



Enduring Understandings:

- Our homes are unique yet meet universal human needs.
- Our dwellings are shaped by our environment and reflect our personal, family, social and cultural values.
- Home design is adapted to the climate of our location.
- Our home contents may differ but they all sustain essential human needs for shelter, food and interaction.

Essential Questions

- What kinds of homes are found in Arabic-speaking countries?
- How does the environment shape our home?
- How do social practices determine our home layout?
- How do Arab homes differ from American homes?
- How are Arab homes similar to American homes / my home?

CONTEXT: The following three units are designed to introduce learners to three dwellings ثلاثة مساكن in the Arabic-speaking countries الدول المتحدثة باللغة العربية. Participants will discover a nomadic bedouin tent خيمة بدو رحل; a rural farm in a village مزرعة ريفية في قرية مغربية; and an urban home منزل مدني. Authentic resources will provide the context by which students will explore the layout and contents of dwellings. They will compare those with their own homes, building their interpretive, interpersonal and presentational competencies and skills to evaluate, discuss and describe what they learn in the target language.

Novice Mid-High	Intermediate Low-Mid	Intermediate High
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<p>AUTHENTIC MATERIAL DESCRIPTION: Students plan to visit Jordan and discover the nomadic bedouin way of life. Learners discover the layout of a bedouin tent and appreciate the indigenous, nomadic way of life, and how it may be endangered. (Article here). They will trace bedouin tents to early human settlements and begin to draw comparisons between how nomadic communities live and their own lifestyles. Example from a tribal dwelling in Jordan. Students watch this 6-minute You Tube excerpt on the Jordanian Bedouin population.</p>	<p>AUTHENTIC MATERIAL DESCRIPTION: Students will travel to a village in the Atlas mountains in Morocco. There, they discover a farm, and the type of animals, crops and produce it presents. They will compare this with the bedouin lifestyle. Example from Moroccan Atlas farmsteads. Students watch this video to familiarize themselves with farm animals. They then watch excerpts from this video جبال الاطلس الكبير بالمغرب : وادي الزات. T prepares a list of vocabulary and expressions that Ss can use.</p>	<p>AUTHENTIC MATERIAL DESCRIPTION: Students are moving to live in Dubai for six months in order to study Arabic. They will prepare a video describing 1) what a typical week in Dubai will involve (including weekends, places to see, trips, etc), and 2) what kind of home they are looking for. Students watch this 8-minute video, where they are welcomed to an urban home in Dubai دبي.</p>
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<p>Interpretive task description</p> <p>On a worksheet, Ss categorize items or practices that are a) unique to nomadic way of life; b) universal.</p> <p>Items will include: tent خيمة, carpet سجادة, cooking utensils أواني الطبخ, fire-wood حطب, camels جمال, sheep غنم, horse, gourdes قرق, rice أرز, flour طحين, water ماء, sugar سكر, coffee قهوة, tea شاي, dates تمر, musical instruments آلات موسيقية (kamanja كمنجة, tabla طبلة, nai ناي, rababa ربابة), rifle بندقية, traditional clothing ملابس تقليدية (abaya عباية, akal عقال, kaffiya كوفية), necklaces قلادات, women's embroidered thobe ثوب نسائي,</p>	<p>Interpretive listening task description</p> <p>Students first watch this video and match animal names to the images (T prepares worksheet) in Arabic :</p> <p>بقرة، دجاجة، بطّة، أوزة، ديك، كلب، حيوانات و طيور المزرعة قط، حمام، حصان، حمار</p> <p>Ss then watch this video. T prepares a worksheet for Ss to underline or write down names of words that are included or that are missing in the video. T helps Ss note down new phrases.</p>	<p>Interpretive task description</p> <p>Students watch this video, where they are welcomed to an urban home in دبي.</p> <p>They note three points they found interesting in their excerpt. This can be a worksheet where they tick the words off or a sheet where they take notes.</p> <p>Vocabulary includes:</p> <p>أهلاً، لعب أطفال، حديقة، مدخل، مطبخ، غرفة نوم، صالون، غرفة جلوس، براد، زريعات، ستارة، ورق جدران، أحذية، أصفر، ستوديو</p>
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<p>(دشداشة dishdasha, مطرز). <i>Note: Teachers may adapt the location or the list to what they are comfortable with.</i></p> <p>Ss answer these questions: كيف يعيش الناس في الصحراء؟ لماذا نجد بيوت مصنوعة من الوبر؟ ما وسائل التنقل في الصحراء؟</p>	<p>Ss answer these questions: كيف يعيش الناس في قرية جبلية؟ لماذا نجد بيوت مصنوعة من الطين؟ ما وسائل التنقل إلى القرى؟</p>	<p>Ss answer these questions: كيف يعيش الناس في مدينة مثل دبي؟ لماذا نجد بيوت مصنوعة من الطابوق؟ ما وسائل التنقل في المدينة؟</p>
<p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read/heard provided I am given sufficient time and support to recognize phrases.</p>	<p>I can understand the main idea in a short excerpt from the video on communities living in the Atlas mountains.</p>	<p>I can easily understand the main idea and supporting details on a topic of personal and general interest in the video describing an apartment in Dubai</p>
<p>Interpersonal task description</p>	<p>Interpersonal task description</p>	<p>Interpersonal task description</p>
<p>I can express culturally appropriate greetings and present my family. أهلاً وسهلاً، السلام عليكم، مرحباً، تفضل.</p> <p>Ss watch this video to model their responses.</p> <p>I can express, to my classmates, my likes and dislikes about living in the desert, eating certain foods, drinking certain beverages, wearing certain clothing items.</p> <p>أنا أحب \أنا لا أحب أن أسكن في الصحراء أن أنام في خيمة أن أشرب الحليب \ القهوة أن أكل الخبز \ اللحمية \ الجبنة أن ألبس اللباس التقليدي</p>	<p>I can ask and answer simple questions about food and order food from a restaurant.</p> <p>Ss watch this video to model their conversation.</p>	<p>I can exchange information about homes in a large city like Dubai.</p> <p>Ss watch this video to model their conversation.</p>
<p>Presentational task description Ss build or draw a model of a nomadic ten and include labelled (in Arabic) items for the dwellings.</p>	<p>Presentational task description In pairs, students will make a 3D model of a farm and include animals of their choice.</p>	<p>Presentational task description Each S picks an Arab country to present, using as much of the vocabulary and structures learned in this and the two previous units. Ss each present</p>

<p>In pairs, students present to each other their tents, its contents. They may exchange items (barter), using polite expressions to ask and provide something. When one pair finishes, the teacher directs them to a pair that has completed the task and swap partners. This provides the opportunity for all learners to practise the language. The instructor will, simultaneously, observe and collect data related to the activity. At the end of the activity the learners will hear the teacher’s feedback: 1) highlighting the accurate language used and the cultural customs; 2) underscoring the forthcoming series of classes’ focus. (Teacher will incorporate observations into future lesson plans.)</p>	<p>Ss discuss the items and characters they need for their farm. Ss “travel” to the village center to acquire what they need, naming animals, food and articles. In pairs, students pick out recognized Arabic words spoken by (from the previous unit). They note at least three points (similarities or differences).</p>	<p>their findings either by recording themselves and posting or by presenting in person in class.</p>
<p>I can write down items pertaining to nomadic life in the desert.</p>	<p>I can write a letter to a peer school to describe life in the Atlas Mountains in Morocco.</p>	<p>I can present a number of facts about an Arab country of my choice.</p>





