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Unit Title: Places

Designed by: Hala Abdou, halamabdou@gwu.edu

This Unit was developed using the resource [Read, Learn and Play: Online Interactive Arabic Reading Materials](#) by Yale University, which provides original reading texts in the form of shareable eBooks alongside virtual online practice activities. The reader used in this lesson is [Book 1: Visiting Grandma](#), intermediate level. For more information about these online interactive reading materials visit <https://campuspress.yale.edu/readlearnpplayarabic/>.

View the recorded Arabic Teacher's Council Webinar on [Using Technology to Support Arabic Literacy](#) from Sarab Al-Ani and Elisabeth Shovers, the creators of the Read, Learn and Play materials.

Language and Level / Grade	I L -I M	Approximate Length of Unit	3 weeks
Performance Range	Grades 9-12	Approximate Number of Minutes Weekly	30-40 per session; 225 per week
Theme/Topic	Places		
Essential Question	To what extent does where you live influence how you live? How do we develop connections with places?		
Social Justice Standards	<p>1. Students will develop positive social identities based on their membership in multiple groups in society</p> <p>4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</p> <p>6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <p><i>Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at https://www.learningforjustice.org/frameworks/social-justice-standards</i></p>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> - Identify and describe connections with places they like and places they visit in their daily life/ tours/adventures. - Describe how the place they live in affects how they live 		

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	<p>- Ask and answer questions about how places have value in their lives, and what they practice, in different places and when they go to those places.</p>		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks. • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	Interpretive Mode		
	<p>Students will watch different videos and present their interpretation of what they see (EX: old and modern places). They should prepare a written summary to give specific points about what they see and what questions they still have. Students start on their own first, then share the “I SAW” sheet discussing in groups.</p> <p>Suggested videos: بيوت الريف/القرية Video بيت الأمير عبد القادر في دمشق شوارع القاهرة القديمة رحلة ابن بطوطة دبي وأماكن للزيارة</p>	<p>Read, in groups, the story Visiting Grandma, and prepare a summary for other groups who have not read the same materials, presenting their interpretation on the places they are reading about in target language that was introduced in the readings.</p>	<p>Analyze, in groups, different places that they visit or plan to visit and their connections to those places (How they are connected to those places?).</p> <p>Prepare a visual presentation and interpretation for other groups, who have analyzed the same, or different places, express which place they would like to go and why? How might those places be connected to famous places in the other parts of the world and our world?</p>

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	Presentational Mode	Interpersonal Mode
	<p>Polished/Pre-prepared: “Think, Pair, Share” through posters, students will share their thoughts about places they like and how they may feel more connected to some places more than others. They will also discuss why they felt this way about some places.</p> <p>Students will exchange asking and answering questions about places and their connections.</p>	<p>In small groups students will be able to share about the location on the map of places they are visiting. Connections to those places (what they do during days of the week, hobbies, like and dislike, etc.....)</p>
	<p>On Demand: After listening to the poster presentations, have students reflect on what was presented. Have students suggest some places for other students to visit. Base the recommendations on the reflection you have done and what was learned from the presentations. Students will be able to develop a heart-map to describe the places that he/she is connected to. Through people they love, hobbies that they do or special moments that they have.</p>	
Standards		
	Relating Cultural Practices and Products to Perspectives	
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	<ul style="list-style-type: none"> • Can a student accurately predict what a student from another country is like to visit based on where she/he lives? • Students will be using criteria related to American teenage places that they are visiting. • Why are people in the target language cultures portrayed in archaeological / traditional famous places? Do people do that same action around the world? • Do places (schools, ex: montessori classroom, many windows/mosques, dome & minarets / temples, huge/ old schoolhouse,one simple room)have a culture in the way of its architecture as places? • Here, it may be appropriate for the teacher to hold an in depth discussion in English. A clearly defined time can be set aside for discussion in the target language. 	

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	Alternatively, students can write a reflection in English as an assignment. Then this discussion lends itself well to Arabic, Asian and other cultural comparisons.	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Social Studies, Geography, Economics	<ul style="list-style-type: none"> • Intercultural Reflection: Presentational report / Journal Writing: • What is surprising to you about how others define and describe the importance of places in their lives. • Reflect on how you value places in your life. Discuss your reflection with a partner.
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Words used in places and connections to people , hobbies, and moments; expressions common in many languages	<ul style="list-style-type: none"> • Young peoples’ expectations in the US and other cultures regarding places to visit/live • Reaction of young people to their connections to traditional places with unique dress (Buckingham Palace/ mosques/worshipping) • Reaction of adults to young peoples’ choices of places to have fun.
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	Presentations of the heart map can be shared with other classes or other schools.	“I see - think - wonder” the teacher can consider using this same routine used in the beginning of the lesson with an interesting object(as new places of interest for visit/ adventure) near the end of a unit/lesson to encourage students to further apply their knowledge and ideas.
Connections to Other Standards		
Toolbox		
Can Do Statements		
Interpretive	<ol style="list-style-type: none"> 1. Identify and form connections with places based on people/ activities/ memories of those places. 2. Describe how love for archaeological places throughout the world & history 3. Describe culture and traditional places 	

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Presentational	1. Describe places they like and give reasons for their choice of places they like. 2. Describe their feelings towards places and how preferences of places are different.	
Interpersonal	1. Ask and answer questions about places related topics.	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
*Expressing an opinion:	Questions: What? Why? How? When? Who?	المشربية - الرقص - الإختفالات - المسجد - التعليم - الدرس - أثري - القرية - نهز (النيل) - الرحلات - خط سير - الشرق - طنجة - الصين - روسيا - مكة - إحدى و عشرين -- أسفار الصحراء
*Describing:	Negation: Like, dislike	
*Identifying & Listing:	Adjectives: Beautiful, big, small, decorated, fancy, designed, expensive	
*Explaining:	Preposition: To, between, among, on, in, etc.	

Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	"I see.. I think ..I wonder" after watching The old house video Walk through Cairo This routine helps stimulate curiosity and sets the stage for inquiry for the lesson topic.	Students can -identify traditional houses /places in Egypt and Syria . -Describe places that they see	بيت - أثري - قديم/حديث - الشوارع - واسع / ضيق - الشبائيك/ المشربية - الأبواب - المبانى -	Teacher voice help students -Read & recognize old /new vocab to make sentences)	-Sheet for students to reflect - Quizlet Vocab practice -In groups, students will share their thoughts about what they see , think & why? what they are wondering about

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<p>Day 2</p>	<p>Student watch motion graphics scene for 41 sec, about places in Egypt Bug Studio Use ‘outside-in’ to write a connection between places they visit and school topics. outside-in is a routine for connecting personal interests to topics in school.</p>	<p>Students can -identify countryside houses and other places in Egypt . -Describe places that they can see Ex: Nile river - horse dance in celebrations- Music</p>	<p>بيت ريفي/ القرية - نَهْز (النيل)- الموسيقى- حصان -الرقص -الإختفالات - المسجِد - التعلِيم - الدرس -</p>	<p>In two columns students will write about the places they go for activities/hobbies outside the school and their connections to school topics.</p>	<p>Think pair share, students will share their hobbies and their places with connections to school subjects/topics.</p>
<p>Day 3</p>	<p>رحلة ابن بطوطة Student will start by watching the video and reflect on it. “Think, Puzzle, Explore” A routine for deeper inquiry.</p>	<p>Interpret and relate/compare information about traveling as a hobbies/ هَوَايَةِ الرَّحَلَات</p>	<p>رحلة ابن بطوطة - هَوَايَةِ الرَّحَلَات - خط سير- الشَّرْق - طَنْجَة - الصِّين - رُوسِيَا - مَكَّة - إِحْدَى و عِشْرِينَ</p>	<p>Answer in writing: What do you think you know about this topic? What questions or puzzles do you have about this topic? How might you explore your puzzles about this topic?</p>	<p>Research and create a diagram showing all of the places you would like to visit in a trip adventure around the world as Ibn Batoutah.</p>
<p>Day 4</p>	<p>Dubai 10 Must Visit Places دُبَي وَأَمَاكِنَ لِلزِّيَارَةِ Student will watch the video, then will work on: Circle of Viewpoints A routine for exploring perspectives. sentence-starters:</p>	<p>interpret the English writing of the places. in groups students will put together a list (IN ARABIC)of all of the places that</p>	<p>دُبَي - جُمَيْرَة- دُبَي مَارِينَا - سُوْق دُبَي - شَاطِيَاء - بُرْج العَرَب - أَسْفَار الصَّحْرَاء - بُرْج الخَلِيْفَة - سُوْق الذَّهَب - الحَدِيْقَة المُعْجَزَة.</p>	<p>Teacher will give 3 columns to the student to 1st record the 10 places, 2nd Make judgments about the places(good to visit or not) and why?</p>	<p>Based on the video, write a report/summary about Places that you watched in this video and describe how you will do the trip to visit places in the Arab world to share.</p>

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	<ul style="list-style-type: none"> I am thinking of (places)... I think (why you choose it) Then as question about it. 	they can see their names .		3rd Ask question about the place	
Day 5	<p>Read in the target language, the story of “بَيْتُ الْجَدَّةِ”</p> <p>“See, Think, Me, We”</p> <p>The routine invites learners to make personal connections.</p>	<p>Read the "Grandma Visit " book about a place Sarah is connected to, and loves to visit.</p> <p>Write a report about the book and connection to self, then draw pictures of the report presenting what is the connection.</p>	<p>تَخْبِزُ - مُشْكِلَةٌ - فِكْرَةٌ - مِمْتَازَةٌ - سَوْفٌ - أَشْرَبَ - أَكَلٌ - الكَثِيرِ</p>	<p>Teacher voice model reading first. This will help students recognize vocab meaning and use it in sentences. Students share the information from their reading in a jigsaw activity the next day followed by a class summary discussion.</p>	<p>Have students reflect on their progress in reaching the unit understanding goals & ask them to start a heart map project to provide evidence from their performances of understanding to support their assessment.</p>

Resources	
<p>https://campuspress.yale.edu/readlearnplayarabic/e-books-for-intermediate-arabic-learners/book-1-visitin-g-grandma/</p> <p>https://vimeo.com/427459820</p> <p>House of Algerian Prince in Damascus: https://vimeo.com/806828007</p> <p>A Walk Through Old Egypt: https://vimeo.com/757122397</p> <p>Arabic Voices: https://www.laits.utexas.edu/aswaat/video_s.php#/1/ibn_battura/</p> <p>Dubai Places to Visit: https://vimeo.com/285800699</p>	

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Vocabulary flashcards:

<https://quizlet.com/405057514/places-%D8%A7%D9%84%D8%A7%D9%85%D8%A7%D9%83%D9%86-flash-cards/?x=1jqt>