

Follow-up Activities

- Each country of the Arab world has its own flag. Have your students create an Arab world flags display with this art activity. Have drawing paper, rulers, markers and crayons ready. Assign each student an Arab country and supply them with the resources to find the flag of that country. An almanac often has a flag section; encyclopedias often have a flag as part of the country's information. Your school or public library may have books on country flags. The web site www.plcmc.org/forkids/mow is a good source of country flags. Make sure each student has put the name of his or her assigned country on his or her completed flag, and hang the flags around your classroom.
- Many Muslims will make the pilgrimage or trip to the holy city of Mecca at least once in their lifetime. Mecca is a city in Saudi Arabia. Create a math lesson to have your students understand the long distances from the United States to Saudi Arabia. Locate several large atlases. Divide your students into groups and give each group an atlas and several rulers. Help your students use the table of contents to locate a world map. Next, help your students find the map scale, and explain how each inch on a ruler represents a number of miles on the world map. Have each group locate North Africa, Southwestern Asia, Saudi Arabia and the city of Mecca. Also, have each group locate North America, the United States and your state and city. Have each group use their ruler to find the distance from your city and state to the city of Mecca. Ask each group to give the number of inches between the two locations. Help your students calculate the distance traveled to make the hajj. Double the number of miles to make a round-trip.
- Use books and the Internet to have your students find information on the camel — the animal that is often called the desert work horse. Trace a large picture onto chart paper and have your students attach the facts they have found around the camel.
- Share with your students some of the foods enjoyed by Arab Americans by bringing dates, pistachio nuts, halva, hummus, couscous and olives into your classroom. Find a recipe and make it with your class. Have your students write a letter to the school cafeteria asking if they would prepare one of these recipes for the whole school to enjoy.
- Arab Americans have made important contributions in politics, sports, business, entertainment, and the arts. Have your students write short biographies on a famous Arab American. This web site, www.aaiusa.org/famous_arab_american.htm, sponsored by the Arab-American Institute Foundation, is a good place to start your research.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.oxfam.org.uk/coolplanet/ontheline/explore/nature/deserts/deserts.htm
This web site explores the desert biome.
- www.foodweb.com/virtualcookbook/meltingpot/four93.html
Find out how to prepare a Syrian meal at this web site.
- www.metmuseum.org/Works_of_Art/department.asp?dep=14
This web site offers a gallery tour of art from the Arab world.

Suggested Print Resources

- Fitterer, C. Ann. *Arab Americans*. Child's World, Chanhassen, MN; 2003.
- Kimmel, Eric A. *Rimonab of the Flashing Sword: A North African Tale*. Holiday House, New York, NY; 1995.
- Lewin, Betsy. *What's the Matter, Habibi?* Clarion Books, New York, NY; 1997.
- Matthews, Mary. *Magid Fasts for Ramadan*. Clarion Books, New York, NY; 1996.
- Morris, Ann. *Grandma Hekmatt Remembers: An Arab-American Family Story*. Millbrook Press, Brookfield, CT; 2003.

TEACHER'S GUIDE

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TITLES IN THIS SERIES

- AFRICAN-AMERICAN HERITAGE
- ARAB-AMERICAN HERITAGE
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Arab-American Heritage

Grades K-4

The United States has always been a country of immigrants, rich with the customs and traditions of the many countries they represent. *American Cultures for Children* introduces students to the heritage of some of the immigrant groups that make up this diverse land. Through songs, play food, holidays and history, students are provided with an understanding of and appreciation for the cultural differences they see every day in their classrooms and neighborhoods. Everyone has at least one culture to celebrate, and this series gives children a chance to explore their heritage and share it with others.



Program Summary

Arab-American Heritage introduces students to some of the customs and traditions of people from the Arab world who now make their home in the United States. Students learn the location, geography, and climate of the countries of North Africa and the Middle East that share the Arab language, literature, music, art and architecture. A segment of the program offers basic information about the beliefs, history, and practices of Islam, the major religion of the Arab world. The historical background for each wave of Arab immigration to the United States is presented and students learn to say a few words and count to ten in Arabic. Arab culture is shared on a field trip to a Syrian food market during which students are introduced to some of the traditional foods of the Arab world. In addition an Arabic folktale, "The Three Princes," is retold, and the Tunisian folksong, "Diki Diki," is sung. In an arts & crafts segment, students are given a lesson in making a mosaic tile frame.

Countries of the Arab World

For the purposes of this program these eighteen countries are defined as the countries of the Arab world.

Algeria	Kuwait	Saudi Arabia
Bahrain	Lebanon	Sudan
Djibouti	Libya	Syria
Egypt	Morocco	Tunisia
Iraq	Oman	United Arab Emirates
Jordan	Qatar	Yemen

Vocabulary

pistachio nut — The greenish-colored seed from the fruit of the pistachio tree.

Nile River — The longest river in Africa and the longest river in the world. The source of the Nile is just south of the equator in eastern Africa. It flows in a generally northward direction where it drains into the Mediterranean Sea near Alexandria, Egypt.

Cairo — Cairo is the capital of Egypt. It is also the city with the largest population in the Arab world.

sand dune — A ridge of sand created by the wind, found in deserts or near lakes and oceans.

oil well — A hole drilled or dug in the earth from which petroleum (oil) flows or is pumped.

souk — A traditional market found in many cities of the Arab world. It is usually an outdoor marketplace featuring many separate shops, selling a wide variety of products.

immigrant — A person who makes a new home in a country other than his or her own.

(Continued)

lentil — A plant of the legume family widely grown for its flattened, edible seeds.

freekah — Wheat that is harvested before it is fully ripened, then roasted. Freekah (sometimes spelled frick) is an important ingredient in Arab cooking.

fava bean — The seed of the broad-bean plant. Fava beans are an important ingredient in Arab cooking.

halva — A sweet mixture of ground sesame seeds and honey often eaten as a dessert or candy.

date — The fruit of the date palm tree. Dates are dark reddish brown, oval, and about 1 ½ inches long.

Islam — A religion practiced by more than one billion people worldwide. "Islam" comes from the Arabic word for surrender.

Muslim — A follower of Islam.

Muhammad — According to the religion of Islam, he is a prophet who received the word of God.

Allah — The Arabic word for God.

Koran — The holy book of Islam.

mosque — The name given to the Islamic place of worship.

mosaic — A decorative design made by setting small tiles made of stone or glass onto a surface.

Mecca — The birthplace of Muhammad and one of the most sacred cities to Islam. Mecca is in Saudi Arabia.

Hajj — The journey or pilgrimage all Muslims are expected to make to Mecca at least once in their lifetime.

oud — A string instrument resembling a lute that is often played in the countries of Northern Africa and the Middle East.

Words in Arabic

Hello = Marhaba

Good-bye = Ma´a Salaama

friend = sadeek

Thank you = Shukran

Numbers in Arabic

One = Wahid

Two = It Nayn

Three = Talaata

Four = Arb a´a

Five = Khamsa

Six = Sitta

Seven = Sab´a

Eight = Tamanya

Nine = Tes´a

Ten = Ashara

Focus Questions

1. Name any three countries of the Arab world.
2. What is the name of the language spoken by most people in the Arab world?
3. What is the largest city in the Arab world?
4. What is a souk?
5. Name some of the contributions Arab people have made to math and science.
6. The first Arabs to immigrate to the United States came from what Arab country?
7. What is halva?
8. What is the name of the major religion of the people of the Arab world?
9. What is a mosque?
10. What is the name of the holy book of Islam?
11. What is the name of the animal that can go for many days with just a sip of water?
12. How do you say "friend" in Arabic?
13. What is an oud?

Follow-up Discussion

- Ask your students to pretend they have just come from another country to make a new home in the United States. They will have to learn to speak English. Do you think it would be hard to speak two different languages? Would you have trouble speaking one language at school and another at home? What are some of the advantages to speaking two languages?
- Some customs, dress and practices of new immigrants are different than those of the people already living here. How might you feel if you were an immigrant who dressed differently than other children? Would you want to keep your traditional clothing or change to be more like the other kids? How would it make you feel if someone made fun of the way you dressed or asked you why you do not eat a certain food? What could you do to help to understand these differences?
- Imagine that you are coming to live in the United States from one of the Arab world countries. Would you want to come to a part of the United States that looks like your old country or has almost the same climate? Why? Why not? Would you want to live in a part of the United States where other people from your old country had already settled? Why? Why not?