



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.





Acknowledgments

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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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.



K - 2

Never Too Much Tunisia! K-2nd Grade Study Unit

The culture, customs and geography of Tunisia will probably seem very different to most early elementary students. Although many will have a concept of foreign countries, they probably haven't developed specific understanding about cultural details, except perhaps for a few very familiar and frequently discussed countries like Mexico, England and Japan, for example, or countries they have seen depicted in children's movies like Mulan or Aladdin.

Classroom Activities

Begin your classroom's exploration into the country of Tunisia by first discussing broader ideas of "the world" and various continents, asking students in an open discussion session to name things they think of when the teacher mentions continents like "Africa" or "Australia" or "Antarctica." Then ask them to raise their hands if they can name a specific country.

Then begin to create a mental picture for them about the country of Tunisia by calling out some of the following descriptive words. You may even choose to have students close their eyes and imagine what type of country they imagine as you call out these words.

desert

camels

sandy beaches

robes

hot

archways

fishermen

palaces

colorful rugs

After hearing those words, ask if they could think of any other words that might come to mind that they would also think might apply to this country. Explain to students (and have a discussion) about the danger of making simple descriptions of people and countries. Even though we may have certain pictures in our minds, the whole country is probably not like that. Discuss with students the words that people in other countries might use to describe America if they have never been here. Words like "cowboys," "movie stars," "big cities" and "big houses" might be used, even though we know that is not what our whole country is like. Explain that the same is true about Tunisia.

Additional "Starting Points"

- Teach students how to spell "Tunisia."
- Using a classroom globe or world map, show them the location of Africa, the Mediterranean Sea, and Tunisia. Show them the distance between Memphis and Tunisia
- As an art project, consider having students create a Tunisian "passport." Help them fold three sheets of paper or construction paper, and staple them at the crease to form a 4.25" x 8.5" booklet. For now, keep it blank, then as you lead them through various activities about Tunisia, have them fill their "Tunisian Passport" with illustrations, words and artwork about the honored country.



A Tunisian Folktale

K - 2

Education and literature have played key roles in Tunisian history and society. Nearly three-quarters of the Tunisian population is literate, and primary education is compulsory. Most existing Tunisian literature dates back to the Roman and Byzantine periods. The most famous author to have lived in the area was St. Augustine who studied philosophy in Carthage. Other early Roman writers include the theologian Tertullian and the philosopher Apuleius. The golden age of Arabic literature saw the birth of literary prose. The best known writer was the 9th century poet Abu Nuwas. Famous Tunisian writers include Ibn Khaldoun (1332 - 1406), Mohammed an-Nafzawi (14th century), Abu el-Kacem el-Chabbi (1909 - 1934). The most famous 21st century Tunisian writer is Albert Memmi, born in 1920. Folktales also play a role in Tunisian literature, being passed along by friends and family members, each with its own interpretation. One famous Tunisian folktale involves the competitive relationship between the jackal and the hedgehog.

Why the Jackal Won't Speak to the Hedgehog

Located not too far from Testour in northern Tunisia, there stood a small farm, close enough to the town that the minaret of the central mosque was visible from the garden. On the farm lived the jackal and his good friend, the hedgehog. Every morning as the Tunisian sun rose, the two went out to cultivate their small wheat field.

The work was hard. With shovels they dug up invading thorn bushes, avoiding the pains of the branches' points. They also carried away field stones which could chip their plow's blade. Working together they pulled weeds and planted their wheat.

Many Tunisian days passed, and the jackal and the hedgehog were grateful for both the days of sunshine and the days of rain which fed their field. They watched as the blades of wheat grew taller and taller. By the end of the season, it was time to harvest, and the sickles were brought from the shed.

The hedgehog said, "The time has almost come to divide this year's harvest. To be fair, my friend Jackal, I'll let you choose between taking what is in the ground, or what is not."

The jackal could see the thin grass growing above the ground, but could only imagine how much more must be located under the Tunisian soil. "I'll take what is under the ground, Mr. Hedgehog." So with sickles they harvested their field of wheat, and the hedgehog loaded the golden stalks on his wagon. The jackal was left with nothing but the roots.

Perplexed, the jackal went into town and consoled himself and his misfortune over several cups of mint tea. "I feel my friend has tricked me," murmured the jackal, "but I must be shrewd, and will never make that same mistake again."

With the wheat field cleared, it was not long before the jackal and the hedgehog prepared for their next planting. One morning as the Tunisian sun rose, the two went out once again to cultivate their small field. The time of the year had come to plant sweet onions. With hoes in hand, the two friends worked



K - 2

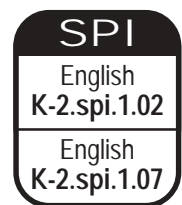
A Tunisian Folk Tale

together to prepare even rows for planting. Once again they dug up those annoying thorn bushes. They carried away field stones, and they pulled pesky weeds.

Once again, many Tunisian days passed, and the jackal and the hedgehog were grateful for the days of sunshine and the days of rain which fed their sprouting onions. They watched as the green leaves of each onion sprung up from the ground and grew tall. Near season's end, as the scorching Tunisian sun bore down, the onion stalks turned yellow and dry.

For the second planting season of the year, the hedgehog said, "The time has come again, my friend Jackal, for us to divide our harvest. To be fair, once again, I'll let you choose between taking what is in the ground, or what is not."

The jackal remembered his past error, and his embarrassment at his bounty of only shriveled roots. "This time," said the jackal with a smile, "I must be shrewd and avoid that same mistake. I'll take the harvest that grows above the ground." With his sickle, the jackal eagerly trimmed the stalks close to the ground for himself. Showing no expression, the hedgehog took his shovel and filled his many baskets with plump, sweet onions.



Seeing that he had been fooled again, and with his tail tucked between his legs, the jackal stomped angrily back to the town cafe to soothe his angry head with many cups of mint tea.

And that is why, to this day, the jackal will not speak to the hedgehog.

Questions

1. Does anyone know what a jackal is? To what other kinds of animals would you compare a jackal? What is a hedgehog (is it a type of hog)? To what other animals would you compare a hedgehog?
2. Using one of the maps in this Curriculum Guide (or if your teacher has a good world map in the classroom), locate the city of Testour. To what large Tunisian city is it closest? Does it sit on a major roadway or does it sit near a lake or near a river?
3. When preparing the garden or harvesting their crops, what garden tools did the jackal and the hedgehog use? What is a sickle and how does it work?
4. The story uses several pretty large words. Can anyone in class tell the teacher what each of these words mean (if not, work with the teacher to look the words up in a dictionary)? What does "grateful" mean? What does "perplexed" mean? What does "console" mean? What does "shrewd" mean? What does "embarrassment" mean? What does "soothe" mean? After looking them up, use each in a sentence.
5. Obviously the jackal did not know that onions grew under the ground, and only the leaves grew above the ground. Do you know of any other foods or vegetables which grow under the ground?



Creating a Kairouan Carpet

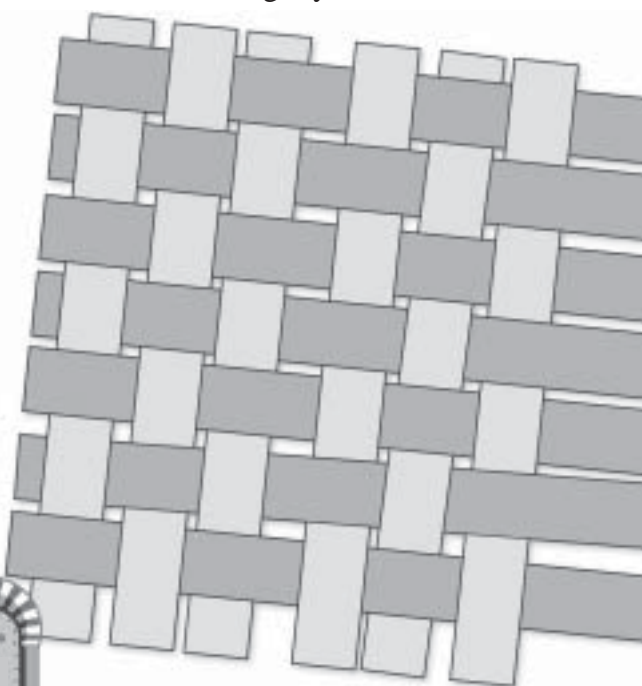
K - 2

There are two basic types of Tunisian carpets, most of which are produced in either Kairouan or Jerid. Carpets are either knotted or woven. Woven carpets are less expensive and have their origins among Tunisia's Berber people. Knotted carpets are more difficult to make, many of which have over 150,000 knots per square metre. A common diamond design used in many rugs is thought to be derived from a lamp in the Great Mosque in Kairouan.

Activity - This activity is based upon Tunisia's woven carpets. Created on looms, yarns threaded in opposite directions snake over and under each other to create unique patterns. For this easy activity, you will need lots of construction paper in different colors. Students may need help cutting the paper. Cutting lengthwise on each sheet, cut thin strips of colored construction paper, each about 1" wide. Students can choose strips of two different colors of paper for a checkerboard rug, or choose strips of all different colors for a random pattern of color. Each student will need about 20 paper strips.

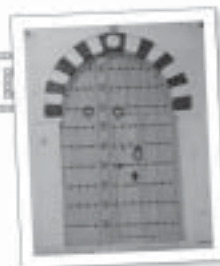
Have each student line up their first ten strips of paper in a row. If they want a checkerboard design, make sure that all ten strips are the same color. Now, the ten remaining strips will go across these first ten strips. Once again, if they want a checkerboard design, these second ten strips should all be the same color (just a different color from the first ten). Starting at one end of all of the first ten strips, they should take one strip from the second group, and weave it over and under then ends of the first ten... alternating over and under as they go. The second strip from the second group of strips should also go over and under the first ten strips, right next to the strip you just wove... only this second strip should go opposite the first (it should go over a strip which the first went under, and under a strip which the first went over!). The third strip follows the same "over & under" pattern as the first. As they continue, alternating the "over & under" pattern, their Kairouan carpet will come together as they complete all ten paper strips from their second group... each woven alternating over and under the first group of ten strips. Once finished, they may want to put a single drop of school glue between the overlapping ends of each strip to hold the carpet in place. The finished result is a brightly colored or checkerboard woven carpet. Display carpets in your classroom.

SPI
Art K-2.spi.1.1
Art 2.spi.1.2



The Doors of Tunisia

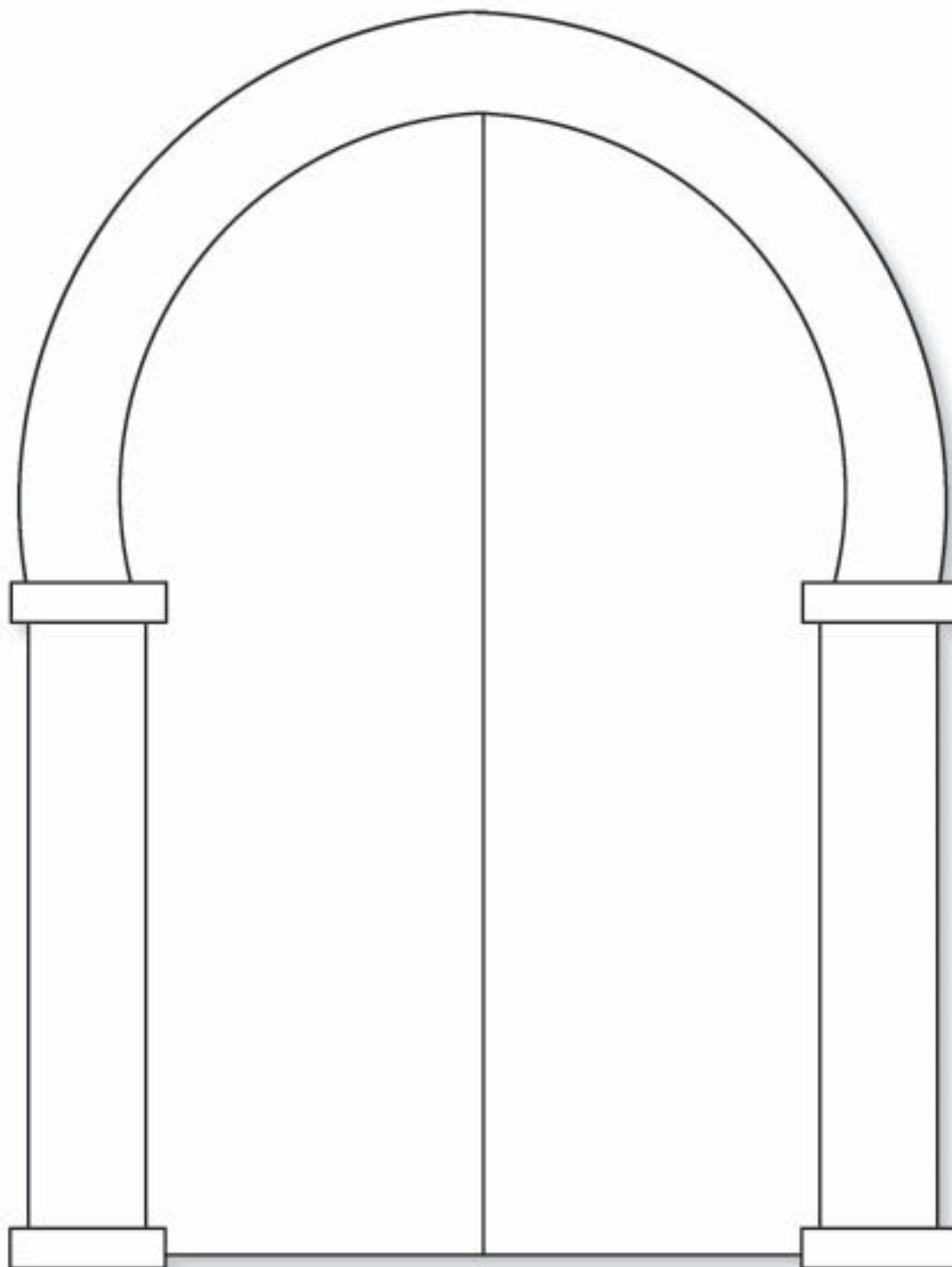
In Tunisia, doors are considered symbols which reflect the fortune and happiness of the owners. Doors are built strongly, and are usually painted blue, especially in Sidi Bou Said, though sometimes yellow or brown. Doors entering public baths or mausoleums are usually painted red or green. Doors are usually decorated with nails forming elaborate designs ranging from crescents and stars to flowers and palm leaves. Most doors also have doorknockers, and the one on the right is usually used by men, the one on the left used by women. Many doors are set within traditional Tunisian horseshoe archways.



K - 2

Decorating The Doors of Tunisia

Distribute copies of the Tunisian door outline below to your students. Allow each student to use crayolas, markers or colored pencils to create their own decorations. Encourage them to decorate the posts and horseshoe arch, as well as the left and right doors. Display the doorways in your classroom.





Making a monumental Mosaic

K - 2

Archaeologists have discovered an astonishing number of ancient beautiful mosaics in ancient buildings throughout Tunisia. Mosaics have been an architectural standard in that country for centuries, partially due to the wealthy citizens of ancient times, the availability of beautifully colored stones, and the Roman influence. This activity allows students to create their own Tunisian mosaic.

Activity - This activity begins with a selected picture. For older grades, distribute paper to each student and have them draw a simple picture. It can be a house, and animal, a tree, a friend... whatever they like. For younger grades, you may want to copy pictures from illustrated books or coloring books and allow them to choose their favorite.

Next you need lots of squares of different-color construction paper. Older grades can cut out their own with scissors. Have them select four different-color sheets of construction paper and cut them into small squares about one-inch square (they don't have to be exact). Younger grades may need the teacher's help in cutting out the color squares.

Working on top of their original drawing, and using white school glue, have them cover their entire picture with the color squares, applying the right color squares to bring their artwork to full color. It's just like painting, only they use color squares instead of paint!

Display the mosaics throughout your classroom, or, if you're going to create a souk marketplace, save them for decorations in your Tunisian souk.

What You Need:

- White school glue.
- Plain white paper and pencils, or a good selection of pictures (coloring book pages work best).
- Lots and lots of small different color construction paper squares.

SPI
Art K-2.spi.1.1
Art 2.spi.1.2



Start with a drawing by the student, or, for younger students, cut out pictures from magazines or coloring books.



For a more advanced activity for older students, teachers can consider visiting a local tile store. These stores often sell small boxes of miscellaneous small tiles. Students could use these to create real tile mosaics.



K - 2

SPI
Art
K-2.spi.1.1
Art
2.spi.1.2

Birdcages of Sidi Bou Said

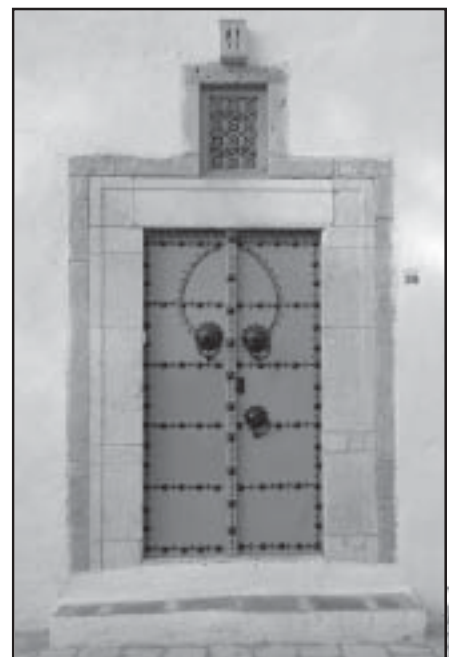
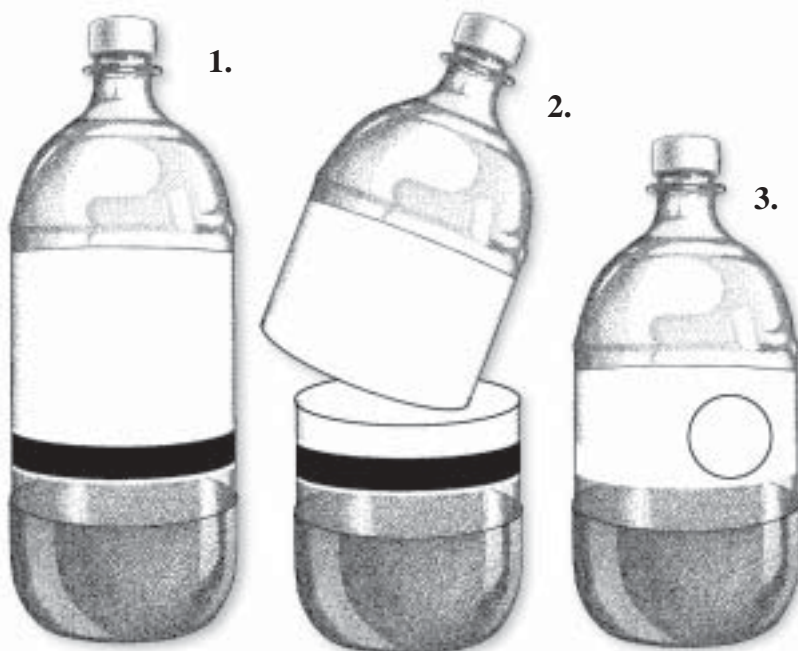
Just northeast of the capital city of Tunis lies the city of Sidi Bou Said. It sits high on a cliff and has a beautiful view over the Gulf of Tunis. The city is famous for its many blue doors, which were introduced by Baron d'Erlanger, and which feature ornamentation and various motifs. Sidi Bou Said is also famous for its beautiful birdcages. Most are made of wire and are often painted white, and usually look like miniature mausoleums. Tunisians are fond of pet birds, particularly canaries. Empty birdcages can often be found in hotel lobbies, and are sometimes even used for mailboxes for guests' letters and postcards.

Activity - This art activity requires close adult supervision and participation, especially with the initial use of a knife or sharp object, which can be done outside of class. Give students several days lead time, and ask them to bring an empty (and washed) 2-liter soda bottle from home (Illustration 1).

Before beginning the birdcage activity in class, an adult should use a knife or box cutter to cut each of the 2-liter soda bottles in half (Illus. 2). Push the bottom section of the bottle inside the top section and wiggle it to move it and compress the two halves together. The end result will look like a shorter soda bottle (Illus. 3). Use the knife or box cutter to cut a small round hole in one side of the bottle, about the size of a silver dollar.

One thing that makes the birdcages of Sidi Bou Said so special is that each is a unique work of art. Now, supply students with construction paper, school glue, and other art materials so that they can make their birdcage into a unique work of art. Work several days in advance, and send a note home with students, giving them the option to bring other ornamental objects from home to make their birdcage more beautiful and unique. Additional items like strands of beads, feathers, even old pieces of cosmetic jewelry can be used to add a special touch to their ornamental birdcage.

Once they are complete, a bright piece of ribbon tied around the mouth of the bottle can be used to suspend the birdcage. Once taken home, students can even pour a cup of bird seed into their birdcage, and covert it into a bird feeder by suspending it from a tree branch in their yard.



Sidi Bou Said



Artistic Arabic Alphabet Animals

K - 2

Characters of the Arabic alphabet are beautiful images, almost looking like contemporary works of art. These Arabic characters, however, will look totally foreign to most, if not all, of your students. Explain to them that there are many foreign languages, like French and Spanish, which are difficult for us to understand, however the alphabet used to write words in French and Spanish are the same as our letters. Arabic is different. Not only is the alphabet difficult for us to understand, speaking in Arabic is very difficult for people who have never spoken Arabic before. With certain words, the tongue is used differently than the way we use our tongues when speaking, and some of the sounds made with the mouth when speaking Arabic sound very unusual to us.

Begin this activity by quickly reviewing the English alphabet, asking students to repeat the names of different letters as you point them out. Then, as they call out each letter, ask students to name an animal whose name starts with that letter (when you show them an “r,” expect answers like “rabbit” or “rhino”).

Since it is too difficult for us to learn how to speak Arabic, this activity utilizes letters from the Arabic alphabet as starting points for a unique art project. It also helps students learn some of the basic sounds these letters of the Arabic alphabet make. There is an easier activity and a more difficult activity offered.

Easier Activity - Provide your students with sheets of construction paper, as well as crayolas, markers or colored pencils. Enlarge each of the unique Arabic letters on these two pages, until they will fit on an 8.5” x 11” sheet of construction paper. Ask each student to select an Arabic letter. Have them start by studying the shape of their letter, then the shape of the letter to guide them in drawing an animal which might look like the shape of the letter. They should then give their animal a name, just like they would their pet, only the animal’s name should start with the sound their Arabic letter makes.

More Difficult Activity - Approach this activity the same way you would the easier activity. However, once each student chooses an Arabic letter, rather than drawing any animal that looks like the shape of the letter, they must choose an animal whose name starts with the sound the Arabic letter makes.

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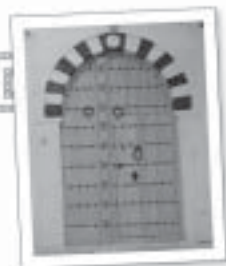


“teh” makes the “th” sound as in “thin”



Like “teh,” **this** is a **thoroughbred**. His name is **Theo!**

SPI
Art K-2.spi.1.1
Art 2.spi.1.2
Foreign Language spi.1.2
English K.spi.1.04



K - 2

Artistic Arabic Alphabet Animals *(cont.)*

For example, the letter on the previous page is a “teh” and makes a noise similar to the “th” sound we make. It’s pretty difficult to think of animals that start with the “th” sound (the other letter’s sounds are easier), but two examples could be “thrush” (like the bird) or thoroughbred (like the racing horse). Thoroughbred is the animal we used in the example below.

ص

“sad” makes an
“s” sound
as in “skunk”

“keheh” makes a
“k” sound as
in “kangaroo”

ك

ظ

“zah” makes a “z”
sound like “zebra”

ي

“yeh” makes a “y”
sound as in “yak”

ف

“feh” makes the “f”
sound as in “fox”

ش

“sheen” makes an “sh”
sound like “shark”

ل

“lam” makes an “l”
sound as in “lamb”

ج

“jeem” makes a “j”
sound as in “jaguar”



Sailing the "Ships of the Sahara"

K - 2

Camels have been called the "ships of the desert", and camel caravans which once "sailed" across Tunisia's southern Sahara Desert region carrying trade merchandise now haul many Tunisian tourists across the sands. Most of these depart from Douz on the northern edge of the Sahara or from Ksar Ghilane of Tunisia's eastern edge.

Activity - This activity involves educational standards of art, mathematics and foreign language (although probably not a foreign language taught in Memphis!). First, teachers should work with students to practice the Arabic number words listed below. These words are for the numbers zero through seven. Make it a fun activity to help students memorize and recognize these eight simple Arabic words.

zero = sifr

one = wahid

two = ithnan

three = thalatha

four = arba'a

five = khamisa

six = sitta

seven = sab'a

SPI
Foreign Language spi.1.2
Math K.spi.1.3

The next step in this activity is to set up your classroom's "Mathematical Camel Caravan." Start by making copies of the camel on the following page for each student. Have students cut out along the dotted lines, then color their camel to suit their personality. They should write their name in the blank.

Prepare the caravan on your classroom blackboard, whiteboard or wall. Put a small piece of tape on the back of each camel, and post them side-by-side along the bottom of the board (order doesn't matter). Along the left hand side, post the numbers 1 through 5, with the 1 being just above the camels' heads (you can increase the numbers for a longer contest, like if you want it to be a week-long camel race).

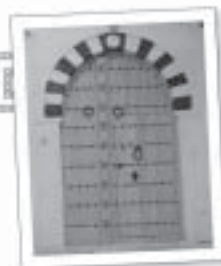
Cut out multiple copies of the Arabic math equations on the following page, and fold each in half. One by one, allow students to select a folded equation, unfold it, read it aloud, and attempt to answer the math equation written in Arabic. If they answer it correctly, their camel moves forward that number of spaces. For example, if the equation asks "sitta minus arba'a," and the student remembers their Arabic numbers well enough to recognize "six minus four," they would answer "two" or (if the teacher prefers) "ithnan." That student's camel would then move up

Cool Camel Facts

- Camels that live in Tunisia are dromedary, having only one hump, not two. 90% of camels worldwide are one-humped. Dromedary embryos have the bud for the second hump, but it remains undeveloped in the species.
- Caravans provided the only safe means to transport goods across North Africa in the Middle Ages, and initially mules and donkeys were also used, but proved ineffective.
- Camels can drink 28 gallons of water at a time, and go for two weeks without drinking again.
- The Arabic language has over 100 terms to describe camels.
- A camel's thick coat maintains an insulating layer, reflects sunlight, and insulates them from the desert heat. Their long legs help by keeping them further from the hot ground.

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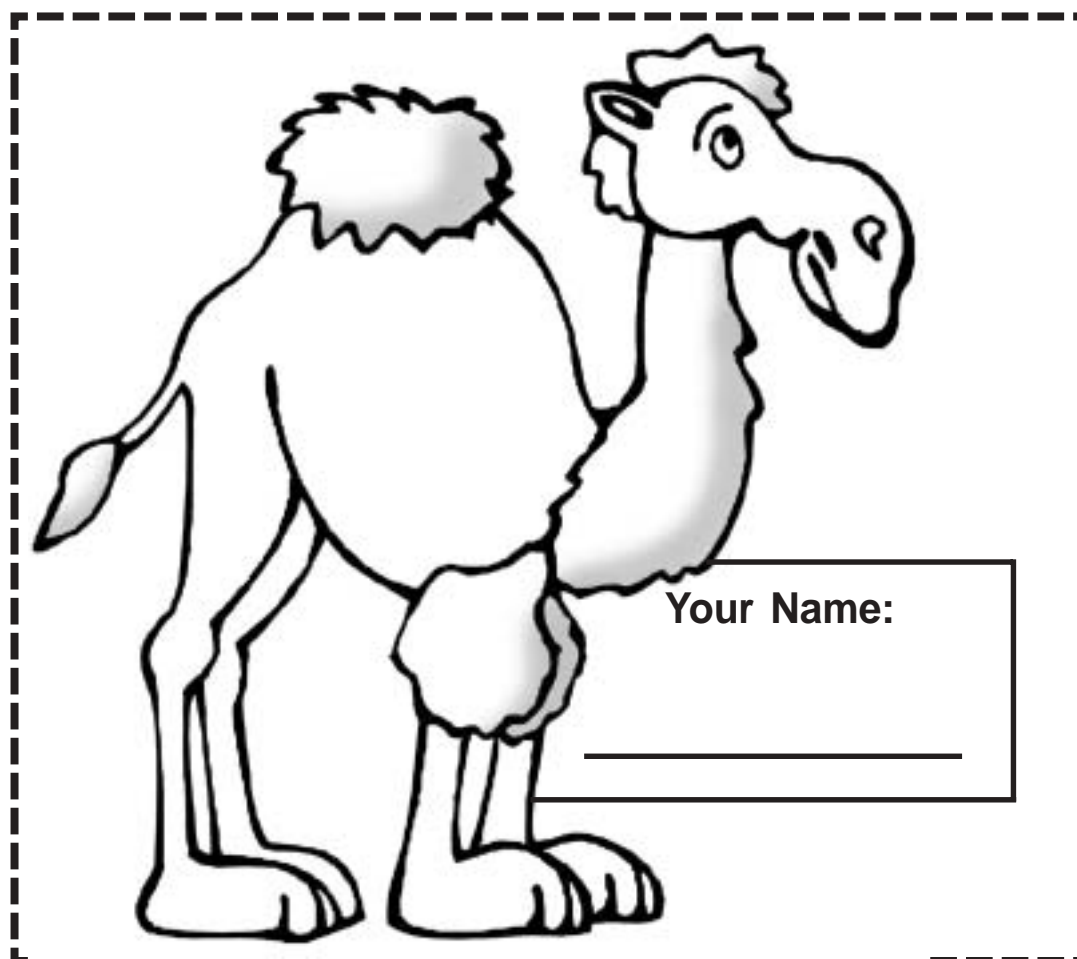


K - 2

Sailing the "Ships of the Sahara" (cont.)

two spaces on the board, from the bottom of the board. The first student whose camel reaches up to or past the "five" position on the board, after all students have had the same number of attempts, wins the "Mathematical Camel Caravan."

$\text{ithnan} + \text{sifr} =$	$\text{sitta} - \text{arba}'\text{a} =$	$\text{ithnan} + \text{ithnan} =$
$\text{khamisa} - \text{arba}'\text{a} =$	$\text{arba}'\text{a} - \text{sifr} =$	$\text{thalatha} - \text{wahid} =$
$\text{wahid} + \text{ithnan} =$	$\text{sifr} + \text{sitta} =$	$\text{khamisa} - \text{thalatha} =$
$\text{thalatha} + \text{wahid} =$	$\text{sab}'\text{a} - \text{sitta} =$	$\text{ithnan} + \text{thalatha} =$



Make copies of this page, and a copy of this camel cut-out for each student. Have students color their camel and write their name in on the name tag.

SPI
Foreign Language
spi.1.2

Math
K.spi.1.3

Student Shopping at a Souk

K - 2

Imagine your favorite flea market, stocked with plenty of crafts and merchandise, multiply it by ten and it will begin to resemble a traditional Tunisian souk. A “souk,” or “souq,” is a shopping market located in many Tunisian cities, usually within the town’s *medina*, or old quarter. The larger ones appear to be chaotic, but are actually well-ordered spaces with similar objects often clustered in one area. Some are outdoor, while others are more like covered bazaars, usually open from morning until night with a break in the afternoon. Shoppers can find perfume, jewelry, gold, carpets, fruits and vegetables, leather articles, even traditional Tunisian *chechias* (hats). You will also see Tunisian artisans demonstrating their crafts, as well as old friends playing a game of backgammon.

Now that your class has almost completed its Kindergarten - 2nd Grade unit about Tunisia, and created a lot of Tunisian arts and crafts, now is the time to pull it all together and turn your entire classroom into a fun, traditional Tunisian souk. It will be a fun opportunity to combine all that they have learned into an interactive event. Students from other classrooms in the schools can even be invited explore the souk!

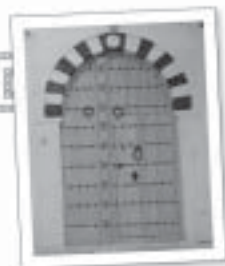
Activity - As the teacher, you, of course, decide how extravagant you want to make your Tunisian bazaar. As you can see, even in the simple open-air market in the picture, brightly colored fabrics, flags, weavings and carpets adorn the walls. You may choose to hang bright fabrics in your room, even from light to light. Using bright fabrics and felt, you can allow students to work together to make flags, with designs and symbolism representing Tunisia.

The colored pictures of Tunisian doors, similar to the brightly colored doors found in Sidi Bou Said and other Tunisian cities, which your students created in the activity on page 19 can add to the atmosphere. Don’t stop there! Work together as a classroom to decorate the door entering your classroom, making it look like one of the decorated Tunisian doors. Notice how many have decorative brickwork around the top and sides of the door, often featuring alternating colors, which can be accomplished with alternating colors of construction paper going up the sides and across the top of your classroom door. Cut big letters out of construction paper and post the invitation, “Welcome to Tunisia” on the hallway wall to introduce your souk to other teachers and students in your school. Also display the mosaics and the Sidi Bou Said birdcages which were created on pages 20 and 21, as well as the Arabic Animal creations on pages 22 and 23. Even though the camel caravan race may already be concluded, keep your students’ camels on display in your classroom as part of your souk. With decoration complete, the fun begins!



Shoppers stroll through an outside souk in Tunisia. The older, more traditional souks are often located near the city’s main mosque, within the walls of the city’s medina.





Student Shopping at a Souk *(cont.)*

K - 2

What to Eat? - Here are two options to add a little culinary fun to your souk celebration. The first would require participation of several parents (and you, of course, need to check on school restrictions concerning food and any dietary restrictions or allergies among students). Ask parents to research various food from Tunisia and bring for the students to sample. Many schools won't allow homemade foods to be served, so dishes purchased at restaurants or store bought may be required. Some samples may include couscous, olives and sweet slices of baklava. You could also bring a sampling of fruits common to Tunisia, particularly dates, figs and prickly pear. A second option would be to bring a selection of spices, such as the ones sold in the huge bins at souk markets, such as the spices displayed in the photo. Good choices would include saffron, paprika, rosemary, tumeric, and cinnamon. Allow students to smell or sample. Other common scents for students to smell would include pieces of mint or jasmine, often used in Tunisian cuisine or perfume.



Huge bins of brightly colored spices for sale line the sidewalk at a market in Kairouan in central Tunisia. The walls of the "old city" medina are visible in the background.

What to Listen to? - Malouf is traditional folk music which evolved from Arabic music from Andalusia which arrived in North Africa in the late 15th century. Malouf musical ensembles usually include a lute, a sitar, a rabab (or rbab), which is similar to a violin, and several percussion instruments. Visit the library, search the internet, or go to iTunes to locate Tunisian music which you can play in your classroom. Tambourines are also used in Tunisian music, so students could even create some handmade percussion instruments to keep the rhythm with the recorded music.

What Do You Wear to a Souk? - Allow students to look at photos of Tunisians throughout this Curriculum Guide, in books checked out from the library, or on the internet. Have them study the different styles of clothing worn by Tunisian citizens. Explain that some articles of clothing have particular meaning, or have religious significance. Have students particularly look for clothing styles of the Berber people (such as the ornamental *assaba* headbands and the red *bakhnoug* shawls). Also look for pictures of older Tunisian men wearing the famous, red felt *chechias* caps with silk tassels. A Marazig tribesman would wear a keffiyeh, usually of white fabric, which looks a lot like a turban.

Open For Business - Schedule a day with your principal when other classrooms are invited to your classroom souk. Offer samples of Tunisian spices or foods to smell, handmade Tunisian crafts and play CDs of Tunisian music. In addition to making it fun, be sure it is also educational for the visiting students.

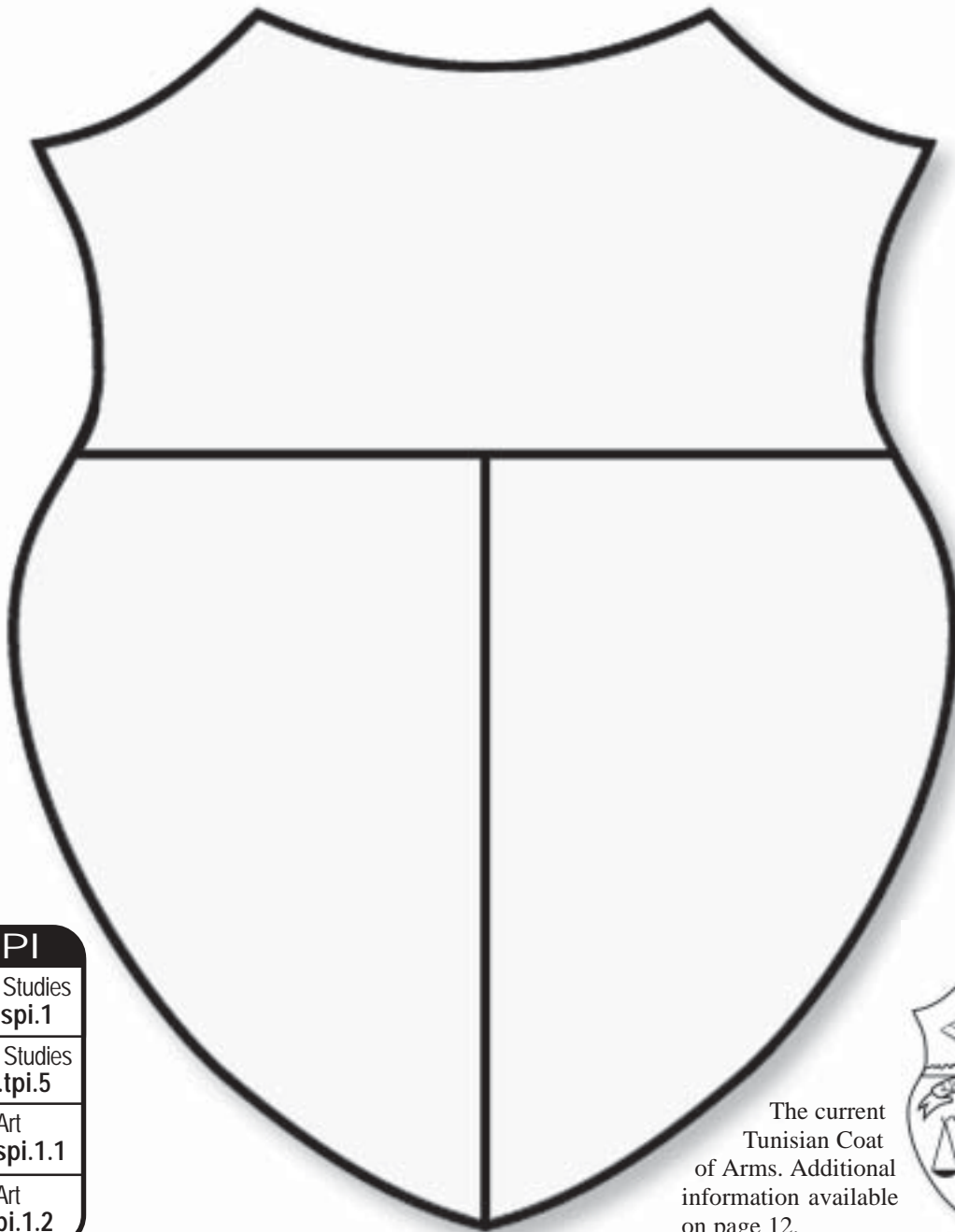
SPI	
Social Studies	3.1.spi.1
Social Studies	3.1.tpi.8
Social Studies	3.2.tpi.2
Social Studies	3.2.tpi.7



Creating a new Coat of Arms

K - 2

No need to worry. Tunisia is perfectly happy with its current Coat of Arms. In fact, it has displayed this Coat of Arms for over 50 years, and includes symbols which properly represent the country. However, for this activity, challenge students to create a new Coat of Arms for the Republic of Tunisia. Make copies of the blank shield below and distribute to students. As they create a new Coat of Arms, they must use images, colors and symbols synonymous with the country, its people, history, geography, etc. They should first conduct research into the country of Tunisia, in addition to what they've learned through this Curriculum Guide. Once complete, have each student explain their Coat of Arms and its imagery.



SPI
Social Studies 3.1.spi.1
Social Studies 3.1.tpi.5
Art K-2.spi.1.1
Art 2.spi.1.2



The current Tunisian Coat of Arms. Additional information available on page 12.