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Unit Title: A Museum Field Trip for Arabic Students

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View the recorded Arabic Teacher's Council Roundtable on [Planning Your Arabic DC Field Trip](#).

Language and Level / Grade	Arabic (9-12)	Approximate Length of Unit	5 Weeks
Performance Range	Advanced - Mid	Approximate Number of Minutes Weekly	50 x 5 weeks
Theme/Topic	A Museum Field Trip for Arabic Students		
Essential Question	<p>Lead Questions:</p> <p>How do I understand the Arab culture?</p> <p>What are the common factors that help one learn about other nations and their cultures?</p> <p>Subsidiary Question:</p> <p>What are the various factors that shape identity?</p>		
Social Justice Standards	<p>Identity #2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>Identity# 3. Students will recognize that people's multiple identities interact and create unique and complex individuals.</p> <p>Diversity #8: Students will respectfully express curiosity about the history and food experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Justice # 11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p>Action #18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p>		

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	Action # 20: Students will work with friends, family and community members to make our world better/fairer for everyone and will plan and coordinate actions in order to achieve our goals. <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>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none">● Learn about Arab culture through food, literature, and the arts● Express and exchange opinions● Compare and contrast between their own culture and the target language culture● Ask and answer relevant questions● Construct a written paragraph about their visit● Describe places using full sentences and multiple adjectives● Practice navigating to places using a map		
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	Interpretive Mode		
	Read & research after visit / look at the website and create a poster for one of the artist’s works of art in order to write a critique.	Watching: <ul style="list-style-type: none">-Pail Documentary Video- Festivals- Museum visits- Life Events	Visit one of the museums suggested. Read about the Arab culture on the PDF or look at the website: <ul style="list-style-type: none">- Choose what you want to read about? (Embroidery, mixed media art work, etc.)- What is this type of art about?- How do you see the artist’s journey?
	Presentational Mode		Interpersonal Mode

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<p><i>content of the Presentational and Interpersonal tasks.</i></p> <ul style="list-style-type: none"> • The tasks incorporate 21st Century Learning. 	<p>Polished/Pre-prepared:</p> <p>Students will research a place, and/or artist from the Arab world. They will make a biography for the artist they will learn about. They will give a short presentation about the place/artist and the preparation.</p> <p>On Demand:</p> <p>Write a review of one of the locations visited on the field trip in Arabic. Create a new list (what would you like to add and what would you like to delete) Agreement: Agree / Disagree</p>	<ul style="list-style-type: none"> - Questions to ask at the museum: “How do you feel about ...?” In pairs or small groups, ask one another and react about one’s feelings and opinions about works of art. - Describe and guess: In pairs, have one student look at a work of art and describe it; then have the other student draw it or guess it based on looking at various works of art.
<p>Standards</p>		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	<p>Relating Cultural Practices and Products to Perspectives using ACTFL Standards for Foreign Language Learning, https://www.actfl.org/uploads/files/general/Documents/AppendixAStandardsforFLLexecsumm.pdf</p> <p>Students gain knowledge and understanding of the target culture. What value is placed on museum artifacts, specific dishes, or purchase books? Investigate – Students can make comparisons between my culture where I live and the target language culture. Product: Students can compare some of my culture products and the target culture countries. Practice: Students can identify what makes a difference locally and globally.</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections to Other Disciplines</p>	<p>Acquiring Information and Diverse Viewpoints</p>

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	<p>Geography: Describe where the Arab world is located and to understand how the Arab world with its variety in locations, and climate, has a different cloth, food, literature and culture etc....</p>	<p>Students can make comparisons about people, cultures, and identity to take the action steps to protect and maintain culture.</p> <p>Use the expression “it is used for” in the target language to describe an artist’s material or tool; a partner or class guesses the material/tool.</p> <p>View and evaluate works of art based on the products, practices and possible perspectives from the target culture.</p>
Comparisons (Sample Evidence)	Language Comparison	Cultural Comparisons
	I can communicate with peers from the target language to describe and understand how cultures are defined, how they are impacted by their own people.	<ul style="list-style-type: none"> - Similarities and differences of students’ own cultures and target language culture. - Read an artist's biography and/or timeline and fill out a basic biographical sketch: (year of birth, parents, place of birth, place of childhood, schooling, artistic influence, key artistic movements/style) and compare with an artist from students’ own culture. - Read information about works of art that relate to an artist’s life.
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	I can recognize how different communities are more impacted by threats of loss of their identities and culture around the world.	<ul style="list-style-type: none"> -Students can discuss action plans and make polite recommendations about action at the local and global level. -Analyze and compare one’s own culture. -View works of art from one’s own culture and determine what a target culture would see and think about it. -Post a work of art on a blog or website and have students dialogue by responding in writing to other’s interpretations of the works of art via class interactive blogs.

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Connections to Other Standards	Choosing a work of art that reflects a specific topic or theme from other Model Curricula would be best and also would show connections.		
Toolbox			
Can Do Statements			
Interpretive	<ul style="list-style-type: none">I can identify the main ideas of a short video/website/song.I can analyze the themes in Arabic literature and discuss its meaning/context and relevance.I can understand the written context of Arabic texts.I can make connections between my own culture and the target language culture.I can have a variety of diverse interpretations of the Arab world.I can identify the words related to the subject.I can understand spoken Arabic.		
Presentational	I can write a paragraph about the content. I can create a poster/presentation. I can reflect on the field trip. I can create a questionnaire.		
Interpersonal	I can 👍👍👍 -Ask and answer questions related to the subject. -Describe and guess: In pairs, have one student look at a work of art and describe it; then have the other student draw it or guess it based on looking at various works of art.		
Supporting Functions		Supporting Structures / Patterns	Priority Vocabulary
<p>*Expressing an opinion: expressing likes and dislikes أَعْتَقِدُ - لَا أَعْتَقِدُ - أُحِبُّ / لَا أُحِبُّ</p> <p>*Describing: View and evaluate works of art based on the products, practices and possible perspectives from the target culture.</p> <p>*Identifying & Listing:</p>		<p>Questions: هَلْ تَعْتَقِدُ أَنَّ -----؟ / لِمَاذَا؟</p> <p>Negation: مَا / لَا / لَا أَعْتَقِدُ أَنَّ لَمْ / لَنْ /</p>	<p>أُحِبُّ - كُنْتُ أَفْهَمُ / أَعْتَقِدُ أَنَّ - وَلَكِنِ الْآنَ أَفْهَمُ - المَوارِد الطَبِيعِيَّة - شَوَارِع القُدْس - فِلَسْطِين - المَدُن - فَنُّ العِمَارَةِ الإِسْلَامِيَّة</p>

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<p>Explore art museums' websites, viewing exhibits, calendars, festivals, works of art and information about the artists.</p> <p>*Explaining:</p> <p>Visit museums or invite guest speaker, art history experts or artists to discuss the many intersections of art , culture and society.</p>	<p>Adjectives: - حُلُوْة - طَيِّبَة - / - جَمِيْلَة - رَائِعَة - جَمِيْلَة الْمُنْظَر - خَلَابَة</p> <p>Preposition: مَن / فِي / عَلَى / عَن / ب</p>	<p>- الزَّخْرَفَة الْإِسْلَامِيَّة - فَوَائِد الْبَاب الصَّغِير - شَكْل - مَعْدِنِيَّة - صَنْعَاء - الْحِفَاط عَلَى الْآثَار - عَالَمِيَّة</p>
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Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	<p>EXPLORE:</p> <p>Teacher will give a variety of tools for students to explore different places and events happening in DC</p> <p>* Around the Embassy Tour May 3rd & 10th 2025</p> <p>* Arab Film Festival May 7-11 2025 (virtually from Michigan)</p> <p>* Smithsonian Folklife Festival</p>	<p>I can reflect on the field trip.</p> <ul style="list-style-type: none"> Investigate: In my own and other cultures I can identify and compare the values expressed by the way people celebrate holidays or festivals. Interact: I can adjust the way I dress to make it appropriate 	<p>Trip رَحْلَة</p> <p>- واشنطن واشنطن</p> <p>Washington</p> <p>- سفارة - embassy</p> <p>- إحتفال - celebration</p> <p>- ثقافة - culture</p> <p>- فيلم - film</p> <p>- ناس Folk</p> <p>- خريطة - Map</p> <p>- قيمة - Value</p> <p>- حَرَكَة/ات Movement</p> <p>- رقص - Dance</p> <p>- ملابس Clothes</p> <p>- ألوان - Colors</p> <p>- تطريز - Embroideries</p> <p>- مهرجان Festival</p> <p>- محليّة - عَالَمِيَّة - الفنّانين</p>	<p>-Screen</p> <p>-Virtual tool -</p> <p>-Microphone.</p> <p>-Interactive tool</p> <p>- Print out documents</p>	<p>Task #1:</p> <p>Teacher invites a target language speaker, native speaker or exchange student to the class, to tell them how s/he/they celebrate their national holiday.</p> <p>Task#2:</p> <p>Learners ask prepared and impromptu questions about why and how the Arab culture is celebrated and what the holiday represents. Additional questions could be</p>

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	<p>*DC Arab American Culture Festival (May 17)</p> <p>VISIT: Museum of the Palestinian People. Arthur M. Sackler Gallery National Museum of African Art</p>	for a celebration or event.			<p>asked to find out what the native speaker's knowledge and impression are about the celebration of July 4th in the U.S.</p> <p>Task #3:</p> <ul style="list-style-type: none"> Learners create a Venn diagram that illustrates the cultures' celebrations and their values.
Day 2	<p>Teacher will present Famous Arab American characters through "Making their Mark" a source from "Center for Arab Narratives" Dearborn, Michigan.</p> <p>Hard copy of The exhibition "Huna Al Quds" shows Arab artists and their work.</p>	<p>*Analyze a work of art in terms of personal interpretation.</p> <p>Students are asked three questions: What do you see? What does it mean? How do you know?</p> <p>*Describe works of art in class using technical art terms</p>	<p>شراء - بيع - مَدِينَةُ الْقُدْسُ - مَكَانَ الذِّكْرِيَّاتِ</p> <p>Memory place</p> <p>الْحَرَكَةُ النِّسَائِيَّةُ</p> <p>Women Movement</p> <p>نقود - محلية - الفَنَّانِينَ نِيْفُولَا سَايَغ - تَوْفِيْق جُوْهَرِيَّة - رَانِيَا عَمُوْدِي - صُفْيَا حَلِيْبِي - رُلَيْخَة الشَّهَابِي - خَلِيل رَعْد</p>	<p>-Print out -visual presentation -Online links -Screen -Images</p>	<p>Task #1:</p> <p>Students respond to questions in both written and spoken form: Do you like to create art? Why or why not? • Are you artistic? • What makes an artist, "an artist"? • Do all artists have pure talent, or are their skills learned with education? • What do you know about the life of (artist you plan to study)? • Are the fine arts important subjects to offer in schools?</p> <p>Task#2:</p>

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					<p>Use the authentic sources detailing the biographies and fill out a basic biographical sketch: (year of birth, parents, place of birth, place of childhood, schooling, artistic influence, key artistic movements/style).</p> <p>Task #3: In pairs, have one student look at a work of art and describe it; then have the other student draw it or guess it based on looking at various works of art.</p>
Day 3	<p>Teacher prints out the “Embroideries Identities” document. Shows the Arab Traditional Clothing - Different types of clothes in Palestine, according to the city. Embroidery’s style on the map. The history of the tradition.</p> <p>Location: *Museum of the</p>	<p>*View and describe clothes based on the products, practices and possible perspectives from the target culture.</p> <p>*Analyze and compare one’s own culture with the target</p>	<p>ا-التطريز - العباءة -واسعة -الملابس التقليدية - الطربوش - العمامة - الشَّكْل - الأزياء - شَوَارِع القُدْس - فلسطِين - المُدُن - بَيْت لَحْم - رَام الله - بَيْت دَجَان - يافَا - حِيفَا - غَزَة</p>	<p>Pdf document</p> <p>PPT presentation</p>	<p>TASK #1 Have students interact with the document “Huna Alquds” Have students create some true and false statements about the clothes.</p> <p>TASK#2: Students share their true statements only with the class.</p>

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	Palestinian People. *Bedouin Arab Smithsonian American Art Museum and its Renwick Gallery *"Arabe" Arab, Egypt National Museum of African Art	culture.	- مجدل - تل كرم - بيت جبرن - حبرون		TASK#3: To add a kinesthetic aspect, use the step left-step right strategy assigning left as true and right as false. To increase the level of challenge, students are asked to change TRUE statements to FALSE statements.
Day 4	Teacher present and print out hard copy of Arab Architecture ex: Arab Door National Museum of Natural History Arab Decoration National Museum of Natural History Now & Then	*Watch "Pail" and record information about architectural work that relate to the culture's daily life. * Read descriptions of art pieces and critique some work of art. *Explore art museums' websites, viewing	-الباب / المدخل - الكبير الصغير -الشكل الخارجي - فن العمارة الإسلامية - الزخرفة الإسلامية - فوائد الباب الصغير - شكل - معدنية -صنعا - الحفاظ على الآثار - المباني - القديمة	*Screen *Online access *Hard copy of some pictures	Task #1: Student will watch "Pail" A film about the relationship of Hajj Abdullah with his work in the restoration of old buildings in Sana'a, and the mixture of struggle, suffering, pride, and achievement intertwined in this relationship. Keep a daily journal with responses to works of art that are studied in class.

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		exhibits, calendars, works of art and information about the art pieces.			Task #2: Create infographic about Islamic Architecture or produce a collaborative work of art that represents an art of the shared target culture. Task#3: Create debate forums about the architecture now & then.
Day 5	Presentational Tasks and Strategies: <ul style="list-style-type: none"> Teacher shows examples and models expectations of the presentation. Students practice in groups and prepare posters/presentation to share with the class. Peer Assessment: Teacher will help place the posters in each corner of the room and divide students into 4 groups. They will use the process of Carousel 	I can present information about the target language culture <ul style="list-style-type: none"> I can explain the value of my own culture and the target language culture I can share my insights about the target culture I'm learning about 	-السَّفَر - السَّيَّاحَة - مَوْقع - نَشَاطَات - رأي - مَدِينَة - أَحِبُّ أَنْ أَسَافِرَ كَثِيرًا - المَبَانِي - القَدِيمَة - قِيَمَة *Travel and tourist words and phrases, places in town, activities, location prepositions, adjectives,	-Teach Tools -Papers -Posters -Pictures -Pencils -Markers	Choice #1: Write from the point-of-view of an exchange student staying in the USA for a year. What might surprise her/him regarding the culture, clothes, buildings etc.. How might s/he want to present her/his own culture, and values? Choice # 2: Learners write about insights they have gained about themselves and others, regarding the celebration and

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	<p><u>Brainstorming</u> for this task where they will brainstorm as many responses as they can to each prompt (in the target language) in the time they are given (2-4 minutes at each poster) and are given the signal to move on to the next poster until all groups have added insights to all posters.</p> <p>Or: Students participate in the <u>gallery walk</u>, making notes that will express your relationship with each artist /art work/ clothes / festival/ Character that you choose.</p>		*opinion/suggestion words		<p>people's cultures & values.</p> <p>Choice #3: Students write a letter or create a visual presentation for the school. The teachers facilitate the completion of a class presentation/Venn diagram etc... to emphasize & summarize the similarities and differences.</p>
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Resources	
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For the Vocabulary, teachers can teach/review the vocabulary by using the adapted [Frayer Model handout](#) or by creating a word cloud using a generator like [Word It Out](#).

[AANM Arab Film Festival 2025](#)

[Pail Film](#)

[FOLKLIFE Festival](#)

Comparative and superlative infographic:

<https://www.pinterest.com/pin/202169470763477616/>

Compare and contrast organizer:

<https://www.pinterest.com/pin/202169470761371317/>

Arab Door

National Museum of Natural History



More about Embroidered:

Ghnaim, Wafa. Tatreez in Time: The memory, meaning, and makers of Palestinian embroidery, July 26. The Metropolitan Museum of Art Perspectives: New York, New York. [[Available Online](#)]

[Huna Al Quds \(Palestinian artist /Palestinian Characters \)](#)

Bedouin Arab

Smithsonian American Art Museum and its Renwick Gallery



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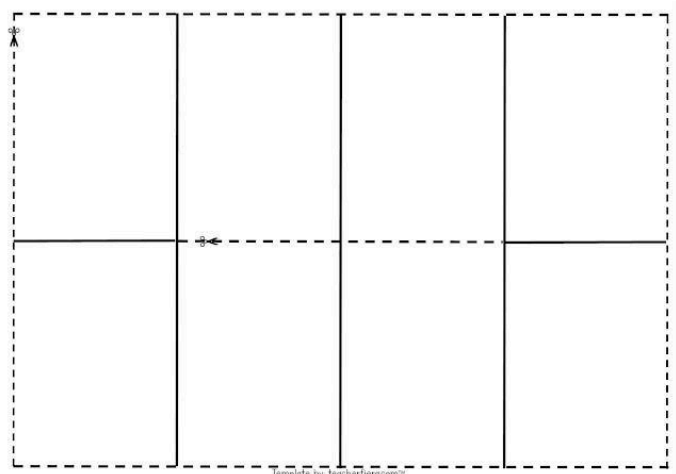
<div data-bbox="157 718 516 957" data-label="Image"> </div> <div data-bbox="1032 487 1292 688" data-label="Image"> </div> <div data-bbox="837 961 1294 1039" data-label="Caption"> <p> "Arabe" Arab, Egypt <i>National Museum of African Art</i> </p> </div> <div data-bbox="147 1079 665 1157" data-label="Caption"> <p> Decoration Arab <i>National Museum of Natural History</i> </p> </div> <div data-bbox="147 1224 1003 1304" data-label="Caption"> <p> Arab of Nazareth <i>Smithsonian American Art Museum and its Renwick Gallery</i> </p> </div> <div data-bbox="993 1312 1175 1533" data-label="Image"> </div>	
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Compare and contrast

الآن Now!	عندها Then!

Venn Diagram



Mini Book Template

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