



Entering the Republic of Tunisia

Many of the world's largest countries are unable to boast the magnificent scenery and diverse landscape found within the country of Tunisia. Wedged between the countries of Algeria and Libya, this northernmost country on the African continent is only about 50% larger than the state of Tennessee. Just as Tennessee's diversity runs from the western Mississippi Delta to the eastern Smokey Mountains, Tunisia offers an equally spectacular geography.

Situated along the Atlas mountain range, the northern part of the country features picturesque mountain forests of oak and heather, which starkly contrast with the southern 40% of the country, almost totally devoid of rain, presenting an

entrance into the yellow-red Sahara, the world's greatest desert. It's most inviting postcards come from the country's 1300 km of beautiful Mediterranean coastline, which features resort destinations and serves as the cornerstone of Tunisia's strong tourism industry.

Its history is as colorful as its landscape... Phoenicians, Berbers, Romans, Turks, Byzantines, Arabs, Ottomans, Vandals, even the French, all played a role in the diverse timeline. A wealth of historic sites date back over 2,500 years. From the underground troglodyte villages of Matmata and the Islamic ramparts that surround the medina city of Sfax to the Punic architecture of the legendary city of Carthage and the Roman Africa's the colosseum at El-Jem, among the finest Roman monuments in Africa, Tunisia defines "history."



Today, however, the country also defines "change." Tunisia's modern and progressive presence compliments its rich history. This constitutional republic gained its independence from France in 1956. The constitutional accession of President Zine El Abidine Ben Ali to the country's leadership in 1987 ushered Tunisia into a new era, referred to by its citizens as "The Change," which has opened international trade, foreign investment, wealth creation and a growing economy.



Olive groves, breathtaking Roman and Phoenician ruins, Saharan camel caravans, military accounts of Hannibal, silver screen ties to "Star Wars," towns grown up around desert oases, and much, much more. Prior to turning the early pages of this Memphis in May International Festival educational guide, many students will know very little about Tunisia. Experiencing one of the world's most exotic and fascinating Muslim countries, however, will leave both students and teachers amazed at this great nation.





INTRO

Each year, the Memphis in May International Festival develops this Curriculum Guide for use by elementary, middle and high school teachers as a teaching tool to explore the history, culture, geography, politics and lifestyle of the festival’s annual honored country. Developing a comprehensive guide with practical and useful lesson plans, activities and worksheets that also addresses critical SPI teaching standards takes many hours of research and the involvement of many people. Memphis in May thanks those who have helped to make the 2009 - 2010 travels throughout the exciting country of Tunisia a reality through the development of this guide. We also thank Memphis City and Shelby County School Commissions and Administrations and The Commercial Appeal for their continued support.

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Publisher

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This Curriculum Guide, in its entirety, is available in PDF format for downloading and printing at the Memphis in May International Festival’s web site at www.memphisinmay.org.

The mission of the Memphis in May International Festival includes a strong commitment to student education. Since its origin in 1977, the festival has developed dozens of teaching standard Curriculum Guides honoring and exploring countries around the globe, and offering practical lesson plans, activities and worksheets addressing many teaching standards. Each year, Memphis in May is proud to distribute thousands of Curriculum Guides to Memphis and Shelby County public and private schools.



The 2010 Memphis in May International Education Program Curriculum Guide honoring Tunisia, and the Memphis in May Education Program are generously supported by Target.



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A Country of Change & Comparison

9th-12th Grade Unit

Unlike many countries, Tunisia will offer an interesting study for you students. They can do in-depth research into the history, government and geography of this country. Each of these lesson plans should be of interest to them, because most of your students will probably know less about Tunisia than many other countries. It will also be interesting to have your students compare and contrast the many similarities and differences of Tunisia and the United States. How is the government structure the same, and how is it different? How vastly different are the religious principals and diversity of the two countries? Since both countries have very diverse geographical landscapes, have them compare areas of Tunisia with areas of the United States. They may be surprised to find similar geographies in certain areas of Tunisia which may compare to our Florida coast, or Arizona desert. Before beginning the lesson plans on the following pages, first have students consider the activities below to introduce them to Tunisia.



Activities

1. Have students compare the two maps above, and utilize other library or online map resources. Draw lines from the areas on the Tunisian map that may most closely match U.S. areas in regards to climate and geography.
2. Utilizing other library or online maps, determine a United States state which most closely resembles the country of Tunisia in land area.
3. Drawing a line to divide a sheet of paper in half, have students write similarities between the two countries on the left side of the page, and differences on the right side. Areas to consider would include government, climate, geography, cuisine, arts, technology, industry and more.
4. Have students research current events of Tunisia. Several online web sites will be useful. Have each student bring to class a summary of a Tunisian current event in the news within the past 12 months.



Tunisian Society Through Stamps

9 - 12

Stamps often define a country. Those little denominations of currency stuck in the corners of envelopes not only ensure a letter's arrival, but also provide a visual image of the country. Philatelists, those who study stamps, know that postage can define a nation's history, people, arts, sports, nature, anniversaries, and so much more. The 35 stamps on these pages, each numbered near the lower right corner, provide a diverse perspective of Tunisia, and an interesting platform for the following activity.

SPI
 World History
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 World History
 9-12.spi.1.3



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Tunisian Society Through Stamps (cont.)

Activity - Have each student select, or assign, a stamp from the selection on these pages. Each student should write a one to two page paper about the subject of their stamp. It may take some serious research, or even some resourcefulness in finding a French or Arabic translator! Encourage them not to stop with just the item pictured - if their stamp shows an urn, don't just write about the design of that urn, but also include information about Tunisian ceramics and its rich history. Additional stamps for consideration may be found at www.bombaystamps.com/cty_list.asp?cty=TUNISIA.

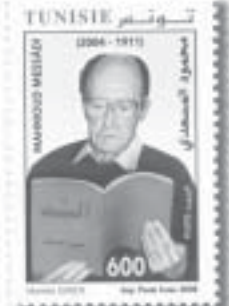
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The 5 Pillars & Traditions of Islam

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Just like history and geography, religious practices often define a nation. Here in the United States, just like most countries, they impact our politics, architecture, holidays, style of dress, arts, and even our laws. The U.S. was founded on religious freedoms, and in almost every city in the U.S., religious tolerance is practiced. While religious freedoms are also practiced in Tunisia (Jerba has a rather large Jewish community), the country is 98% Muslim. The Muslim faith, therefore, plays a major role in the life and structure of every Tunisian city. This lesson plan provides a background into the Muslim traditions practiced throughout Tunisia.

Islam reached Tunisia during the Arab conquest and spread its way across northern Africa during the 7th century. Despite a period of colonial rule, Islam has been the country's dominant religion. Islam is the state religion, although the government is largely secular (even though the constitution requires that the President be Muslim).

The Koran

The Islam religion is based on the Koran, or Quran, the holy book of Islam which Muslims believe was revealed by God to Mohammed with the angel Gabriel serving as an intermediary. Mohammed is believed to have been illiterate, and the first written texts of the Koran were written down following the Prophet's death. The Koran consists of 114 suras (or chapters), and begins with the longest and ends with the shortest. The Koran is written in verse and every Muslim is expected to memorize it by heart.

The Five Pillars

The Muslim religion is based on five principals, known as the "Five Pillars" of faith. Many religions, while complicated in their entirety, rest upon basic principals upon which practitioners are to base their lives, similar to the "Ten Commandments" of the Christian Bible or Jewish Torah. The "Five Pillars" of Islam are:

1. **Shahada** - An avowal of Allah as the only God.
2. **Salat** - The obligation to pray five times a day, facing Mecca. Throughout Tunisia, as in most Muslim countries, in almost any city you visit, you will hear the call to prayer from the mosque. This is usually done by the muezzin from the gallery of the tall minaret tower of the mosque.
3. **Zakat** - The giving of alms to the poor. It is considered a personal responsibility of Muslims to ease economic hardship for others.
4. **Sawm** - Fasting during the month of Ramadan, between the hours of sunrise and sunset.



Minarets in Monastir, Tunisia

Shia Viewpoint

According to Shia doctrine, what is referred to as pillars by Sunni Islam are called the practices or secondary principles. There are 3 additional practices. The first is jihad, also important to the Sunni, but not considered a pillar. The second is Amr-Bil-Ma'ruf, "Enjoining to Do Good," which calls for every Muslim to live a virtuous life and to encourage others to do the same. The third is Nahi-Anil-Munkar, "Exhortation to Desist from Evil," which tells Muslims to refrain from vice and from evil actions and to encourage others to do the same. Shi'a Ismaili Seven Pillars of Islam, including the Nizari, Druze, and Mustaali have 3 doctrines that are not included in the Sunni Five Pillars of Islam: Walayah, Taharah and Jihad. This would raise the total to 8, but the Bohra Ismailis do not include Shahada, lowering it to 7. The Shahada is a prominent part of other Ismaili traditions, with the added inclusion of "Aliyun Ameerul Mo'min wali Allah ("Ali, the Master of Believers, is the friend of God")", at the end of the standard shahada as recited by the rest of the Muslim Ummah.

(continued on the next page)



9 - 12

The 5 Pillars & Traditions of Islam

5. Hajj (or Hadj) - The Hajj is a pilgrimage that occurs during the Islamic month of Dhu al-Hijjah to the holy city of Mecca, and derives from an ancient Arab practice. Every able-bodied Muslim is obliged to make the pilgrimage to Mecca at least once in their lifetime if they can afford it.

Holidays & Celebrations

Of course, many of the United States' largest holidays are religious, including Christmas, Yom Kippur, and Easter. Of course, Muslim holidays also make up a large part of Tunisian society throughout the year. Interestingly, the Muslim year observed in Tunisia is eleven days shorter than the Gregorian (or Western) year. While Friday is also recognized as a holy day, it is not regarded as a public holiday in Tunisia, as it is in many Arab countries. Some of the holidays of the Islamic calendar include:

Al-Hijra - The first day of the Muslim year, this day marks the anniversary of the Hijra, which was the name given to the Prophet Mohammed's migration from Mecca to Medina.

Aid el-Adha - Also known as "the day of offering," this is one of the most important dates in the Muslim calendar. It marks the day when, by divine order, Abraham prepared to sacrifice his son before Allah interceded by providing a ram in place of the child.

Aid el-Fitr - This is also known as "the small festival." It marks the end of the month of Ramadan, and begins on the evening of the last day of the 30-day fast. Custom decrees that on this day people must wear entirely new clothes, everything from their headscarf all the way down to their socks, and that money is given to children and people in need.

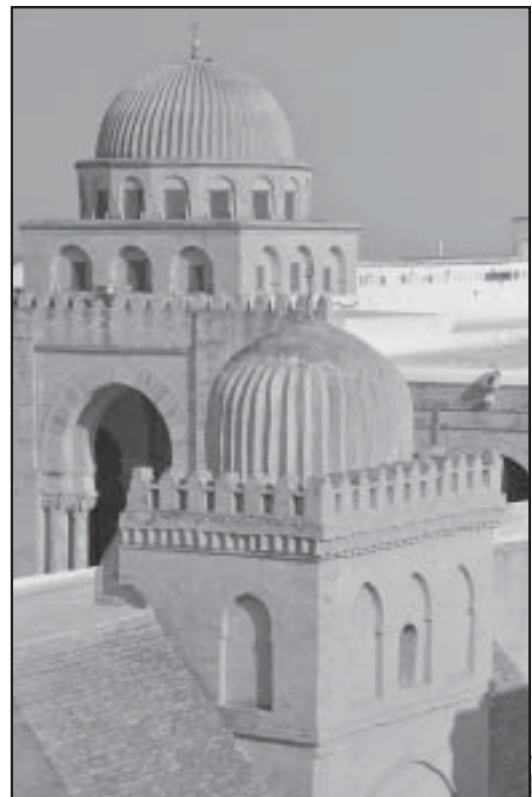
Mouloud - This is the anniversary of the Prophet Mohammed's birth and is celebrated on the twelfth day of rabi al-aoual, the third month of the Muslim calendar. For the majority of the Tunisian population, it is an occasion for family gatherings.

Ramadan - This is the Muslim holy month, when the faithful renew their covenant with Allah through fasting during the hours of daylight. It is only after the sun has set, following communal prayers, that Muslims are allowed to eat meals and special sweets.

Activities

1. Have students research the background of the Prophet Mohammed. When and where was he born? How long did he live? List major events of his life.
2. Have each student select one of the "Five Pillars" and write a one to two page paper, offering more detail about it. For example, who is not expected to adhere to the pillar of Sawm?
3. Have each student select one of the Muslim holidays and write a two page paper about the details of the holiday, or present an oral presentation with visuals.

SPI
World Geography 9-12.spi.1.1
World Geography 9-12.spi.1.3
English 11 & 12.1.01
English 11 & 12.1.14



Big mosque in Kairouan, the 4th holy city in the world



From "The Change" to Making Change

9 - 12

The currency of Tunisia is the Tunisian dinar (TD). The TD cannot be traded like the US dollar or the UK pound, so it is illegal to take the currency out of the country, and it cannot be purchased before arriving in Tunisia. The exchange rate is fixed on a daily basis, so, therefore, to make this activity more challenging, teachers may choose to have students determine the exact exchange rate on the day of the assignment. These conversions can be easily calculated at www.xe.com.



Activity - Due to Tunisia's close proximity to Europe, and since its Mediterranean beaches make it a popular tourist destination for Europeans, as well as for Americans, this activity becomes a little more difficult as we explore purchases and currency exchanges between the U.S. dollar (USD), the European Euro (EUR) and the Tunisian dinar (TD). Use the currency exchange rates, and your mathematical skills, to answer the following business and tourism questions below. Answers can be found on page 68. Although teachers may require students to look up today's actual exchange rates, the activity assumes the following exchange rates (since rates are rounded, exact answers may vary by fractions of a dollar):

- One U.S. dollar (USD) = 1.35 Tunisian dinars (TD)
- One U.S. dollar (USD) = .72 Euro (EUR)
- One Tunisian dinar (TD) = .74 U.S. dollars (USD)
- One Tunisian dinar = .53 Euro (EUR)

1. According to the information above, whose currency currently has the best exchange rate and value when spent in the other two countries? The worst?
 2. Before you leave for your Tunisian vacation, you book a room at the nice Amilcar hotel in the tourist zone in Tunis on Expedia.com. for \$150 TD per night. You are staying 3 nights. How much does that set back your U.S. bank account?
 3. Were you cheated!? A French family in front of you also booked 3 nights at Amilcar. How many Euro did it cost them?
 4. Assuming the nice French family didn't cheat their way into a better hotel deal, you make friends and agree to share the price for a one-day Mediterranean cruise for both families.
- The total cost is \$600 Tunisian dinar. To split the cruise evenly between the families, how many dollars must you have, and how many Euro must your French friend have?

5. What a great cruise! You tell your French friends that you will be responsible for providing the cruise captain with a generous tip from both families. If you give him a 15% gratuity, how many Tunisian dinar did you pay him? How many U.S. dollars did that 15% gratuity set you back?

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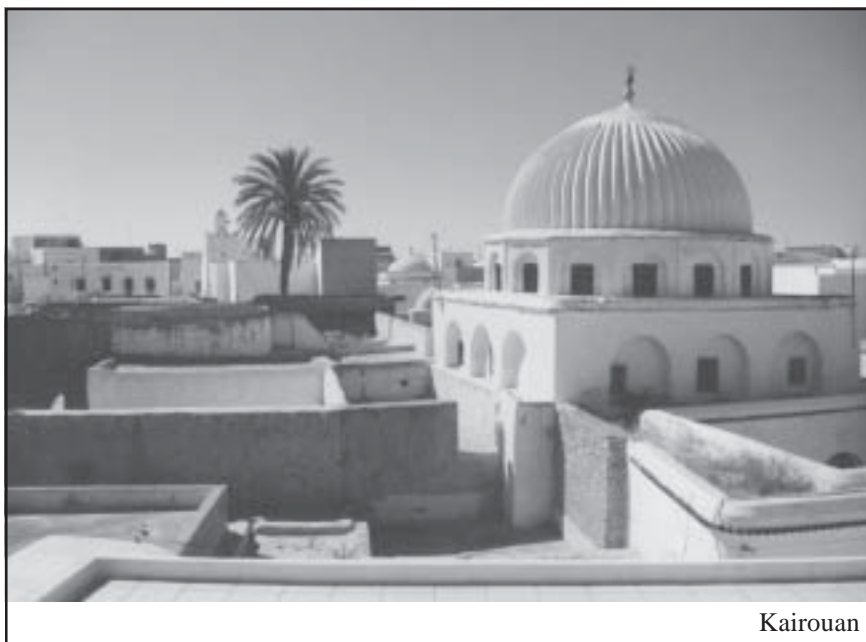


9 - 12

Making Change in Tunisia *(cont.)*

6. The next day, the family decides to rent a car and drive down to see the incredible Roman amphitheatre at El-Jem. It's about 125 miles one-way from Tunis to El-Jem. The day rate for the car is \$125 TD. The car gets 25 miles to the gallon, and gas (or petrol as they call it) is \$3 TD per gallon. On the way down there, your family of 4 each enjoy a Deglet Fatima for lunch (that's a thin pastry stuffed with meat or egg) for \$2 TD each, a soda for \$1 TD each, and, for dessert, a fat slice of baklava for \$1.50 each. Car, gas and lunch... how many USD get charged to your American Express card for the whole day's journey?

7. You've budgeted a total of \$200 USD for souvenirs for the whole family. Your son, Zach, and daughter, Zelda, are each allotted 15% of the total souvenir budget. Your wife gets 50% of the budget (because she enjoys shopping the most) and you're left with the rest to pick up a few gifts for co-workers. At the souk in Kairouan, Zelda buys jasmine oil perfume for \$7 TD, a necklace for \$10 TD, and two "kholkal" (ankle bracelets) for \$5 TD each. Young Zach buys a stuffed camel (not a real one) for \$15 TD and an official Wissem



Kairouan

Hmam jersey of the Tunisian National Handball Team for \$18 TD. Your wife bought a Mergoum carpet for \$100 TD, a nice piece of Nabeul pottery for \$40 TD, and a necklace (like Zelda's) for \$10 TD. All you bought were five bottles of Tunisian white wine at \$9 TD each for co-workers and a bottle of boukha (a clear spirit made from figs) for yourself for \$12 TD. Who overshot their budget? Who came in the furthest under budget? As a family, did you exceed the total amount budgeted for souvenirs?

8. Great trip! The final night, your family of four re-joins the French family of four for a big final farewell dinner, and you invite the Tunisian captain of the cruise ship to join you. It's a very nice, one-price, all-you-can-eat Tunisian lamb and seafood buffet. Everybody wants to pay their own tab but, caught up in the moment of this wonderful Tunisian vacation, you insist upon putting the whole dinner on your struggling American Express card. Several weeks later when the American Express bill arrives at your home in Memphis, you see that the entire dinner was \$360 USD. If each party had paid for their own meal(s), how much would it have cost you in U.S. dollars? How many Euro would it have cost the French family? How much would it have cost the captain in Tunisian dinar? Oh, and, by the way, the French father did insist upon paying the customary 15% gratuity to the waiter for the entire meal separate from your American Express card. How many Euro did that cost him?

9. If you spend \$1,600 USD on the total trip (not including airfare), how many Tunisian dinar did you add to the Tunisian economy? If you had gone to Paris, instead, and spent the same amount, how many Euro would you have added to the French economy? Which destination offers the best tourism value for the dollar?



Considering "The Change"

9 - 12

The accession to power by H. E. President Zine el Abidine Ben Ali in 1987 is often referred to throughout Tunisia as "The Change." Since that time, the standard of living in Tunisia has greatly improved and the per capita income has increased dramatically. Life expectancy has also increased. Tunisia's gross national product and social indicators are constantly increasing. Foreign investment and trade agreements have also been on the rise. According to a 2007 report issued by the World Economic Forum, Tunisia's economy ranked third among the 41 countries considered at that time to be in the middle stages of development (Malaysia and Chile were in first and second place; Tunisia was ahead of both Oman and Jordan). Tunisians have a strong sense of national pride and confidence, sensing that their country continues on the path of progress.

Activity - In 2008, upon the 21st anniversary of Change, President Ben Ali spoke to the nation. Excerpts from that speech are listed below. Have each student in your classroom select one of the excerpts (or assign them), then instruct them to write a research paper on the topic of their excerpt. Papers should be written in proper or MLA style with a works cited page. Research should incorporate at least 4 sources, some, but not all, of which can be web sites. The full text of the Nov. 7, 2008 speech can be found online, including the long link: [http://www.arabafrika.net/board/detail.php?code=news&uid=515&start=20&cate=.](http://www.arabafrika.net/board/detail.php?code=news&uid=515&start=20&cate=)



President Zine el Abidine Ben Ali with then U.S. Secretary of State, Colin Powell.

Excerpts, "21st Anniversary of Change" Speech

"During 21 years of continuous reform, we have accomplished gains and achievements in all fields, thanks to our people's devotion, to their commitment and support to our choices, programmes and orientations, as well as to their strong resolve and great ambition."

Write the paper on the various accomplishments to which President Ben Ali is referring.

"Our celebration of the anniversary of the Change coincides this year with the start of a stage that is rich in major events, particularly the celebration of the 50th anniversary of the promulgation of the first Constitution of the Republic of Tunisia; a major historic date to which we will grant all due attention, given the central place of this national asset in our republican system and in the life of our people."

Write about the country's first Constitution, and its significant articles.

"On the other hand, our country is preparing to organise the forthcoming presidential and legislative elections. We will endeavour to surround this major event with all conditions of success, so that it reflects the degree of maturity our people has reached, and the level of political progress Tunisia has achieved in the process of anchoring democracy and pluralism. We will provide all the necessary conditions to make

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World Geography 9-12.spi.4.1
World Geography 9-12.spi.4.2
English 11 & 12.1.01
English 11 & 12.1.14



9 - 12

Considering "The Change" *(cont.)*

sure these elections are held within a context of transparency, respect for the law, and high civic behavior.”

Tunisia had democratic elections scheduled in 2004 and 2009. Write about those processes, any problems, and results.

“We are firmly determined to further promote political life in our country, by further anchoring democracy and pluralism, expanding the scope of participation, and fostering the role of civil society. The democratic choice is indeed one of the firm principles upon which we have grounded our reform project. This choice emanates from our vision of comprehensive civilizational construction.”

Write about Tunisia’s historical move to democracy and its democratic processes and successes since.

“We have continuously striven to promote public freedoms, particularly freedom of expression. We have taken various initiatives and measures to promote the media landscape and improve its performance, relying, in this endeavour, on the awareness of media professionals and their commitment to freedom of the press and to the ethics of the profession.”

Write about Tunisia’s freedoms of expression and any evidences of freedom of the press and the media.

“On the other hand, reliance on women is a strategic choice in which our appreciation of the degree of maturity they have reached and the evolution of their role falls in line with our vision of democracy and human rights, and of development in its comprehensive meanings and various dimensions. We reaffirm that women are full-fledged partners in achieving democracy and development. We are keen to make sure Tunisian women remain a brilliant illustration of our country’s modernity and our people’s progress.”

Write about the roles of women in Tunisian society, and any equalities regarding jobs, voting, etc.

“In 2006, on the celebration of the 50th anniversary of Independence, we announced a set of ambitious strategic objectives for Tunisia to be achieved by 2016, in the forefront of which decreasing the unemployment rate by 4 points, increasing the per capita income twofold to reach 8,000 dinars, promoting promising sectors with high knowledge-based content, by bringing up their share of GDP from 20% to 35% in 2016, increasing threefold the network of highways, and enhancing the national economic scene so that it becomes an important pole for foreign direct investment.”

Write about these objectives announced in 2006, and the status toward their achievement.

“As we have always asserted, employment remains our top priority. Having managed to increase job creations to 80,000 each year, and to increase nearly five-fold the number of recruits having a higher education level during the period 1987-2007, we are determined to further promote employment, especially for those graduating from the systems of education and training.”

Write about the country’s commitment and gains toward citizen employment and education.

“Since the Change, the average per capita income has increased to reach, in 2008, nearly 5,000 dinars. The promising sectors’ share of GDP reached 23.5%. Foreign direct investments have considerably increased, their volume having exceeded this year 2,800 million dinars.”

Write about the country’s economy and financial stability or growth.

“We have always insisted on achieving a quantum leap in the road network, so that it meets modern international standards, keeps up with the various changes occurring in the country, consolidate the competitive capacity of production sectors, and connect the various regions of the country with the

(continued on the next page)



Considering “The Change” *(cont.)*

9 - 12

efficiency and rapidity required by modern economies.”

- *Write about Tunisia’s roadways and transportation systems.*

“We also announce our decision to increase from 10% to 20% the amount of the advance for public transactions granted to small and medium-sized businesses, and to develop the various forms of support to production units, in order to strengthen their capacity to cope with developments and preserve their place on the Tunisian and foreign markets.”

- *Write a paper about entrepreneurship, business growth and types of major businesses in Tunisia.*

“I take this occasion to reaffirm the need to step up efforts in order to accelerate the process of establishing the Maghreb free-trade zone and implementing the big Maghreb projects, given their importance in activating the Maghreb Union and achieving economic integration and partnership among the countries of the region.”

- *Write about the Maghreb free-trade zone, define it, and write about its progress since this speech.*

“As part of Tunisia’s strategic relations with the European space, the free-trade zone agreement with the European Union was brought into effect during the current year. We are keen on further promoting the bonds of cooperation with Europe at bilateral and multilateral levels.”

- *Write about Tunisia’s relationship with Europe, with specific European countries and the European Union.*

“We will pursue our endeavour to further enhance the ties of friendship with the countries of the American and Asian continents, and to promote cooperation with them, particularly in the fields of investment, modern technologies and commercial exchange.”

- *Write about Tunisia’s relationship with Asia and with the Americas; compare and contrast.*

“Indeed, preserving the country’s gains and prestige, and defending its banner, are a renewed responsibility assumed by successive generations. Providing guidance to youth is nowadays one of the most delicate tasks incumbent on societies and countries, given the evolution our world is witnessing, and the ever-accelerating changes human civilization is experiencing, which offer new prospects and opportunities. This requires that we prepare our youth, as best as possible, to adapt to, keep up with, benefit from, and actively interact with these developments, while protecting them against the dangers of estrangement, imbalance and loss of identity.”

- *Write about young people in Tunisia, including their involvement, problems and positive progress, and compare and contrast with youth in the United States.*

“We have invariably insisted on preserving the foundations of our identity, including our Arabic language. In this regard, we exhort the mass media, particularly the audiovisual media, given their large audience, to be the first to preserve its integrity and reinforce its vitality.”

- *Write about the use and prominence of the Arabic language in Tunisia, and its preservation in society.*

“Our choice to embrace modernity goes hand in hand with our commitment to our national identity and civilizational specificities, which allows our people to be invariably in tune with their time, to catch up with the movement of progress, away from any form of uprootedness or absorption, and to be deeply anchored in their identity, away from any form of seclusion or fanaticism.”

- *Compare and contrast Tunisia’s commitment toward modernism with its commitment toward maintaining its national identity, and provide examples of how it is accomplishing each.*



9 - 12

SPI

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World Geography
9-12.spi.2.0

World Geography
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Getting a Grasp on Governorates

The country of Tunisia is subdivided into 24 governorates. These governorates are further divided into 264 districts (mutamadiyat), which are then divided into municipalities (shaykhats) and sectors (imadats). They range in land-area size from the smallest, which contains the national capital of Tunis, to the largest, which includes most of the Sahara Desert area.

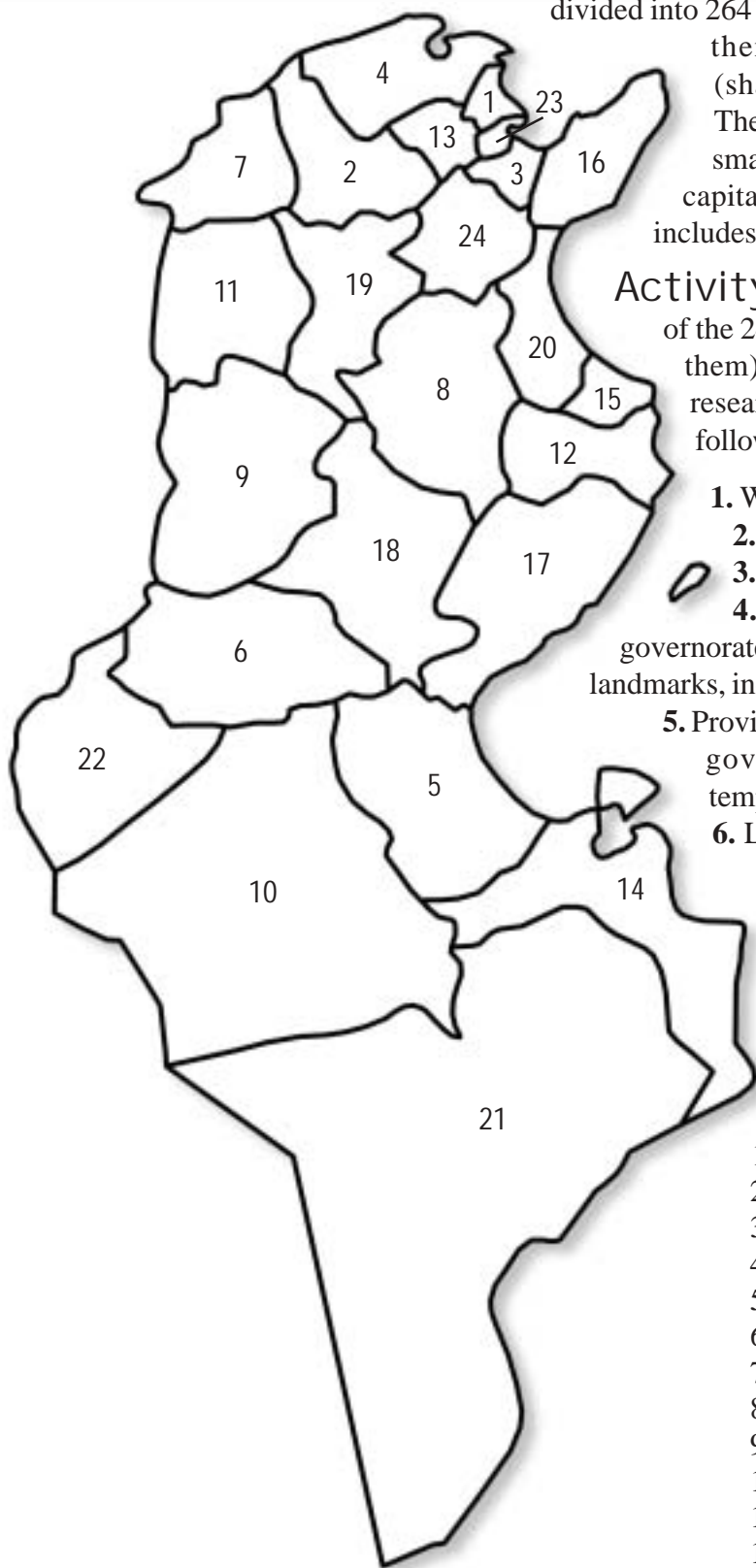
Activity - Allow each student to select one of the 24 Tunisian governorates (or assign them). Through online and/or library research, have students determine the following answers for their governorate:

1. What is the approximate land area in square miles?
2. What is the largest city in your governorate?
3. What other cities are located in your governorate?
4. Provide a geographical description of your governorate, including terrain and significant topographical landmarks, including rivers, lakes and mountains.
5. Provide a general description of the climate within your governorate, including seasonal high and low temperatures and annual rainfall.
6. List any significant tourist attractions within your governorate.

Additional Activity - In addition to the information requested above, have each student design and create a brochure or tourism poster promoting their governorate.

Governorates

- | | |
|--------------|------------------|
| 1. Ariana | 13. Manouba |
| 2. Béja | 14. Medenine |
| 3. Ben Arous | 15. Monastir |
| 4. Bizerte | 16. Nabeul |
| 5. Gabès | 17. Sfax |
| 6. Gafsa | 18. Sidi Bou Zid |
| 7. Jendouba | 19. Siliana |
| 8. Kairouan | 20. Sousse |
| 9. Kasserine | 21. Tataouine |
| 10. Kebili | 22. Tozeur |
| 11. Kef | 23. Tunis |
| 12. Mahdia | 24. Zaghouan |





The Historical Hashing of Hannibal

9 - 12

Even though many people are more familiar with the history of a country like Italy or England than they are with the history of Tunisia, one of Tunisia's cities played a major role in one of the greatest battles and one of the greatest Empires of world civilization, the massive Roman

Empire. At its greatest, the Roman Empire ruled the lands which make up every country which borders the Mediterranean Sea, including Spain, France, Greece, Great Britain, Turkey, Egypt, most Middle Eastern countries and all countries along northern Africa.

Almost 200 years before the life of Jesus and less than 100 years before Julius Caesar's reign in the Roman Empire, the city of Carthage in northern Tunisia played a prominent role in world politics, strategically located on the southern shores of the Mediterranean Sea across from Italy.

Following its defeat in the First Punic War, the Carthaginian Empire looked to rebuild its power base by controlling Spain. Hamilcar Barca, the premier Phoenician general, humiliated and angered over Rome's peace terms at the conclusion of the First Punic War, looked to Spain as an overland launching point for future action against Rome. Before long, Hamilcar would pass his hatred and obsession with Rome onto his son Hannibal, who would prove to be one of the greatest generals in history. By 220 BC, while the Romans were occupied in Cisalpine Gaul and Illyricum, Hannibal and his brother Hasdrubal established control of the Hispania peninsula as far north as the Ebro (Iberus) River.

Earlier, while Hamilcar was still establishing control of Spain, Rome was concerned over the Carthaginian resurgence. In the 220's BC, they established a treaty with Carthage limiting expansion to anything south of the Ebro. Saguntum, a small town in that territory, had entered into an alliance with Rome, giving the Romans a stronghold in the heart of Carthaginian lands.

Hannibal rose to power in 221 BC after the assassination of his father, Hamilcar. Instilled from birth with his father's hatred of Rome and raised to be a leader of men, Hannibal became the greatest threat to Rome and its history. With his assumption of command, he immediately set out to subdue rebellious soldiers and to plan his strategy toward his eventual goal to invade Italy. Over the next year, Hannibal would be satisfied with the situation in Spain and looked to Saguntum to goad the Romans into war and justify his planned invasion. By 220 BC, Hannibal laid siege and opened the door to one of the ancient world's great wars.



Hannibal and his army crossing the Alps during the Second Punic War

After an eight month battle, Saguntum was captured. Having collected the spoils, Hannibal wintered in Carthago Nova while planning for a Springtime invasion into Italy, which required crossing the mighty Alps mountain range. Since Rome's victory

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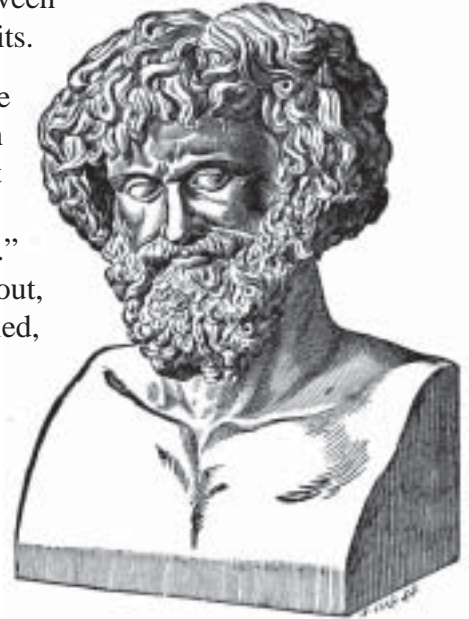


9 - 12

The Historical Hashing of Hannibal *(cont.)*

in the first Punic War, the depleted Carthaginian fleet was no match for Rome, and Hannibal knew that the Romans would only be vulnerable from an overland attack. He hoped that by marching through southern Gaul and northern Italy, recent conflicts between the Romans and local tribes would boost his ranks with fresh angry recruits.

Roman diplomatic attempts over the winter to seek justice from Carthage over Hannibal's siege of Saguntum met with failure. In negotiations with the Carthaginian capital, the Roman envoy Fabius made a last ditch effort to avert war. According to Livy, pulling the folds of his toga into his hands Fabius said, "We bring you peace and war. Take which you will." Scarcely had he spoken when the answer from the Carthaginians rang out, "Whichever you please, we do not care." Fabius let the folds fall, and cried, "We give you war."



Hannibal Barca

Imagine the sight of 40,000 troops and 40 elephants crossing the snow-covered Alps. That was the scene as Hannibal's Carthaginian army forged through Switzerland on its way to attack the Roman Empire. General Hannibal Barca's brilliant, though unusual, military tactics during the Second Punic War won respect from his forces and those he fought against.

Activities - Have students research the ultimate outcome, and discover the victor, of the Second Punic War. They can use library or online research to chronicle this outcome, to answer the questions below and to complete the additional activity. Answers to the questions below appear on page 68.

Some helpful sources include: <http://www.unrv.com/empire/second-punic-war.php>
<http://www.wsu.edu/~dee/ROME/PUNICWAR.HTM>
<http://www.forumromanum.org/history/morey15.html>
<http://www.historynet.com/second-punic-war-hannibals-war-in-italy.htm>

1. What was unusual about Hannibal's plan in 218 B.C. to surprise the Roman army?
2. Whom did Hannibal recruit after he reached the Po River valley?
3. What was remarkable about Hannibal's victory in the battle of Cannae?
4. What led to the defeat of Hannibal's forces in the Battle of Zama?

Activity # 1 - Have students write a one to two page summation of the final outcome of the Second Punic War? Which side declared ultimate victory? What were the consequences in regards to military deaths and land possession?

Activities - Just like the American Civil War, the Second Punic War was composed of several different battles. On a separate sheet of paper (or as a classroom project, on a wall chart created using butcher paper) have students construct a time line of the important events of the Second Punic War. On the time line, be sure students identify important dates, battle names, location of each battle, military leaders and the final victor of each battle.