

Teacher's Guide for FACES

March 2013: So You Think You Know the Arab World
Prepared by Heather Bode

Heather Bode holds a degree in elementary education. Besides working with this age group, she has also worked extensively with middle school and high school students to help them develop better study skills. Heather enjoys doing freelance writing for the children's magazine market.

Getting Started

Preview the issue and concentrate only on the illustrations.

(SL1) Work in groups or as a class. Have students come up with a list of questions beginning with the following words:

Who?

Where?

Why?

What?

When?

How?

Save this list to be used with the Wrap Up.

High Five

(RL2) Classify each of the High Five points as Physical or Cultural Geography.

At a Glance

(RI2) Use the map to name the predominant geographical features of this region.

(RL1)

Locate this region on a globe. How does it compare to the U.S. in size?

Find the top 5 most populated countries of the Arab region. Locate them on the map. Discuss any similarities/differences you notice.

Ships of the Desert

(L5) Why would camels be called ships?

(RI1) Why is the nomadic way of life disappearing?

(RL8) What features of the camel make it so well adapted to desert life?

(RL7) Use the photographs to locate the body parts mentioned in the second paragraph.

(RL4) What is meant by the subtitle: Water is for Wimps?

(RL1) There is a common misconception that the camel's hump is full of water. It isn't. What is in the camel's hump?

(W1) Think of another purpose for the camel. Support your idea with facts from the article.

(W7) Use the internet to find other purposes for the camel.

Where is the Arab World?

(RL1) Answer: Who is an Arab? Where is the Arab world?

(RL7) How do the photos help convey the variety of this region?

(RL2) Make a T-chart to keep track of the following characteristics:

Physical Geography

Cultural Geography

-rich soil

-family

-mountains

-food

-desert

-religion

-coral reefs

(RL9) What are the challenges facing the Arab world? How are they the same/different than challenges we face in America?

(W2) Research forms of government in Arab nations.

Arabic: Language of Heaven

(RL7&L4) Use information in the article to figure out the meanings of the illustrations.

(RL1)

How did the Arabic language spread across the region?

How do Arabic speaking people approach the issue of understanding different dialects?

(W7) Use a dictionary to find other words with an Arabic origin.

Taste Some Tabouleh!

(RL1) What characteristics make this a healthy diet?

Take a class poll: Who has tried some of the foods mentioned in the article? How would they describe the taste of the food?

*Try hummus dip with a vegetable tray.

What Games Do Arab Children Play?

(RL9) Compare and contrast play in America with the Arab world. How many "toys" do you have?

(RL4) The article states: "life is much less commercialized than in North America" What does this mean?

(W3) Imagine you are one of the children in the photos. Write about your day.

(RI1) Look at the pictures of the children playing soccer. Do you notice that nobody is wearing shoes? Why might this be?

(SL2&6) Go to www.landofmarbles.com/marbles-play.html and use library books to find out how to play marbles. Then instruct another peer group or younger class on how to play the game.

(SL1) Work with a partner to make a toy from household objects.

The Hajj- A Journey of a Lifetime

(RL4) Vocabulary: pilgrimage, obligatory, pilgrim, rite, mosque, focal point, sermon

(RL1) Take the subheadings and turn them into questions. Read each section to find the answers to the questions.

(RL8) Find evidence in the text that the Hajj tests a pilgrim's strength and commitment.

(SL1) The article mentions how Muslims face the same direction during prayer. This is a symbol of unity. Think of your own religion or other religions with which you are familiar. Do other religions have symbols of unity? What are they?

(RI1) Does the article mention women? Do they perform the Hajj?

Growing Up

(RL1) Locate Lebanon on the At a Glance map.

(W7) Find out more about Jeita. Go to www.jeitagrotto.com for some great pictures.

(RI1) Why is outdoor education so important in Lebanon? How would culture play into this?

(RL8) Find evidence that religion, food and family are important cultural elements in Liana's life.

Sandy Camping

(RI1) Make a supply list for a desert camping trip.

(RL9) Compare and contrast camping trips in your geographic location with desert camping.

Praying for Rain

www.youtube.com/watch?v=LcKkWICV5XA shows the Salat ul Istisqa.

(RL1) Make a cause/effect chart.

Cause

Effect

Population growth----->	water crisis
Climate change----->	water crisis
Higher food prices----->	riots
Scarce water----->	water wars?
Polluted water----->	sickness
Jordan River is down---->	Dead Sea could disappear

(RL7) How do the illustrations help us understand the water crisis?

(SL1) Hold a mock Arab Nations summit to discuss the water crisis and offer solutions.

Separate But Not Equal: Women in the Arab World

(RI8) Find evidence that men and women are not equal in the Arab world.

(RL9) Compare and contrast the photo on page 35 with the photo on page 30. What conclusions can be drawn?

(RL6) Huda Shaarawi authored a book about her life. Read excerpts to demonstrate her point of view.

Harem Years: The Memoirs of an Egyptian Feminist, 1879-1924

(RI1) Look at the closing sentence of the article. How did Huda Shaarawi and Tawakkul Karmen bring about change? Does this remind you of anyone in our own country?

The Kabyle

(W7) Research the Tamurt Idurar region of Algeria. Find out what life is like in the Atlas Mountains.

(W8) Gather information from this article and additional print and online sources about the Kabyle culture. Find out what (if anything) is being done to preserve the Kabyle culture.

(SL5) Put together a powerpoint presentation to show how this unique culture has been able to persevere through the centuries.

Arabia's Top 40?

(RL1) How did Blues and Jazz music have their beginnings? Locate West Africa and the Iberian Peninsula on a world map.

(SL2) If you listened to the Salatul Istisqa listed under **Praying for Rain**, what musical qualities do you hear?

(L5) What is the meaning of the phrase: music moves and mixes like ocean currents?

Open Sesame

(W3) Make up your own Arabian Nights play based on details in the article.

(L1&3) Find a book mentioned in the article. Prepare a story or section of the book to read aloud or perform.

Wrap Up

Look at your original list of questions from **Getting Started**. Answer as many as possible.

The three recurring cultural themes are religion, family and food. Go back through the issue classifying each article under one of those themes.