Lessons on African Diversity:
Multiculturalism & Religious Intersections in Morocco

Morocco: It’s People, Their Culture, Their Arts

Lessons 1 & 2: Culture, Religion, Language, Geography
Lesson 3: Moroccan Weaving
Lesson 4: Moroccan Ceramics and Tilework

Art 1 - 4
Time frame: 4 weeks
Grade levels: 9 - 12

Angela M. Guy
Willowridge HS, Houston, TX
9 - 12
November 1, 2009
Fulbright-Hayes Group Projects Abroad
Multiculturalism and National Identity in Africa: Lessons from Morocco
Curriculum Unit: Lesson Plans 1 - 4

Angela Guy
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Subject/Topic/ Grade level/Duration of lesson:
- Topic: Morocco: Its People, Their Country, Their Arts
- Subject: Art 1 - 4
- Duration of Lesson(s): approx. 4 weeks, 4 separate lessons
- Grade Levels: 9 -12

Rationale:
Most high school students lack knowledge about other parts of the world. This 4 week curriculum unit is designed to engage high school level students in learning about Morocco, its culture, language, history, religions, and arts.

This curriculum unit is designed to engage:
1. The students in understanding the world around them through intense study of Morocco via four separate but fully connected lessons:
   - Lesson 1 – Teacher led discussion and student Web Quest geography/social studies research project; Student reading and answer
   - Lesson 2 – Student hands-on research visual aid project
   - Lesson 3 – Student produced Moroccan-inspired painting and/or weaving
   - Lesson 4 – Student produced Moroccan-inspired ceramic tile
2. The whole school community, as well as the whole school district, via my presentations and photography exhibits at the school district Administration building (February 2010).
3. Teachers and administrators statewide via my presentation at the Texas Art Education Association Annual Conference November 14, 2009.

Cross-curricular applications:
Historical/ Cultural Heritage
- Students will learn about Morocco via the completion of a Web Quest, which will include the following topics pertaining to Morocco: Geography, People/Population, Ethnic Groups, Language, Religions, Arts, and Architecture.
- Students will then create visual presentations in regards to Moroccan geography/social studies, Moroccan weaving, ceramics, architecture, Calligraphy and Language and Ancient Morocco.

TEKS: §117.52. Art, Level I (c) Knowledge and Skills (3) (A, B, C) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

Multi-cultural component:
Comparing and contrasting of not only Americans and Moroccans, but also Moroccans with other Moroccans.

Standards:
Academic content standard(s):
Texas Essential Knowledge and Skills (TEKS): Visual Fine Arts:

1. Perception – Students will learn about all the art elements and principles. Emphasis will be placed on the elements of line, color, shape, and the principles of variety and composition.

TEKS: §117.52. Art, Level I (c) Knowledge and skills. (1) (A, B) Perception. The student develops and organizes ideas from the environment.

2. Expression – Students will be producing a variety of art using the media of clay, glaze, cloth, dye, color
pencils, markers, collage etc. Students will use a variety of techniques: drawing, painting, sculpture/ clay.
   a. Students will produce a Moroccan-inspired clay tile including Arabic calligraphy/text
b. Students will produce a Moroccan-inspired weaving

TEKS: §117.52. Art, Level I (c) Knowledge and Skills. (2)(A, B, C) Creative expression/ performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

3. **Historical/ Cultural Heritage** —
   a. Students will learn about Morocco via the completion of a Web Quest, which will include the following topics pertaining to Morocco: Geography, People/Population, Ethnic Groups, Language, Religions, Arts, and Architecture.
   b. Students will then create visual presentations in regards to Moroccan geography/social studies, Moroccan weaving, ceramics, architecture, Calligraphy and Language and Ancient Morocco.

TEKS: §117.52. Art, Level I(c) Knowledge and Skills (3) (A, B, C) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

4. **Response** — Students will have the opportunity to discuss each others artworks and visual presentations, as well as respond to the Moroccan artwork seen in the teacher produced presentations.

TEKS: §117.52. Art, Level I (c) Knowledge and Skills (4) (A. B) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

**Making Connections between Subjects:**

*Texas Essential Knowledge and Skills (TEKS):*

- **§113.33. World History Studies TEKS Knowledge and Skills (c)**
  o (11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data.
  o (19) Culture. The student understands the history and relevance of major religious and philosophical traditions.
  o (20) Culture. The student understands the relationship between the arts and the times during which they were created.
  o (25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
  o (26) Social studies skills. The student communicates in written, oral, and visual forms.
  o (27) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

- **§113.34. World Geography Studies TEKS Knowledge and Skills (c)**
  o (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.
  o (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.
  o (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.
  o (18) Culture. The student understands the ways in which cultures change and maintain continuity.
  o (22) Social studies skills. The student communicates in written, oral, and visual forms.
  o (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

- **§110.31. English Language Arts and Reading TEKS Knowledge and Skills (c)**
  o The student will demonstrate a basic understanding of culturally diverse written texts.
  o ELA3. The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
  o (15) B, D Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
  o (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
**Unit Goal:**
**Essential Question(s):**
The following questions (subject to change) will be posed to students via a written evaluation/questionnaire of the curriculum unit:

1. Name 10 geographical features of Morocco. Use the map provided to help you.
2. Describe the relationship between Moroccan languages, religions and arts. Name certain artistic features (i.e. color usage) that help explain this relationship.
3. What did you learn about Morocco that surprised you? Why?
4. What did you learn about Moroccan art that surprised you? Why?
5. How did these lessons change your view of Morocco? Of Africa? Of Arabic speaking countries? Of Islam?
6. Why is it important to learn about the world around us?
7. Do you like Moroccan art? Why or why not, and give concrete examples.
Lessons 1 & 2:
Rockin’ the Kasbah presentation and Social Studies/ Geography Collaborative Research Project

Objective:

The students will be able to (SWBAT) locate Morocco on a world map as well as a map of Africa. SWBAT identify geographic regions of Morocco as well as ethnic, religious, tribal groups. SWBAT tell the difference between Moroccans and the rest of Africa.

Introduction:

Days 1 - 3:

1. The teacher will (TW) set the stage by asking students what they think of Africa. What kinds of people live there? What religions are practiced? What do people look like? What do they wear? Do they go to school? What languages do they speak? TW put student answers on the board/overhead.

2. TW ask, What about Morocco, in Northern Africa? Is it the same because it is in Africa? Repeat questions above. TW again put student answers on the board/overhead.

3. TW give the PowerPoint presentation of her Fulbright GPA Morocco Fellowship, while students take notes. TW discuss and show pictures on location, physical geography, basic culture, ethnic groups, and language, addressing the students’ answers/ideas/conceptions as the presentation progresses. TW also touch on diversity of Morocco and the origin of said diversity due to the Trans-Saharan trade routes.

4. TW briefly talk about the concept of culture and its definition. As a class, the students will complete the Peace Corps’ What is Culture?: The Iceberg worksheet on the overhead, with the teacher assisting.

5. SW read the story “The Importance of Drinking Tea” from the Peace Corps book A Life Inspired: Tales of Peace Corps Service, and will answer the questions: “Why is drinking tea in Morocco important? What kind of activity is similar in America?” SW turn in their answers for a daily grade.

➢ What raw/authentic materials were gathered on location in Morocco and funded by Fulbright? Research materials, small pieces of artwork: ceramics, cloth, metal work, Moroccan Arabic newspapers, Moroccan children’s book, Moroccan children’s coloring book, Arabic alphabet picture poster

➢ Teacher produced Web Quest, handouts, PowerPoint presentations

➢ What teacher-produced manipulatives: see attached

➢ Bibliography listed under Additional Resources (see below).

Instructional plan/Task:

Days 4 – 9:

1. TW discuss the concept of Baraka. As well as the vocabulary (see below).

2. Students will then be divided into six equal groups to complete a research Web Quest, via my fellowship blog, the group blog, and Internet sites given, the following topics about Morocco:
   a. Global location
   b. Continental location
   c. Population
   d. Major Ethnic groups
   e. Religions
   f. Geographic regions
   g. Traditional Arts
   h. Architecture
   i. Languages
Students should be given at least 1 day in the school computer lab and 1 day in the school library to execute their research. The rest of the week will be completing the research project poster displays. This is for daily 50-minute class periods.

Group 1: Ancient Morocco – Create a colorful poster showing the different cultures and/or ethnic groups that have inhabited Morocco. Show examples of these cultures’ art and architecture. Tell where these cultures are from and why they came to Morocco, and how did they get there. Give a timeline and show approximate map location of where each culture settled within ancient Morocco.

Group 2: Amazigh and Arabic languages – Create a colorful poster on Amazigh and Arabic languages and Amazigh symbols, as well as writing the group member first names using the Arabic and Tifinagh script. In large neat lettering, name at least 10 Amazigh symbols and give their meaning. Show examples of how they are used and where. On the same poster, show Arabic calligraphy/ script. Include examples, materials used, as well as how it is used, where and by/for whom.

Group 3: “Moroccan” Architecture – Create a colorful poster showing the Moroccan architecture, including Islamic influences, as well as indigenous and modern examples. Show a horseshoe arch, pointed arch, muqarnas, minaret, dome types. What is a Kasbah? What is a Ksar? Show an example with a written explanation. Show several different architecture examples.

Group 4: Geography Map of Morocco – Create a poster showing Morocco within Africa, and draw only the countries near or surrounding Morocco. Label Morocco and the surrounding countries, the Atlas Mountains, the regions, the major cities, as well as the capital city. Use full color and list location, total land area, population total and breakdown, life expectancy, ethnic groups, religions, languages, government type and flag. Also, include terrain, environments, regions, average temperatures, highest elevation, water sources, climate, and natural resources. Include some explanation of the flora and fauna found throughout Morocco. Include pictures.

Group 5: Moroccan Weaving & Embroidery – Create a poster on Moroccan weaving and embroidery. Tell the difference between the two. Include examples, what materials and colors are used, as well as define the motifs and symbols. Describe from where each of the traditional dye colors are obtained. Tell about what these weavings and embroideries are used for and by whom.

Group 6: Moroccan Ceramics - Create a poster on Moroccan ceramics and zellig. Include examples, what materials are used, as well as the motifs, symbols and colors used. Define the meaning of the symbols and motifs. Tell about what these ceramics are used for and by whom. Define zellig and where, and how and why it is used.

Vocabulary:

- Introduced vocabulary:
  1. Baraka – God’s blessing; positive power of the saints & Sufi order
  2. Amazigh – (also known as Berber) the proper name for the indigenous people of Morocco; means “Free man” in Tifinagh.
  3. Imazighen – plural of Amazigh
  4. Calligraphy – artistic, stylized or elegant handwriting or lettering

- Are there difficult words or concepts that need extra explanation?
  1. Concept of Baraka - source of creative inspiration

Assessment:

- Type
  Entry-level
Rubric

For collaborative group posters:
Each student, for a total 100 points possible:
- Individual Effort – 5 pts
- Teamwork – 10 pts
- Neatness – 10 pts
- Good composition/design – 30 pts
- Correct usage of color and pictures – 20 pts
- Neat, large lettering – 20 pts
- Minimum poster size 18”x24” – 5 pts

Connection

What do you need the student to demonstrate to show that they have met the objective?
80 points out of 100

Materials:
1. PowerPoint presentation
2. Poster board/ foam core
3. Markers, color pencils, paint
4. Color paper
5. Pictures
6. Glue
7. Scissors
8. Ruler
9. Computer and printer
10. Books from the school library regarding Morocco
11. Completed Web Quest
12. Internet sites:
   - [http://www.picsearch.com](http://www.picsearch.com)
   - [http://www.islamic-architecture.info/NA-MO/NA-MO.htm](http://www.islamic-architecture.info/NA-MO/NA-MO.htm)

Differentiated Instruction and Planning Review:
1. Collaborative project
2. Reading, writing, computer and printer usage, Internet usage
3. Adaptations: use of different materials, note-taking assistance, shortened project, lengthened time to complete project

Self-Reflection and Revisions:
This is what worked: TBD
This is what did not work:
This is what I will change:
Lesson 2: Rockin’ the Kasbah Webquest
Group Worksheet
Ms. Guy – Art

Write the answer to all your questions on the handout given to your group!!!

Group member names: ___________________________ Period ____

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

1. Find Africa on the world map, then find Morocco within the map of Africa. Label the major cities and regions, as well as the major geographic features on the map below.
2. Several different cultures have come to Morocco throughout history. Name three of them.
   a. 
   b. 
   c. 

3. What are the languages spoken in Morocco besides English and French? Name two of them and denote one Language 1 and the other Language 2 on the chart below. Write each group member’s name in each of these languages (doing the best you can with missing letters that would correspond to the English alphabet). You may need to search further to find the alphabet for the languages you have chosen.

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<th>Language 2</th>
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4. What kind of arts are produced in Morocco? Name four kinds.
   a. 
   b. 
   c. 
   d. 
5. Weaving in Morocco can be a very social gathering for women. Traditionally, the women used natural dyes. Where did they get the dyes from and what color did each dye produce?

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<th>Dye Source/ Name</th>
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6. Symbols are used throughout Amazigh weavings and paintings. Name and draw four of these symbols.

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</table>
7. What religions are observed in Morocco?

8. Much of Moroccan architecture has certain aspects and features. Name four of them.
   a. 
   b. 
   c. 
   d. 

   **Short answer:**
   9. What is a medina? What does medina mean in Arabic? Why are no cars allowed?

10. On what date did the Kingdom of Morocco virtually recognize the United States' independence? When was the treaty of Morocco ratified? Why was this treaty significant? What are the names of the US president and Moroccan sultan (king) who signed the original document?
Lesson 3: Moroccan textiles and design

Lesson Objective:

The students will learn about Moroccan weaving and how weavers use specific designs to convey meaning of Baraka.

Introduction:

SWBAT identify Moroccan Amazigh symbols and their meanings, as well as understand how and where natural dyes are obtained, in addition to colors that are produced. SWBAT design their own collaborative weaving based on what they have learned about Moroccan weaving design and color. SW also create their own painting based on the personal weaving designs they created.

Assessment:

- **Type:** Entry- level, Formative

  - **Rubric**
    
    Painting:
    
    - Use of 3 Amazigh symbols – 25 pts
    - Use of 2 personal symbols – 25 pts
    - Use of at least 3 colors – 25 pts
    - Neatness, Effort, Creativity – 25 pts

    Collaborative Class Weaving:
    
    - Active participation – 50 pts
    - Correct weaving technique – 25 pts
    - Effort, positive attitude – 25 pts

- **Connection**

  What do you need the student to demonstrate to show that they have met the objective?

  150 points out of 200

Materials:

1. #2 pencils
2. Color pencils
3. White drawing paper
4. Rulers

If no loom available:

5. Canvas board
6. Acrylic paint
7. Paint brushes
8. Water cups
9. Paper towels

If loom is available:

5. Loom
6. Yarn (several colors)
7. Reed or large knitting needle
8. Beater or Metal fork
9. Cardboard

10. Homemade loom or How to weave on cardboard

- What teacher-produced manipulatives will you make available with your final lesson unit? Rockin’ the Kasbah webquest, Teacher travel blog, photos
- What teacher-produced manipulatives will you expect other teachers to reproduce or have in order to implement the lesson? Amazigh symbols handout (attached), “How to make a Loom” OR “How to weave on cardboard” handout (attached)
- Bibliography listed under Additional Resources.

Vocabulary:

- Previous vocabulary:
  1. Baraka
  2. Amazigh, Imazighen, Berber
Introduced vocabulary:
1. Embroidery
2. Natural dyes
3. Warp - all of the threads that are aligned vertically on a loom before weaving begins. A warp end is a single warp thread.
4. Weft - all of the horizontal threads that interlace with the vertically aligned warp.
5. Beater - a frame that holds the reed. It is attached to the loom by an upright on each side that pivots to pull the reed through the warp and “beat” the weft in place at the fell of the cloth.

Are there difficult words or concepts that need extra explanation?
1. How to weave (see handout).

Instructional plan/Task:

Day 1:
1. TW remind students of the vocabulary they learned in the last lesson. TW also remind the students of what they learned during their collaborative project.
2. TW then show examples of Moroccan weaving and embroidery, explaining the differences and similarities.
3. TW show and explain Moroccan weaving designs and use.

Days 2 – 6 (if no loom available):
4. SW begin to design their own weaving, using at least 3 Amazigh designs and 2 designs they have invented to represent themselves and/or their life/family etc.
5. SW transfer their best design onto a canvas board and paint their design using acrylic paints.

Days 2 – 6 (if loom is available, to be completed consecutively with painting):
6. While students are painting, each student will get to work on the class weaving for an allotted amount of time (i.e. 15 minutes).
7. TW go over proper weaving technique.
8. SW be required to weave the whole assigned time, and will be graded on participation, correct technique and effort.

Differentiated Instruction and Planning Review:
1. Artwork, collaborative tile mosaic
2. Reading, writing, computer and printer usage, Internet usage
3. Adaptations: use of different materials, shortened project, lengthened time to complete project

Self-Reflection and Revisions: (after the implementation of the lesson)
This is what worked:
This is what did not work:
This is what I will change:
Lesson 4:
Moroccan Ceramics and Tilework and Class Collaborative Tile Mosaic

Angela Guy
Willowridge HS, Houston, TX

Lesson Objective:

SWBAT design and create their own ceramic tile in the Moroccan style, adding their own personal touches. SW use Arabic alphabet. The tiles will be displayed permanently as a giant mosaic within the school.

Assessment:

➢ Type
  Entry-level, Formative

➢ Rubric
  Tile is minimum size 6” x 6” – 20 pts
  Arabic calligraphy included – 20 pts
  Personal symbol included – 20 pts
  Neatness of glazing – 20 pts
  Effort in construction and glazing – 10 pts
  Creativity – 10 pts

➢ Connection
  What do you need the student to demonstrate to show that they have met the objective?
  80 out of 100 points

Materials:

1. #2 pencils
2. Practice paper
3. White clay
4. Clay tools & sponges
5. Assorted glaze colors
6. Paintbrushes for applying glaze
7. Handouts: Amazigh symbols, Arabic alphabet, Arabic calligraphy
8. Tile Cement
9. Trowel/ cement applicator

➢ What raw/ authentic materials were gathered on location in Morocco and funded by Fulbright? Small ceramic piece, photos
➢ How were those materials used in the design of the lesson? As example to show students
➢ What teacher-produced manipulatives will you make available with your final lesson unit? Rockin’ the Kasbah Webquest, Teacher travel blog, teacher photos
➢ What teacher-produced manipulatives will you expect other teachers to reproduce or have in order to implement the lesson (include instructions, black-line masters, handouts, maps, etc. in .pdf form): Attached
➢ Bibliography listed under Additional Resources.

Vocabulary:

➢ Previous vocabulary:
  1. Baraka
2. Amazigh
3. Amazigh symbols

- Introduced vocabulary:
  1. Arabic alphabet
  2. Types of Arabic calligraphy

- Are there difficult words or concepts that need extra explanation?
  1. How Arabic words are written/ put together
  2. Baraka

**Instructional plan/ Task:**

**Day 1:**
1. Teacher will (TW) briefly remind students of what they have learned from the previous three lessons, touching on Moroccan culture and language, as well as Amazigh symbols and motifs. TW also remind students of the concept of Baraka.
2. TW show a short Power Point on the ceramic work of Morocco, including motifs, calligraphy, colors and location or use.

**Day 2:**
3. Students will (SW) begin to design on practice paper their tile, including Arabic calligraphy, Amazigh symbols, and their own personal symbol.
4. Teacher will review the student designs for a daily grade and return them to the students.

**Days 3 – 6:**
5. SW refine their best idea, adding color.
6. TW remind students of previously learned ceramic techniques (specifically rolling a proper thickness of slab and how to cut straight edges for a tile).
7. After the tile has been bisque fired, SW then begin glazing in color the design they have chosen, using 2 – 3 colors.
8. Once dried, the SW set aside their tile for firing.

**Subsequent days after firing (TBD based on your firing schedule):**
9. Teacher and students will plan out each tiles location for the final large wall mosaic. Once location is determined, then the Teacher and students will use tile cement to arrange and fix the tiles to the wall in the hallway.
10. If no wall space is available, then after display time, the students will take their tiles home.

**Differentiated Instruction and Planning Review:**
1. Somewhat collaborative in the wall mosaic phase.
2. Reading
3. Adaptations: use of different materials, shortened project, lengthened time to complete

**Self-Reflection and Revisions:** (after the implementation of the lesson)
- This is what worked:
- This is what did not work:
- This is what I will change:
Additional Resources for all lessons:

Books:


Academic or Subject specific Journals:


Websites:

[www.travellerunaware.blogspot.com](http://www.travellerunaware.blogspot.com) My personal blog of my Fulbright GPA trip
The group blog kept by all 2009 Fulbright GPA Morocco participants

Al Akhawayan University, Ifrane, Morocco: Drs. John Shoup, Ph. D. and Eric Ross, Ph. D.

University of California Los Angeles Fulbright Group Projects Abroad Morocco webpage


“Moroccans learn to write Berber.” Dec. 2005

Annual Berber Festival

Video footage of Raissa Talbensirt, a popular Amazigh singer

Moroccan music

CIA World Factbook

World InfoZone

Pic Search

Ait Benhaddou, an earthen city in Morocco

Islamic architecture

Moroccan history timeline

Berber weaving exhibition in Vienna

Moroccan (Berber) Carpets

Diversity of Moroccan cultures

PBS’ program Empires of Islam

Islamic Art & Architecture
Moroccan Artists to Research:

Mohamed Drissi
http://www.artnet.com/artist/425380773/mohamed-drissi.html

Aziz Amrani

Ahmed Cherkaoui
http://www.artnet.com/artist/569073/ahmed-cherkaoui.html
http://www.culturebase.net/artist.php?1440

Hassan Slaoui
http://hassanslaoui.com/

Hamid Kachmar
http://sonjahaynesstonectr.unc.edu/programs/events/kachmarexhibit/
http://www.inter-visions.com/hamid_kachmar.asp
http://www.mutualart.com/Artist/Hamid_Kachmar/58E33727447F38A9
1. With color pencils, label 10 (ten) geographical features of Morocco on the map below. Use your notes and the classroom map to help you.

2. Describe the relationship between Moroccan language, religion and art. How does it connect to each other? Name certain artistic features (i.e. color usage) to help explain this relationship. Give 2 (two) examples.

Examples
a. 

b. 

Description:
3. What did you learn during this unit that surprised you? Why?

4. How did these lessons change your view of Morocco? Of Africa?

5. How did these lessons change your view of Arabic speaking countries?

6. Do you like Moroccan art? Why or why not?

7. Why do you think it is important to learn about the world around us?