structure Give a Speech | <i>Reading 1, 2, 3, 4 & 8</i> <i>Speaking & Listening 5 & 8</i> |
| Mosques, Medinas, and the Mahkama: Exploring Casablanca Expository Nonfiction | Cultural practices are affected by environmental and physical characteristics of places. | <ul style="list-style-type: none"> Close Reading Interpret Visual Information Evaluate Evidence Write an Op-Ed | <i>Reading 1, 3, 7 & 8</i> <i>Writing 1</i> |
| Believer to Believer: The King Hassan II Mosque Expository Nonfiction | Cultural practices are affected by the dominant religion of a region. | <ul style="list-style-type: none"> Close Reading Interpret Figurative Language Determine Author's Purpose Write an Expository Essay | <i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 2</i> |
| Temporary Tattoos: Henna-Style Expository Nonfiction | Human activities affect the cultural characteristics of places and regions. | <ul style="list-style-type: none"> Close Reading Analyze Word Choice Write a Business Plan | <i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 2</i> |
| The Date Palm: More Than Just a Tree Expository Nonfiction | Patterns of food consumption are influenced by the available resources in a region. | <ul style="list-style-type: none"> Close Reading Interpret Figurative Meaning Determine Point of View Collaborate | <i>Reading 1, 2, 3, 4 & 6</i> <i>Speaking & Listening 1</i> |
| Family Life Expository Nonfiction | Cultural practices are affected by the dominant religion of a region. | <ul style="list-style-type: none"> Close Reading Evaluate Evidence Analyze Text Features Write a News Article | <i>Reading 1, 2, 3, 5 & 8</i> <i>Writing 2</i> |
| Let's Speak Moroccan! Expository Nonfiction | Language helps distinguish one place from another. | <ul style="list-style-type: none"> Close Reading Analyze Text Structure Determine Point of View Write a Speech | <i>Reading 1, 2, 5 & 6</i> <i>Writing 1</i> |
| A Pound of Flesh Play/Folktale | Oral traditions reflect human characteristics of place. | <ul style="list-style-type: none"> Close Reading Analyze Mood Analyze Text Structure Debate | <i>Reading 1, 2, 3, 4 & 5</i> <i>Speaking & Listening 1 & 4</i> |

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3; Writing 2*





The extreme differences in the geography of Morocco affect how its people live. From the Sahara Desert to snowcapped mountains, the Moroccan people adapt to the resources of each region to make a living.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies A single region can display great diversity in physical geography.

CROSS-CURRICULAR EXTENSION

Economics Based on what you learned in the article, make predictions about what Moroccan government could do to promote economic growth and development.

KEY VOCABULARY

macaque (p. 9) a type of monkey with a very intricate social structure and hierarchy

caravan (p. 9) a group of people or animals traveling together on a long journey, especially through the desert

irrigate (p. 11) to supply with water by using artificial means

PREPARE TO READ

Show students a physical map of Morocco. Have students make predictions about Moroccan occupations and industries based on the country's physical geography.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why might Americans travel to Morocco? Use details to support your inferences. *CCSS Reading 1*
- Use details from the article to summarize what you learned about the four geographic areas. *CCSS Reading 2*
- Compare and contrast shopping and dating in Morocco and in the U.S. Locate facts in the article showing similarities and differences. *CCSS Reading 3*

Craft and Structure

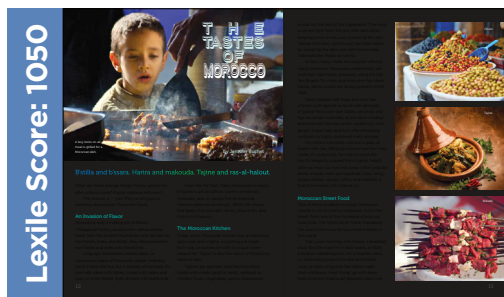
- **Analyze Text Structure** What type of text structure does the author use? Is this structure effective in communicating the main idea? Why or why not? *CCSS Reading 5*
- **Interpret Visual Information** Use the accompanying photos to explain how Morocco is a land of extremes. How do the photos aid your understanding of these extremes? *CCSS Reading 7*

SPEAKING AND LISTENING

Collaborate Assume you are either a salesperson at the Marakesh souk or a tourist at the souk. What is your goal? How will you persuade the person you are bargaining with that your price is the correct one?

ARTICLE: The Tastes of Morocco

Magazine pages 12-15, Expository Nonfiction



Moroccan cuisine is influenced by local resources and the various cultures that have settled in the region. Whether on the go with a kebab or sitting around a tajine, Moroccan food tempts the taste buds.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies The cuisine of a region is determined by available resources and cultural influences of the past.

CROSS-CURRICULAR EXTENSION

Math/Life Skills Prepare the cookie recipe on page 15. Convert the measurements to double or half the recipe.

KEY VOCABULARY

medley (p. 13) a mixture of different things

essence (p. 13) a substance that contains in very strong form the special qualities (such as the taste and smell) of the thing from which it is taken

PREPARE TO READ

Show students pictures from the article, specifically from page 14. Allow students the opportunity to make predictions about what Moroccan cuisine is like and how it may be similar to or different from basic American food.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Using details from the article, sketch a bird's eye view of a typical Moroccan kitchen. *CCSS Reading 1*
- What other cultures influenced Moroccan food? Locate examples of what these cultures contributed. *CCSS Reading 1*
- Use facts from the article to compare/contrast a typical family meal in Morocco vs. the U.S. How accurate were your earlier predictions? *CCSS Reading 3*

Craft and Structure

- Interpreting Figurative Meaning** The first subtitle is “An Invasion of Flavor.” Determine the multiple meanings of this phrase and why it’s suitable. *CCSS Reading 4*
- Evaluate Evidence** Determine if the article presents sufficient evidence to make the following claim: available resources affect the cuisine of a region. *CCSS Reading 8*

WRITING

Create a Menu Assume you are opening a Moroccan restaurant in America. Create a menu for your Grand Opening. Determine what resources will be available here. What substitutions will you have to make? What dishes will be distinctly Moroccan?

Enjoying a cup of tea is a cultural tradition in Morocco. Originally introduced to the area by the British, teatime has been elevated into a Moroccan ritual.

ARTICLE: Human Versus Desert: The Marathon des Sables

Magazine pages 18-21, Expository Nonfiction



The Marathon des Sables is known as the “toughest footrace on earth.” Covering 156 miles over one week, racers trek across the Sahara Desert carrying their own provisions. It may not be the right race for very many people, but those who complete it often return to race again.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Geographic features inhibit/facilitate the movement of people.

CROSS-CURRICULAR EXTENSION

Physical Education Preparing for this race is a major physical and mental challenge. Construct a training schedule for a person participating in MdS.

KEY VOCABULARY

ultramarathon (p. 18) any footrace longer than the traditional marathon of 26.2 miles

rations (p. 19) a particular amount of food that is given to one person for one day

inception (p. 20) the time at which something begins

PREPARE TO READ

Tell students they are embarking on a trip across the Sahara Desert. Have them brainstorm a list of items they would need to bring along. Here's the catch: they must carry their own supplies.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use details from the article to compile a list of dangers faced by race participants. *CCSS Reading 1*
- Determine the theme of the article. Then pinpoint phrases in the article that support your theme. *CCSS Reading 2*
- From this list, create a list of cause/effect statements that exhibit the extreme nature of this race. *CCSS Reading 3*

Craft and Structure

- **Evaluate Evidence** Evaluate evidence presented in the article supporting the claim that racers and race organizers take their roles very seriously. Is the evidence sufficient? *CCSS Reading 8*
- **Analyze Text Structure** Rewrite a portion of the article using an alternative structure. Choose from chronological, spatial, comparison, or problem/solution. *CCSS Reading 5*

SPEAKING AND LISTENING

Give a Speech Assume you are one of the following: a) Mauro Prosperi b) Patrick Bauer c) Kate Sanderson. Prepare and deliver a speech about your harrowing ordeal and how it inspired you to start or participate in Marathon des Sables.

Lexile Score: 1260

MOSQUES, MEDINAS, AND THE MAHKAMA: EXPLORING CASABLANCA

By Marisa Jordan-Leland

Casablanca is a unique city, and the Mahkama is a neighborhood right in the heart of it. It was once known as "Casablanca" because of the white and light blue buildings that give it a Mediterranean feel. However, the name "Casablanca" is not the only name for this city. The name "Mahkama" is also used, and the Mahkama is a place of worship and learning, as well as a place of business.

THE MOSQUE

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THE MAHKAMA

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THE PROMENADE

Casablanca is a unique city, and the Mahkama is a neighborhood right in the heart of it. It was once known as "Casablanca" because of the white and light blue buildings that give it a Mediterranean feel. However, the name "Casablanca" is not the only name for this city. The name "Mahkama" is also used, and the Mahkama is a place of worship and learning, as well as a place of business.

Casablanca is Morocco's most famous city. From ancient architecture and holy grounds to a recreated famous Hollywood cafe, visitors to this city get a glimpse of Casablanca then and now.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Cultural practices are affected by environmental and physical characteristics of places.

CROSS-CURRICULAR EXTENSION

Math The movie *Casablanca* grossed \$3.7 million in 1942. Calculate that amount in today's dollars.

KEY VOCABULARY

***promenade* (p. 23)** a public place for walking, especially along a beach

***pilgrimage* (p. 25)** a journey to a holy place

PREPARE TO READ

Show students a movie trailer for "Casablanca." Ask students what their impressions of the city are from the trailer. As they read, have students check whether their impressions were accurate or not.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use details from the article to create a T-chart listing each destination and the distinguishing features. *CCSS Reading 1*
- What conclusions can be drawn about Casablanca? Support your conclusions with facts mentioned in the article. *CCSS Reading 1*
- Determine the relationships between each place and the people who frequent it: tourists or local residents. How do their purposes differ? *CCSS Reading 3*

Craft and Structure

- Interpret Visual Information** Use the accompanying photos and illustrations to explain how Casablanca's geography aids it as a tourist destination. What effect does this have on the economy of this area? *CCSS Reading 7*
- Evaluate Evidence** Locate evidence throughout the article emphasizing Casablanca's role in the movement of people, goods, and ideas. Is the evidence sufficient? *CCSS Reading 8*

WRITING

Write an Op-Ed The article says, "...some tourist sites will claim that it's the real Rick's from the movie, but it was built in 2000. The real cafe only existed on a Hollywood back lot." What's your opinion on people profiting from something that isn't genuine? As the editor of a newspaper, state your feelings about this and support them with facts and examples.

ARTICLE: Believer to Believer: The King Hassan II Mosque

Magazine pages 26-28, Expository Nonfiction



Casablanca's King Hassan II Mosque is considered by some to be the 8th wonder of the world. Blending Islamic architecture with indigenous influences and ecology informed the construction of this mosque—the 13th largest in the world.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Cultural practices are affected by the dominant religion of a region.

CROSS-CURRICULAR EXTENSION

Science The mosque was built on reclaimed waterfront. Research the steps to land reclamation and draw a diagram depicting them.

KEY VOCABULARY

minaret (p. 26) a tall, thin tower of a mosque with a balcony from which the people are called to prayer

mosque (p. 26) a building that is used for Muslim religious services

ecology (p. 26) a science that deals with the relationships between groups of living things and their environments

prostrate (p. 28) lying with the front of your body turned toward the ground

PREPARE TO READ

Ask students to summarize what they know about the Islamic faith. Where do Muslims worship? When? How often? What are the pillars of their faith?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which features of the mosque emphasize religion? The region? The ecology? Locate details from the article supporting your ideas. *CCSS Reading 1*
- Find examples of symbolism mentioned in the article. What do you learn about Islam from the symbolism? Is there a recurring theme? *CCSS Reading 2*
- Use details from the article to compare/contrast worship in the mosque to other major religions. *CCSS Reading 3*

Craft and Structure

- Interpret Figurative Meaning** Determine the meanings of these phrases: 1. Morocco was “rooted in Africa, watered by Islam, and rustled by the winds of Europe.” 2. “Believer is to believer as the mutually upholding sections of a building.” *CCSS Reading 4*
- Determine Author's Purpose** What purpose does the author have in writing this article? What details from the text support your answer? *CCSS Reading 6*

WRITING

Write an Expository Essay Conduct short research into the roles of men and women in the Islamic faith. What are the duties of each and how is this evidenced in their worship and family life? Use a five paragraph structure to compose your essay.



An ancient art form is once again gaining popularity: henna tattoos. In Morocco, the practice of henna tattoos is a way to prepare a bride for her wedding or to celebrate at a festival. Although the patterns vary by regions, all agree that the practice brings blessings to those who wear them.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Human activities affect the cultural characteristics of places and regions.

CROSS-CURRICULAR EXTENSION

Art Make a henna tattoo design. Use a black ink pen and trace your hand on a piece of cardstock. Then fill in the design.

KEY VOCABULARY

mummy (p. 29) a dead body of a person or animal prepared for burial in the manner of the ancient Egyptians by treating it with oils and wrapping it in strips of cloth

geometric (p. 29) a pattern using points, lines, and angles

PREPARE TO READ

Show students images of henna tattoos. Have students hypothesize about their purpose, who wears them, and why they are popular. Ask if anyone has seen their use in the U.S.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How did the custom of henna tattoos spread to different regions? Draw conclusions based on evidence in the article. *CCSS Reading 1*
- Use details from the article to determine a theme for henna tattoos and what they represent. Why are they suitable for festivals and weddings? *CCSS Reading 2*
- Use details from the article to show that while different regions may share a custom, there are differences in the way it is practiced. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** The opening sentence contains an oxymoron. What is the meaning of it? *CCSS Reading 4*
- Analyze Text Features** The article makes use of headers to separate content. How does this help you understand the main idea of the article? *CCSS Reading 5*

WRITING

Write a Business Plan Assume you are starting a henna tattoo business in your town. How will you advertise and build clientele? What will your startup costs be? Where will you obtain the money? Create a plan for the new business.

ARTICLE: The Date Palm: More Than Just a Tree

Magazine pages 30-32, Expository Nonfiction

Lexile Score: 1210



**THE DATE PALM:
MORE THAN JUST A TREE**

By Christina Gadd

The date palm is everywhere in Morocco, and it's one of the most important crops. It grows in the arid regions of the country, where the climate is hot and dry. The date palm is a symbol of life in the desert. It has been growing in Morocco for thousands of years. The date palm is a symbol of life in the desert. It has been growing in Morocco for thousands of years. The date palm is a symbol of life in the desert. It has been growing in Morocco for thousands of years.

THE DATE PALM: MORE THAN JUST A TREE

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From food to furniture, the date palm is a natural resource that provides many Moroccans with an income source. Disease and land development have threatened the number of trees, but science and government are stepping in to protect this important resource of Moroccan culture.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Patterns of food consumption are influenced by the available resources in a region.

CROSS-CURRICULAR EXTENSION

Science Examine the difference between self-pollination and cross-pollination in plants. What role have humans assumed in the pollination of dates?

KEY VOCABULARY

arid (p. 31) having very little rain or water

pollinate (p. 31) to give (a plant) pollen from another plant of the same kind so that seeds will be produced

overconsumption (p. 31) the action or fact of consuming something to excess

PREPARE TO READ

Ask students if they've ever eaten dates. Encourage students to describe the taste and texture. For those who haven't tasted a date, explain that they're similar to a fig or prune. Tell students that dates are a major cash crop in Morocco.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

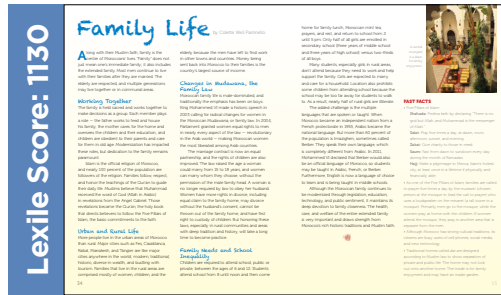
- Refer to facts in the article to construct a list of parts of the date palm and their uses. *CCSS Reading 1*
- Summarize the importance of the date palm to Moroccan culture. Include facts from the article in your summary. *CCSS Reading 2*
- Use details from the article to locate examples of cause/effect relationships. *CCSS Reading 3*

Craft and Structure

- Interpret Figurative Meaning** The author states that date palms symbolize protection and prosperity in Moroccan culture. Cite evidence from the article to give examples of this symbolism. *CCSS Reading 4*
- Determine Point of View** How does the author view the events that have led to a reduction in the number of date farmers? What details from the text support your answer? *CCSS Reading 6*

SPEAKING AND LISTENING

Collaborate Humans have had both positive and negative effects on the date palms. Discuss these effects with a partner and brainstorm ways to curb the negative effects.



Moroccans are dedicated to their religion and their families. With recent changes to family law, women have gained more rights. But change comes slowly to rural areas where inequality remains a challenge. A devotion to family closeness binds all Moroccan citizens.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Cultural practices are affected by the dominant religion of a region.

CROSS-CURRICULAR EXTENSION

Language Arts Create an acrostic poem about Moroccan family life. Use FAMILY as the heading.

KEY VOCABULARY

sacred (p. 34) worthy of religious worship

paramount (p. 34) very important

illiterate (p. 35) not knowing how to read or write

PREPARE TO READ

Remind students that Islam is the dominant religion of Morocco. With this background knowledge, encourage students to predict what family life is like in Morocco.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- The author says, “Money being sent back into Morocco to their families is the country’s largest source of income.” What conclusions can you draw from this? *CCSS Reading 1*
- Locate facts from the text that help you summarize the challenges facing Moroccan families. *CCSS Reading 2*
- Use details from the text to compare/contrast Moroccan families with your own family structure. Note any extreme similarities or differences. *CCSS Reading 3*

Craft and Structure

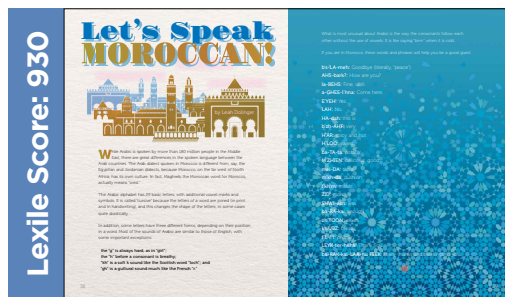
- Evaluate Evidence** The article claims that family is the “center of Moroccan life.” Is the evidence presented to support this claim relevant? Why or why not? *CCSS Reading 8*
- Analyze Text Features** How do the subheadings organize the information presented? Use each subhead to form a question and then answer it. *CCSS Reading 5*

WRITING

Write a News Article Assume you write for a major newspaper and you’ve been assigned to travel to Morocco to write about the education system. Use details from this article to provide your readers with facts (not your opinions) that will inform your audience about the state of education in Morocco.

ARTICLE: Let's Speak Moroccan!

Magazine pages 38-39, Expository Nonfiction



Although Arabic is a major language of the Middle East and is one of the official languages of Morocco, different dialects have arisen within the language.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Language helps distinguish one place from another.

CROSS-CURRICULAR EXTENSION

Music Although spoken languages differ, music is written in classical notation that remains the same throughout the world. Listen to some popular Arabic tunes or play Arabic sheet music.

KEY VOCABULARY

dialect (p. 38) a form of a language that is spoken in a particular area and that uses some of its own words, grammar, and pronunciations

PREPARE TO READ

Tell students that there are 180 million people in the world that speak Arabic. Then show students an example of the Arabic alphabet. Ask students to find similarities and differences between the English and Arabic alphabets.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why are there dialects of the Arabic language? Locate evidence from the text. *CCSS Reading 1*
- What is the relationship between geography and dialect? Make inferences based on the information in this article. *CCSS Reading 1*
- What is the main idea of this article? What ideas support the main idea? Cite details from the text to support your answer. *CCSS Reading 2*

Craft and Structure

- **Analyze Text Structure** Why do you think the author uses a comparison text structure? What other structure could be used and how would the format of the article change if the other structure was used? *CCSS Reading 5*
- **Determine Point of View** Based on the Arabic words the author chose to include, what do you think the author's point of view is on what makes a visitor to Morocco a "good guest?" *CCSS Reading 6*

SPEAKING AND LISTENING

Write a Speech You want to study the Arabic language, but it's not offered as a class until you are in college. Write a speech you might present to your local school board listing the reasons why learning Arabic would be beneficial.

ARTICLE: A Pound of Flesh

Magazine pages 42-45, Play/Folktale



A careless son named Mohamed loses his inheritance and then makes a hasty business deal with his father's former rival. Knowing he is doomed, Mohamed attempts to end his life. A princess intervenes and solves Mohamed's dilemma.

ESSENTIAL QUESTION

How have physical and human characteristics of place shaped Moroccan culture?

CORE CONTENT CONCEPT

Social Studies Oral traditions reflect human characteristics of place.

CROSS-CURRICULAR EXTENSION

Language Arts Define irony. Discuss whether the hero(ine) in this story being a woman is an example of irony.

KEY VOCABULARY

rival (p. 42) a person that tries to defeat or be more successful than another

forfeit (p. 45) to lose or give up (something) as a punishment or because of a rule or law

PREPARE TO READ

Ask students to summarize what they know about inheritances. What is an inheritance? What are the pros and cons of receiving one? Then ask students to make predictions about what they would do with an inheritance.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Create a list of adjectives the author uses to reveal the main characters' traits. *CCSS Reading 1*
- Use details from the characters' words and actions to determine the moral of this folktale. *CCSS Reading 2*
- Locate examples of cause/effect relationships mentioned in the folktale. How do these relationships create tension/climax/resolution? *CCSS Reading 3*

Craft and Structure

- Analyze Mood** What is the mood of this play? What words or phrases help to create this mood? *CCSS Reading 4*
- Analyze Text Structure** What purpose do narrators serve in this play? Cite evidence from the text to support your answer. *CCSS Reading 5*

SPEAKING AND LISTENING

Debate Did Mohamed make a poor business deal? Look at the important backstory the author reveals. What would the Creditor be thinking? Mohamed? Then debate whether or not all hasty decisions are bad decisions. Think of examples to support your side of the debate.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Gather information from across multiple texts to compile a list of cultural traits of Moroccan society. Then construct a Venn diagram to compare/contrast this list with typical American society. Highlight areas of extreme similarities and differences.
- Religion is a part of culture. How does religion define Morocco? Gather information from multiple articles to draw conclusions. Then use this information to create a multiple choice quiz to administer to your teacher or classmates.
- “Go big or go home” is a popular American expression. But Moroccans seem to live by a similar adage. Locate examples of this in multiple articles and write a summary of how this expression manifests in Moroccan culture.
- Symbolism can be found in many areas of Moroccan life. Collect information from across texts to create a poster-sized T-chart of items, colors, or patterns and what they symbolize.
- Natural and man-made resources depend on the physical geography of a region. Gather information from across texts showing how Moroccans have adapted to the geography of this region by either using natural resources or creating/building a resource of revenue. Then use this information to produce a mini-book reference guide.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

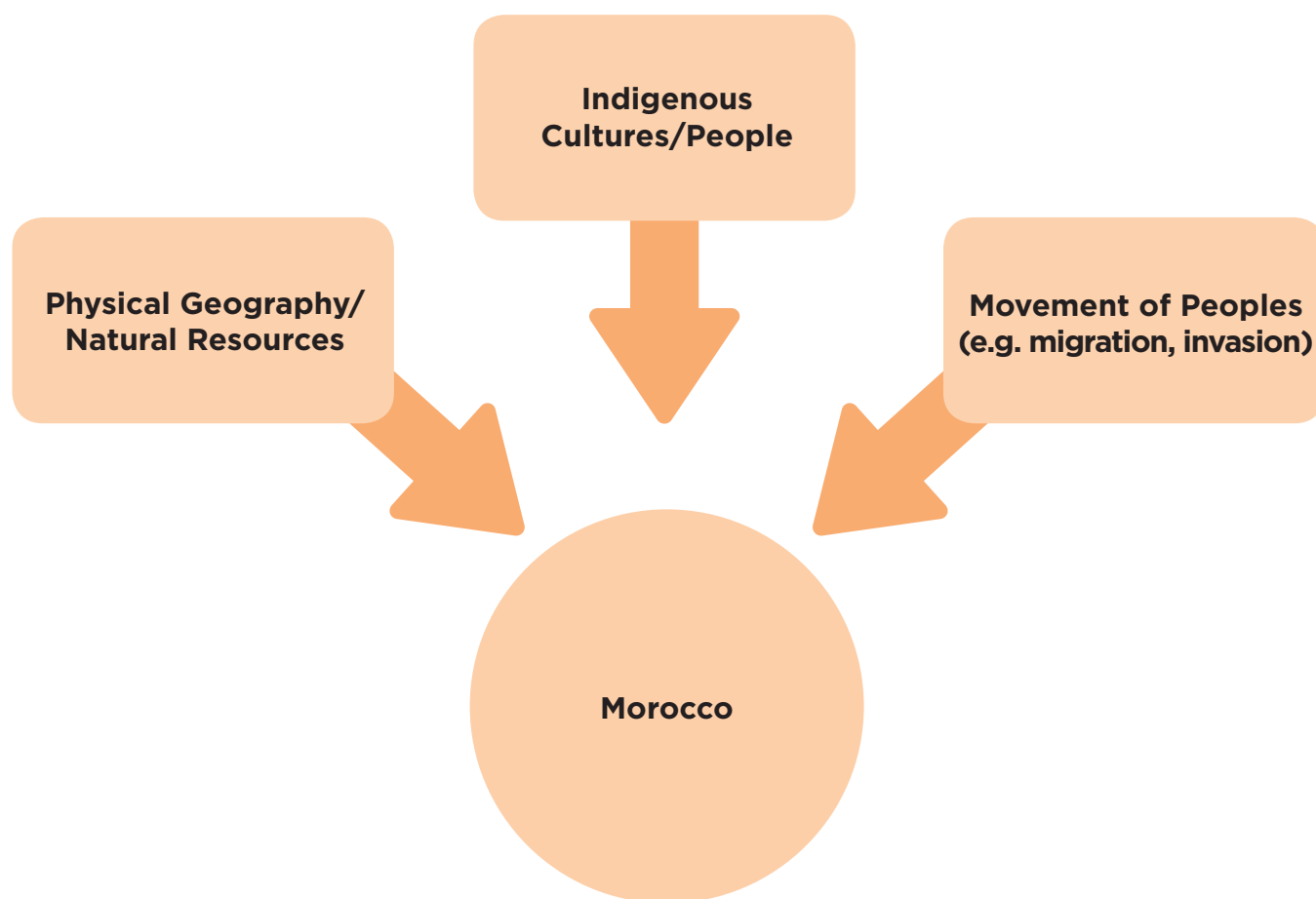
ENGAGE

READ FOR A PURPOSE

APPLY

In this mini-unit, students will write a plan for an imaginary trade mission that seeks to facilitate international trade and foster better relations between the United States and Morocco. Through this activity, students will learn about Moroccan society and the resources that drive its economy.

ENGAGE: Engage students in the topic of Morocco by referring to the graphic organizer below. Discuss how the three features in the outer squares represent factors common to all nations. Explain that this issue of *Faces* will address how these factors have impacted Moroccan society. Engage students with this Essential Question: How have physical and human characteristics of place shaped Moroccan culture?



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: Explain to students that in this mini-unit, they will be going on an imaginary trade mission. Their dual purpose will be to facilitate international trade and foster better relations between our nations. To do this, students must choose an occupation/industry that would hold benefits for Moroccan citizens. Students will represent the U.S. branch of this industry and encourage dialogue and trade with a Moroccan industry.

RETURN TO THE TEXT: Explain that before students can embark on their trade mission, they must first gather information about Morocco (their travel destination) and the industries Moroccans value. To do this, they will choose articles from this issue and take notes using the graphic organizer below.

| | | |
|----------------------------|----------------------------|----------------------------|
| Article: | Article: | Article: |
| Cultural Characteristics: | Cultural Characteristics: | Cultural Characteristics: |
| Industry of Value: | Industry of Value: | Industry of Value: |
| Jobs within This Industry: | Jobs within This Industry: | Jobs within This Industry: |





APPLY: TRADE MISSION: MOROCCO

Now that students have gathered their information, they will use this knowledge to prepare for their trade mission to Morocco. Students will work independently to complete this project. Finally, gather students to present their mission to the class or in small groups.

STEP 1: CHOOSE YOUR JOB TITLE AND TARGET INDUSTRY

Use the information from the graphic organizer on page 19 to choose your target industry. (What industry would you like to represent in Morocco?) Enter this information in the graphic organizer on page 20.

STEP 2: CULTURAL INFORMATION

What do you need to understand about their culture/occupation before arriving? Enter this information on the graphic organizer.

STEP 3: DETERMINE YOUR MEANS OF PRESENTATION

How will you promote your industry and communicate while in Morocco? Will you provide gifts, examples, extend an invitation to visit the U.S.?

STEP 4: STATE YOUR DUAL PURPOSE

Explain how your trade mission will be of mutual benefit for both societies, economically and politically.

STEP 5: Present your idea for a trade mission to your class.



NAME: _____

MOROCCAN INDUSTRY AND TRADE

Complete this graphic organizer using details from three articles of your choosing. For the final category (Jobs within This Industry) make inferences as to what possible job fields are contained within the industry.

| | | |
|----------------------------|----------------------------|----------------------------|
| Article: | Article: | Article: |
| Cultural Characteristics: | Cultural Characteristics: | Cultural Characteristics: |
| Industry of Value: | Industry of Value: | Industry of Value: |
| Jobs within This Industry: | Jobs within This Industry: | Jobs within This Industry: |

NAME: _____

TRADE MISSION: MOROCCO



My Job Title: _____

My Target Industry In Morocco:

Important Things to Know:

How Will I Present My Trade Opportunities:

Dual Purpose Trade Mission:

Economic Benefits:

How Will It Improve Relations:



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

| SKILLS AND CONCEPTS | CCSS ANCHOR STANDARD | CORRESPONDING STANDARD |
|---------------------|----------------------|------------------------|
|---------------------|----------------------|------------------------|

KEY IDEAS AND DETAILS

| | | |
|---|-----------|--|
| Read closely to determine what a text says explicitly. | Reading 1 | |
| Make logical inferences to determine what the text communicates implicitly. | Reading 1 | |
| Cite specific textual evidence to support conclusions drawn from the text. | Reading 1 | |
| Determine central ideas or themes of a text and analyze their development. | Reading 2 | |
| Summarize key supporting details and ideas. | Reading 2 | |
| Analyze how individuals, events, and ideas develop and interact over the course of a text. | Reading 3 | |

CRAFT AND STRUCTURE

| | | |
|--|-----------|--|
| Interpret words and phrases as they are used in a text. | Reading 4 | |
| Determine technical, connotative, and figurative meanings. | Reading 4 | |
| Analyze how specific word choices shape meaning or tone. | Reading 4 | |
| Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution) | Reading 5 | |
| Recognize the genre, key elements, and characteristics of literary texts. | Reading 5 | |
| Assess how point of view or purpose shapes the content and style of a text. | Reading 6 | |
| Analyze how an author's style and tone affects meaning. | Reading 6 | |

INTEGRATION OF KNOWLEDGE AND IDEAS

| | | |
|---|-----------|--|
| Integrate and evaluate content presented in diverse media and formats. | Reading 7 | |
| Identify and evaluate the argument and claims in a text. | Reading 8 | |
| Analyze how two or more texts address similar themes or topics. | Reading 9 | |

WRITING

| | | |
|--|------------|--|
| Write arguments to support claims, using valid reasoning and relevant and sufficient evidence. | Writing 1 | |
| Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately. | Writing 2 | |
| Write narratives to develop real or imagined experiences or events. | Writing 3 | |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | Writing 9 | |
| Conduct short as well as more sustained research projects . | Writing 10 | |



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

| | |
|--|--|
| Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions. | |
| Summarize core civic virtues and democratic principles . | |
| Evaluate policies intended to address social issues. | |

ECONOMICS

| | |
|---|--|
| Evaluate the benefits and costs of individual economic choices . | |
| Analyze economic incentives , including those that cause people and businesses to specialize and trade. | |
| Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production . | |
| Explain the functions of money in a market economy. | |
| Explain the importance of competition in a market economy. | |
| Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services . | |
| Analyze economic patterns , including activity and interactions between and within nations. | |

GEOGRAPHY

| | |
|---|--|
| Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places. | |
| Explain cultural influences on the way people live and modify and adapt to their environments. | |
| Analyze places, including their physical, cultural and environmental characteristics and how they change over time. | |
| Analyze movement of people, goods, and ideas . | |
| Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective. | |

HISTORY

| | |
|---|--|
| Interpret historical context to understand relationships among historical events or developments . | |
| Evaluate historical events and developments to identify them as examples of historical change and/or continuity . | |
| Analyze perspectives , including factors that influence why and how individuals and groups develop different ones. | |
| Evaluate historical sources , including their reliability, relevancy, utility, and limitations. | |
| Analyze causes and effects , both intended and unintended, of historical developments. | |



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

| LIFE SCIENCE | PHYSICAL SCIENCE | EARTH SCIENCE | SPACE SYSTEMS |
|---|--|--|---|
| <ul style="list-style-type: none">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants | <ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/ Magnetism• Matter• Waves• Heat• Chemistry• Information Processing | <ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis | <ul style="list-style-type: none">• Solar System• Planets• Moon• Sun |

