

Objectives: The learner will be able to name at least two articles of clothing and three colors in Arabic.

Suggested Prior Knowledge: The Arabic numbers and numerals from sifr to ashara.

Materials: overhead projector, transparencies, Powerpoint CD, poster paper, markers, miniature clothes, etc.

Procedure:

1. Show slide or transparency with colors whose name starts phonemically with the "a" sound in Arabic.
2. Direct participants to look and read the words to themselves. Ask them if they notice a pattern. (Someone might volunteer that they all start with "a" or offer to come up & underline them, etc. Acknowledge all appropriate responses)
3. Ask if they think that there might be a reason for this pattern. Tell them what it is.
4. Show powerpoint slide with the words in color on the left and in Arabic on the right.
5. Ask them what they think people in Egypt wear. Jot it down on paper or on a blank transparency: chadour, hijab, burqua, etc. Ask what colors they think the women wear.
6. Tell them that we will learn the Arabic words for clothing that they could buy at a traditional market like the Khan el-Khalili and at Yemama Center in Zamalek. Show slide/transparency/ or chartpaper with picture/English transliteration for dress, pants, blouse, t-shirt, purse, hijab, galibiyah.
7. Practice pronouncing the words. Repeat the procedure with the colors. Tell them that they will now see pictures of regular Egyptians, and that we will practice naming their clothing and its colors.
8. Show pictures/slides--naming colors & articles of clothing whenever possible.
9. Guided practice. Pass out the paper, glue sticks and the construction paper clothes. Have them work in pairs. Ask people to hold up the T-shirt azrak, T-shirt asfar, bantalon aswad, bantalon azrak and t-shirt ahmar checking visually for understanding.
10. Tell them the story of Samira.

Samira went shopping at Khan el-Khalili. For \$25 US she bought one pair of bantaloons azrak, one pair wahid bantaloons aswad, one t-shirt asfar, one t-shirt ahmar and one t-shirt azrak. How many new outfits does she have in all?

. When they're through, count out loud in Arabic for/with them. Write the number in Arabic.

12. Ask them what they've learned. Jot it down onto chart paper.

Alta Oryen

Objective: To promote greater understanding and communication between citizens of the Middle East and the United States.

Activity: Arabic Club. Background: My middle school currently has Sign Language, Italian and Asian Clubs. Our Asian-Pacific Islanders Club mixes Hawaiian, Filipino, Japanese, and Chinese cultures, and currently has a grant to sponsor an artist in residence. It emphasizes music and dance. We sponsor Italian Club, without a native speaker. Lowell and Lincoln High Schools used to have active Model United Nations clubs, and Lowell sponsors a Kermesse festival. We hope that both for Italian Club and the proposed Arabic Club will be invited to participate in these events. We hope to have ten meetings between mid-November and early June.

Resources: Aptos currently has one native Arabic speaker on staff and several first and second-generation Arabic-speaking families. Some of our parents might also join or sponsor activities out of frustration with the war in Iraq. We also have a math teacher of Greek descent who has an adopted Lebanese child who also visits Greece/Cyprus/Lebanon regularly. Another math teacher will help sponsor a few math activities.

The club will have two foci: mathematics (in tribute to Arab contributions) and Arabic Language. This creates links between the disciplines of mathematics and social studies, and may create crossover from the Aptos math club. Arabic Language Skills lessons will conform more closely to strategies of English as a Second Language, which uses a different format and sequence from English a Foreign Language. Survival and practical applications are stressed. Writing skills begin with numbers, progresses to the non-connectors and then outward. If we progress to writing skills, writing should also be demonstrated on appropriate paper with clear models when possible. Parallel examples can be drawn from the special multi-lined paper used for instruction in primary manuscript and to introduce cursive, and from traceable models with arrows clearly showing the correct stroke sequence ala handwriting & penmanship books. Another strategy would be to allow native speaking students to transliterate for us-if they can.

A lesson will be presented at Humanities night. Number writing and activities will be introduced as an optional activity during the seventh grade Islam unit/

Sample Vocabulary lessons:

1. Introductions--ahlan, ismi _____, and the numbers from sifr through xamsa. Note: students may ask to choose Arabic names for themselves. Writing: the numerals from sifr to xamsa. Homework: students practice writing the numerals next to drawings of die-faces.
2. Continue with introductions & greetings, review sifr through xamsa. Add sitta & sabaah. Teach days of the week. Model & Play: _____ in Arabic--See Math their Way and Mathlands
3. Review above and continue to 20. Use activities from Math Their Way and/or Mathlands.
4. Complete from 20-100. Play Bingo
5. Color: Play tile algebra game--See Marilyn Burns
6. Play bears on the bus with equations & colors!
7. Clothing--bantalone azrak, bantalonaat aswad, kamiss ahmar, wa kamiss asfar, wa azrak. Kaam outfits? Extension: hijab abyadh wa hijab azrak, Kaam?