

This programming is supported by a grant from the US Department of Education.

Unit Title: Field Trip to an Arabic Bookstore
Designed by: Naglaa Hussein

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

Language and Level / Grade	Intermediate Arabic	Approximate Length of Unit	Two weeks
Performance Range	Low and Mid	Approximate Number of Minutes Weekly	150 minutes
Theme/Topic	A Field Trip to a Bookstore for Arabic Students		
Essential Questions	<ul style="list-style-type: none"> • How do I understand the Arab culture? • What can I learn about Arab nations and their cultures through visits to local destinations? • In what ways could visiting an Arabic bookstore help me connect with Arabic language, culture and my peers? 		
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> <p>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.</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>		

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Unit Goals																		
What should learners know and be able to do by the end of the unit?	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.Describe places using full sentences and multiple adjectives.Practice navigating to places using a map.Recognize and compare bookstore practices and products in Arabic-speaking cultures with those in their own community.Demonstrate culturally appropriate language and behavior during interactions in the bookstore.																	
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	Interpretive Mode																	
	Identifying Book Categories: Students review a list of categories from the bookstore (e.g., كتب الطبخ – cookbooks, كتب الأطفال – children’s books, كتب الأدب – literature) and match sample book titles (like "دليل الطبخ" and "التغذية") to the correct category	Bingo Game: The game helps students familiarize themselves with the main sections of the bookstore by skimming though the “contents” page using Arabic names of the sections: Bingo Card: <table><tr><td>سجدة</td><td>نعم</td><td>الطعام</td><td>التاريخ</td><td>الطبخ</td></tr><tr><td>قصص</td><td>أب</td><td>علوم</td><td>سيرة ذاتية</td><td>فنون</td></tr><tr><td>تعليم اللغة العربية</td><td>قصص</td><td>تعليمات تقنية</td><td>سجدة</td><td>نعم</td></tr></table> <ul style="list-style-type: none">Students skim the “library contents” to find book titles that belong to that section. For example, under the section سياسة, they	سجدة	نعم	الطعام	التاريخ	الطبخ	قصص	أب	علوم	سيرة ذاتية	فنون	تعليم اللغة العربية	قصص	تعليمات تقنية	سجدة	نعم	Skim through the bookstore website contents. From the sections that interest you, choose one book from each and write a short description in Arabic explaining why each book interests you. Steps: Step 1: تصفح محتويات المكتبة Skim through the main sections of the bookstore (كتب السياسة- كتب الطبخ- كتب التراث- كتب الادب) Step 2: اختر الأقسام المفضلة Select two or three sections you find most interesting Step3: اختر كتابا من كل قسم From each section that interests you, write one book title in Arabic Step 4: اكتب وصفا قصيرا For each book, write two to three sentences in Arabic describing (what the
سجدة	نعم	الطعام	التاريخ	الطبخ														
قصص	أب	علوم	سيرة ذاتية	فنون														
تعليم اللغة العربية	قصص	تعليمات تقنية	سجدة	نعم														

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tasks inform the content of the Presentational and Interpersonal tasks. ●The tasks incorporate 21 st Century Learning.		<p>might find the book السياسة الامريكية تجاه مصادر المياه في الشرق الأوسط</p> <ul style="list-style-type: none">● If a student has that section on their card, they mark it.● For engagement, students could write one book title they found in that section.● The first student to complete a row, column, or diagonal shouts “Bingo” and shares the sections and book titles they found.	<p>book is about and why you chose this book or what interests you about this book)</p> <p>Example of students’ work:</p> <div><p>القسم الأول: كتب الطبخ العنوان: دليل الطبخ و التغذية الوصف: هذا الكتاب يتكلم عن وصفات الطبخ الصحية لماذا اخترته: لأنني أحب الطبخ و أريد ان أتعلّم عن الاكلات الجديدة والصحية</p></div>
	Presentational Mode		Interpersonal Mode
	<p>Polished/Pre-prepared:</p> <p>Students will prepare (in writing) and deliver (orally) a presentation about their visit to a bookstore. Presentations will include the following items: Introduction: introduce the bookstore (name, location and type of bookstore), sections and books, personal reflections, and language use</p>		<p>Role- Play Activity In pairs, students simulate a purchase. One is the customer, the other is the cashier. They practice greetings, asking about price, and making the transaction.</p> <div><p>الطالب: كم سعر هذا الكتاب؟ الموظف: عشرة دولارات الطالب: شكرا، أنا اريد أن اشترى هذا الكتاب</p></div>
	<p>On Demand:</p> <p>Write up a google review about al-Hikma bookstore</p>		
Standards			

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Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives using ACTFL Standards for Foreign Language Learning, https://www.actfl.org/uploads/files/general/Documents/AppendixAStandardsforFLL_execsumm.pdf	
	<p>The bookstore itself is a cultural product, offering a variety of Arabic books, maps, dvds, dictionaries, etc.</p> <p>Visiting the bookstore and purchasing an item (book , or gift) is a cultural practice that exemplify how people in the Arab world seek knowledge.</p> <p>The presence of highly valued Arabic books places high importance on (perspective) education, history and Islamic studies in Arabic language books.</p> <p>The presence of a staff member provides an example of Arab people’s hospitality and eagerness to spread knowledge about their culture.</p> <p>Sample Evidence (Student Reflection):</p> <p>عندما زرت مكتبة دار الحكمة , تعرّفت علي مجموعات مختلفة من الكتب العربيّة والهدايا واللوحات الفنيّة. وبعدها تكلمت مع الموظف الذي كان سعيد جدا وهو يتكلّم عن الكتب والثّقافة العربيّة. هذه التجربة (الزيارة) ساعدتني علي ان افهم الثّقافة العربيّة والمكتبات وانا اتواصل واتعلّم عن التراث العربي.</p>	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	<ul style="list-style-type: none"> While exploring the bookstore, a student found a history book about the Arab world, the student connects this book to what they are learning in their history class. A student finds a Palestinian cookbook and relates it to their studies about health and nutritious benefits of certain foods. 	<p>Through reading about books from different Arab regions, students gain various perspectives from different regions, time periods in the Arab world.</p> <p>Students also engage in discussions after their visit about what they learnt from books on various topics (political, religious, and social issues). For example, students read about women’s roles in Saudi Arabia and Morocco.</p>
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons

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	Students gain perspectives on various linguistic expressions in Arabic in comparison to English such as Greetings (through their interaction with bookstore staff), hospitality (through welcoming environment), usage of roots and patterns (through looking at Arabic dictionaries), sentence structures (through using nominal and verbal sentences).	Bookstores in Arabic speaking communities can serve as an important cultural gathering spaces where people not only purchase books or gifts but compare their cultural heritage to other communities’ cultures and draw on similarities and differences in expressing cultural belongings.
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none">After the site visit to the Arabic bookstore, students organized Arabic book club where they read and discuss an Arabic book together.Students collaborate with their school library to make a display of Arabic books and invite classmates and instructors to learn about Arab cultures.Students participate in a virtual exchange with students from an Arabic speaking country sharing their personal experiences, and reflections on their favorite books and topics.Students publish their reflections on an online platform that is open to global communities from around the world (social media platforms or online magazine platform).	<p>After the bookstore site visit, students decided to continue their studies of Arabic language and culture through joining community classes and organizations.</p> <p>Some students joined the Arabic Book A month club where they read, reflect and podcast about Arabic.</p> <p>Some students volunteer at community-based events to showcase Arabic books.</p> <p>Some students applied for a summer internship in the Arabic bookstore where they could practice Arabic language and gain knowledge of Arabic books.</p>
Connections to Other Standards	See Social Justice Standards above.	
Toolbox		

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Can Do Statements		
Interpretive	<ul style="list-style-type: none"> I can identify sections of the bookstore (الادب- السياسة- الطبخ- الاطفال) and match book titles to their categories. I can follow simple written or spoken directions to find different sections or books in the store. I can select a book that matches my interests based on online or printed descriptions. 	
Presentational	<ul style="list-style-type: none"> I can ask and answer simple questions with a classmate or staff member about where to find a book or section in the bookstore. I can request and provide information about book recommendations or preferences using simple sentences. I can participate in short conversations about books and sections I like and why. I can make a simple purchase asking about the price and paying for a book. 	
Interpersonal	<ul style="list-style-type: none"> I can give a brief oral or written description of the bookstore and what I saw there, using connected sentences. I can present information about a book or section that interested me explaining my choice in simple sentences. I can compare the Arabic bookstores to bookstores in my own community noting similarities and differences. 	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
<p>*Expressing an opinion:</p> <p>أظن أن قسم الادب هو أكثر الأقسام إثارة . لأنني أحب قراءة الروايات .</p> <p>*Describing:</p> <p>المكتبة واسعة و تحتوي علي كتب قيّمة (لها قيمة) في مجالات مختلفة مثل السياسة – الدين- الأطفال والثقافة والادب</p>	<p>Questions:</p> <p>أين يوجد قسم الادب؟ هل يوجد كتاب عن المطبخ العربي؟ كم سعر هذا الكتاب؟ ما هو كتابك المفضل؟ هل تستطيع أن تساعدني؟</p> <p>Negation:</p>	<p>Examples of priority vocabulary would be:</p> <p>Bookstore & Book-Related Vocabulary</p> <ul style="list-style-type: none"> مكتبة - bookstore/library كتاب - book

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<p>*Identifying & Listing: في المكتبة أقسام مختلفة وكل قسم يحتوي على كتب مختلفة مثلاً هناك قسم السياسة (الشؤون المصرية – الشؤون العراقية- (الشؤون الخليجية</p> <p>*Explaining: يوجد في قسم الطبخ , كتب عن المطبخ العراقي واللبناني والفلسطيني وفي كل كتاب يوجد مقدمة عن تاريخ الطبخ والتغذية وأيضاً وصفات لاهم الاطباق.</p>	<p>لا أريد هذا الكتاب. ليس معي نقود (فلوس) كفاية لاشتري كل هذه الكتب. لا يوجد كتاب أطفال عن حكايات جحا. لم أحصل على الكتاب الذي كنت أريده.</p> <p>Adjectives: كتاب جديد/قديم قصة مشوقة/مملة مكتبة واسعة/ضيقة كتاب مفضل</p> <p>Preposition: في المكتبة على الرف خلف الكتب بين الكتب أمام الطاولة</p>	<ul style="list-style-type: none"> ● books - كتب ● section/department - قسم ● shelf - رف ● title - عنوان ● author - مؤلف ● story - قصة ● novel - رواية ● magazine - مجلة ● dictionary - قاموس ● encyclopedia - موسوعة ● guide/manual - دليل ● cover - غلاف ● page - صفحة ● price - سعر ● cash - نقداً ● card - بطاقة <p>Sections & Genres</p> <ul style="list-style-type: none"> ● literature - الأدب ● children's - الأطفال ● cooking - الطبخ
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		<ul style="list-style-type: none"> ● التاريخ - history ● الدين - religion ● العلوم - sciences ● الفنون - arts ● القصص - stories ● السير الذاتية - biographies ● تعليم اللغة العربية - Arabic language learning <p>Useful Expressions</p> <ul style="list-style-type: none"> ● أبحث عن... (abḥath ‘an...) - I am looking for... ● هل يوجد...؟ (hal yūjad...?) - Is there...? ● كم سعر...؟ (kam si‘r...?) - How much is...? ● أريد أن أشتري... (urīd an ashtarī...) - I want to buy... ● من فضلك (min faḍlik) - please ● شكراً (shukran) - thank you ● أين...؟ (ayna...?) - Where is...?
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		<ul style="list-style-type: none"> ● هذا / هذه (hādhā / hādhīhi) - this (m./f.)
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Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	Getting to Know the Bookstore: Names of Sections and Navigating the Space	<ul style="list-style-type: none"> ● I can identify and name the main sections of an Arabic bookstore. ● I can ask and answer simple questions about where to find things in the bookstore. 	مكتبة (bookstore), قسم (section), كتب (books), أدب (literature), أطفال (children), طبخ (cooking), تاريخ (history), دين (religion), علوم (science), رف (shelf), عنوان (title)	<ul style="list-style-type: none"> ● أين...؟ (Where is...?) ● هذا / هذه (this m./f.) ● على (in), بجانب (on), بجانب (next to) 	<ul style="list-style-type: none"> ● Virtual or photo tour of Al-Hikma Bookstore. ● Students label a blank map of the bookstore with section names in Arabic. ● Pair activity: Ask and answer “Where is the ___ section?” using the map.

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Day 2	Book Titles, Authors, and Describing Books	<ul style="list-style-type: none"> I can identify book titles and authors in Arabic. I can describe a book using simple adjectives. 	<ul style="list-style-type: none"> عنوان (title), مؤلف (author), كتاب (book), قصة (story), رواية (novel), جديد (new), قديم (old), مثير (exciting), سهل (easy), صعب (difficult) 	<ul style="list-style-type: none"> ... هذا كتاب (This is a ___ book.) الكتاب جديد/قديم (The book is new/old.) من هو المؤلف؟ (Who is the author?) 	<ul style="list-style-type: none"> Scavenger hunt: Students find and list three book titles and their authors from the bookstore website or images. Each student describes one book using two adjectives.
Day 3	Book Preferences and Recommendations	<ul style="list-style-type: none"> I can ask someone for a book recommendation. I can give my opinion about a book or section. 	<ul style="list-style-type: none"> أبحث عن (I am looking for), أنصحك بـ (I recommend), أحب (I like), لا أحب (I don't like), مفضل (favorite), لماذا (why), لأن (because) 	<ul style="list-style-type: none"> هل عندك كتاب عن...؟ (Do you have a book about...?) أنصحك بـ... (I recommend the book...) 	<ul style="list-style-type: none"> Role-play: In pairs, one student asks for a recommendation, the other gives one and explains why. Group discussion:

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				<ul style="list-style-type: none"> أحب هذا القسم ... لأن (I like this section because...) 	Share favorite sections and reasons.
Day 4	Comparing Bookstores and Connecting to Other Subjects	<ul style="list-style-type: none"> I can compare an Arabic bookstore to bookstores in my community. I can connect what I see in the bookstore to other subjects (history, science, etc.). 	<ul style="list-style-type: none"> مقارنة (comparison), مختلف (different), في (similar), مشابه (in my country), أيضا (also), مثلا (for example), تاريخ (history), علوم (science) 	<ul style="list-style-type: none"> في المكتبة ... العربية يوجد (In the Arabic bookstore, there is...) في بلدي ... يوجد (In my country, there is...) هذا القسم مثل ... قسم (This section is like the ____ section...) 	<ul style="list-style-type: none"> Venn diagram: Students compare Arabic and local bookstores (sections, types of books, atmosphere). Each student gives an example of a book or section that connects to another subject they study.

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Day 5	Presenting my bookstore Experience	<ul style="list-style-type: none"> • I can present information about my bookstore visit using connected sentences. • I can explain which books or sections interested me and why. 	<ul style="list-style-type: none"> • اكتشفت (I discovered), أعجبنى (I liked), اخترت (I chose), لأن (because), تعلمت (I learned), كتاب (section), قسم (book) 	<ul style="list-style-type: none"> • زرت مكتبة... (I visited the _____ bookstore.) • أعجبنى قسم... لأن... (I liked the _____ section because...) • اخترت كتاب... لأنه... (I chose the book _____ because...) 	<ul style="list-style-type: none"> • Each student gives a short oral or written presentation about their experience, describing sections and books they found interesting and why. • Class gallery walk: Students display and read each other's presentations
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Resources	
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Suggested Itinerary for a Visit to Al-Hikma Bookstore

Address: 5627 Columbia Pike, Falls Church, VA 22041

Website: alhikmabookstore.com

1. Arrival and Welcome (10 minutes)

- Visitors will be greeted by the owner or staff, who are known for their hospitality and deep knowledge of Arabic literature and culture.
- Brief introduction to the history and mission of Al-Hikma Bookstore as the first and largest Arabic bookstore in the US, serving as a cultural hub for Arab & Muslim communities.

2. Guided Tour of the Bookstore (20–30 minutes)

- **Literature Section:** Explore shelves of Arabic literature from pre-Islamic poetry to modern novels, including works by famous authors and translated world classics.
- **Children's Books:** Browse a large selection of educational and story books for children of all ages, including language learning materials.
- **Religious and Cultural Books:** See a wide range of Qurans, Islamic studies, and books on Middle Eastern history, philosophy, and culture.
- **Dictionaries and Reference:** Discover extensive dictionaries, encyclopedias, and reference works in Arabic and bilingual edition
- **Specialty Sections:** Visit areas dedicated to science, medicine, politics, geography, biographies, and more.
- **Multimedia and Gifts:** Check out the video rental department (Arabic movies and plays), music CDs, posters, greeting cards, and a curated selection of Middle Eastern gifts and handmade artifacts.

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3. Interactive Experience (30 minutes)

- **Personalized Recommendations:** Ask the owner or staff for book or gift recommendations based on your interests; enjoy stories and background about selected works.
- **Browsing Time:** Explore the shelves at your own pace, with opportunities to discover rare finds or nostalgic titles from across the Arab world.
- **Optional:** Enjoy traditional tea and Arab sweets if offered, as is sometimes part of the store's hospitality experience.

4. Cultural Discussion and Q&A (15–20 minutes)

- Engage in conversation with the owner about Arabic literature, philosophy, or the cultural significance of books in Arab society.
- Ask questions about the history of the bookstore, the diversity of its collection, or the role of bookstores in connecting communities.

5. Shopping and Souvenirs (15 minutes)

- Purchase books, gifts, or cultural artifacts as mementos of your visit.
- Consider unique items such as calligraphy, mosaic lamps, or traditional crafts for a meaningful souvenir.

6. Departure and Reflection (5 minutes)

- Thank the staff for their hospitality and insights.
- Take a moment to reflect on the experience, perhaps jotting down favorite discoveries or new interests sparked by the visit.

Total Suggested Time: 1.5–2 hours

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Notes:

- The owner is known for offering personalized tours and engaging conversations, making each visit unique and enriching.
- The bookstore is accessible by public transportation and is recognized as a tranquil, welcoming cultural center for all visitors.

Resources:

El-Hikma Bookstore: <http://www.alhikmabookstore.com/>

Yelp Pictures and Reviews: <https://www.yelp.com/biz/al-hikma-bookstore-falls-church>

Google Reviews: <https://tinyurl.com/4mhmvwz6>