

“Ahlan Wahsahlan” Welcome to the Arab World: First Impressions	Thematic Unit and Integrated Performance Assessment: Arabic Level One Author: Antoine Mefleh, Roosevelt High School Minneapolis Public Schools
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Scenario/Unit Overview:

“Introduce Yourself to the Arab World” is for beginning level students learning the Arabic alphabet and developing their reading and writing skills in this new language. Students learn to greet others, introduce themselves, give personal information, use some numbers, and ask and answer simple questions. The goal of the unit is to use familiar and learned vocabulary in a meaningful, culturally appropriate way to introduce oneself and to begin to learn about the Arab world and what it encompasses. The assessment is for the end of the first quarter in the Arabic Level One curriculum map.

Goals**Communication**

Students will:

- communicate using familiar, learned vocabulary in meaningful, culturally appropriate setting.
- greet others in a culturally appropriate manner.
- ask and answer simple questions to give and get basic personal information about each other
- understand where someone is from in the Arab world
- describe themselves and others using basic, familiar vocabulary.
- recognize and write Arabic letters to form familiar words and names and write a short letter of introduction in Arabic.

Culture

Students will:

- understand the terms “Arab world”, “Middle East”, and “Muslim world”
- recognize the diversity of the Arab world
- use culturally appropriate expressions and practices for greeting and introducing themselves to others

Connections

- Geography: Students will learn the location of and other factual information about several of the twenty-two countries that comprise the Arab world.

Comparisons

Students will:

- Compare cultural practices for introducing oneself and greeting others.
- Compare Arabic and English writing systems

Communities

Students will:

- Understand the terms “Arab World”, “Middle East”, and “Muslim World” and how these describe different concepts and communities of Arabic speakers.

Important Questions

1. Why learn Arabic?
2. What is the “Arab world”?
3. How can I begin to get to know someone from an Arabic-speaking country? What do we have in common and how are we different?
4. How is Arabic written?

Summary of Assessment Tasks

Communication

Interpretive Task:

- Watch and listen to a video of someone introducing themselves in Arabic and answer questions about them.

Interpersonal:

- Find out what you have in common with a partner through a short conversation about yourselves.

Presentational:

- Make an alphabetical dictionary of the countries of the Arabic speaking world, including flags and nationalities
- Make a list of countries you want to know more about.

Cultures

Perspectives – Students will:

- Learn factual information about one of the twenty-two countries in the world where Arabic is spoken.

Practices – Students will:

- Use culturally appropriate greetings and practices to introduce oneself to others.

Connections

Geography – Students will learn the location and other factual information about a country in which Arabic is spoken.

Comparisons

Students will:

- Compare marketing operations in the U.S. and Arab countries
- Compare typical ethnic Arabic food with typical food in the U.S.

Communities

Students will:

- Use the language in school to ask and answer simple questions.

Interpretive Task:

For this task students will watch and listen to a video of two people introducing themselves in Arabic and answer questions about the persons in the video. Audio recordings can also be used. Speaker voices will be easy to differentiate. The worksheet is simple and focuses on identification of words. Students can circle the words, or place a check next to the words, that apply to each of the people.

Rating for Interpretive Task:

Identifying spoken vocabulary: Worksheet with vocabulary relating to each of the people in the introductions.

The sheet can feature pictures of the items, family members and so on. It is important to make sure the pictures can easily be identified as **one** answer and that the same picture would not work for another word also.

Sample worksheet for interpretive task:

Listen to (and watch) the two people introducing themselves. Put a check or an x in the column under the speaker's name if you understand them talking about the words on the list.

_____ (Your Name)		
	Nadine or Name of Person 1	Ahmed or Name of Person 2
Mother		
Father		
Brother		
Sister		
Egypt		
Lebanon		
Morocco		
Has a job		
Goes to school		
Big family		
Grandmother		
Uncle		

After the assessment, additional listening activities or vocabulary learning may be needed. Teachers can play the video and audio a second time and take an informal poll (e.g., thumbs up/down/horizontal) as a comprehension check and possibly address specific sections of the introductions. Teachers can also flashcards with pictures or pictures of families to review the vocabulary learned.

Preparation and Scaffolding Activities for Interpretive Performance Task:

Focus:

Identifying spoken vocabulary:

Activity: Students identify someone based on short, very basic personal descriptions; e.g., well-known famous people, heroes, cartoon characters

Activity: Students play “guess who” and identify a classmate based on a short, personal description.

Activity: Listen and match - Bingo: Students match names of countries with areas on a map of the Arab world.

Identifying written vocabulary:

Activity: Listen and match words with pictures of people; e.g. mother father and people in a family tree

Identifying written vocabulary.

Activity: Students match written names of Arabic countries with places on a map.

Interpersonal Task:

Students ask each other questions, using a worksheet as an organizer for the conversation, to find out what they have in common with a partner by filling out a chart during a short conversation.

Sample worksheet for interpersonal task:

Interview two classmates using the list below to ask them “Do you have.....?” and how many

_____ (Your Name) Have/Has:	_____ (Name of Partner I interviewed)	_____ (Name of Partner I interviewed)
Brother		
Sister		
Grandfather		
Aunt		
Uncle		
Mother		
Likes: school		
sports		

Preparation and Scaffolding Activities for Interpersonal Performance Task

Focus:

Asking questions:

Activity: Oral preparation for questions (students don't read and write a lot of Arabic, so written questions aren't used extensively.) Pairs of students ask and answer questions that have been modeled by the teacher. Students can practice by standing in two lines facing each other. After each exchange, students move to the left or right and ask the next student, repeating several times with the next student.

Describing and Identifying:

Activity: Students do an information gap activity with a family tree modeled on the one that can be downloaded from the Virtual Item Bank at: <http://www.carla.umn.edu/assessment/VIB/english/novice/speaking/self-family-expressions-greetings.html>
Students can ask and answer simple questions; e.g., "Who is the mother?" Answers are also simple: "The mother is Katja."

Presentational Performance Task

Writing and labeling:

Activity: Students make an alphabetical picture dictionary of the countries in the Arabic world and write labels for countries, nationalities, flags, and people. The completed dictionaries can be displayed in the classroom or possibly the school library.

Students submit the draft of their country name labels to the teacher and make corrections before completing the final parts of the dictionary. The draft and the revision will take 2-3 class periods depending on the size of the class.

Step1: Students write the names of the countries in class and submit to the teacher for feedback. This will assure that the writing will be accurate prior to the drawing of the maps.

Writing a list:

Activity: in Arabic, students write a list of countries they want to learn more about.

Student Directions for Presentational Task

For your alphabetical dictionary of Arabic-speaking countries, you will need to:

1. Write the names of the *countries* in the Arab world
2. Turn in to be checked for letter formation and spelling
3. Draw a map of each country
4. Show each country's flag in the appropriate country
5. Draw each country's flag
6. Label the country in Arabic using the corrected draft from your teacher
7. Use color for the flags
8. Use the rubric below to see how you will be evaluated

On a separate piece of paper, write your name and the names of at least *three* countries you want to learn more about.

Rubric for Presentational Task (dictionary)

Checklist:

Each country has a label _____ and map _____

My dictionary is neat and legible: _____

My dictionary shows evidence of editing: _____

My dictionary is a good resource for other students: _____

Writing and labeling

	Meets (✓) Exceeds (+)	Progressing (-) toward goal
Accuracy: Words and letters are clearly formed and legible		
Picture: Maps of country and flags clearly support name and dictionary page		
Names of countries to learn more about can be understood by teacher and those used to learners of Arabic		

Preparation and Scaffolding Activities for Presentational Performance Task

Writing and labeling:

Activity: Students write the alphabet and illustrate letters. The alphabet can be grouped by sounds.

Students write names of Arabic speaking countries on cards and practice reading with a partner.

Students write the name of a country on a large place card to keep on their desk imitating UN seating. Students can use the colors of the flag to write the word to help reinforce learning the colors of the flags.

Students can play- put the flag in the country using the rules of pin the tail on the donkey.

Writing a list:

Activity: Students write a list of countries they want to learn more about.

Key Elements of the Unit Lesson:

Functions	Structures	Vocabulary	Materials/ resources	Major lesson topics/Performances
Give personal information Ask and answer simple, personal informative questions Ask/Answer Yes/No questions Greet others Identify and write alphabet, names, and short, familiar phrases in Arabic (For convenience and to lessen frustration, students may sometimes write words or note new vocabulary using Roman letters.)	Informational questions – Yes/No, Either/Or, Who, What, How, Where, When? Pronouns Names	Numbers and age Names and titles Question words – Who, what, where? Yes/No Names of Arabic countries Nationalities Polite expressions And greetings	Video – Introduction to the Arab World Map of the Arab World in Arabic Articles in magazines and books about the Arab World Video – Welcome to the Arab World Video of two people introducing themselves. Pictures of family members.	Beginning – Introduce self & students by name; Ask nationality, age, etc. Middle – Introduce the alphabet & write names of people & countries Explore Arab countries, and gather factual information on each country End – Role-play introducing each other and polite exchanges. Students present one country in the Arab world, giving factual information and location of the country in English when necessary, but using Arabic when possible.