



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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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.



3 - 5

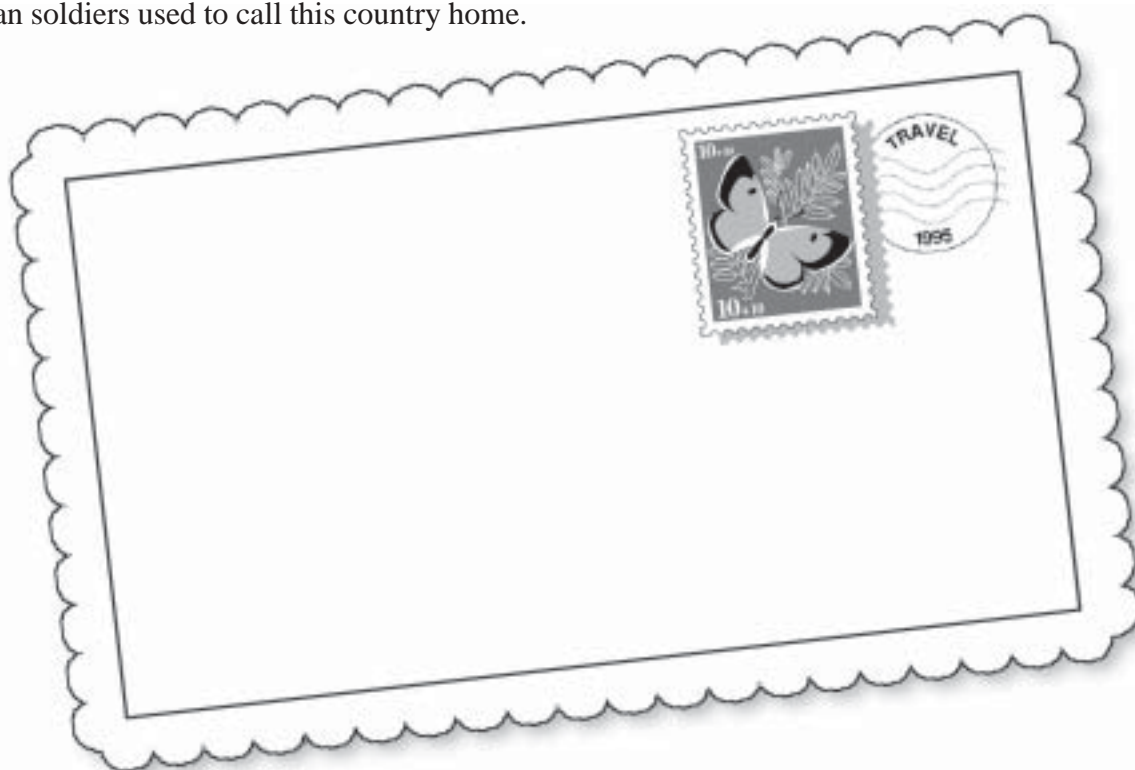
Going to Tunisia 3rd - 5th Grade Study Unit

This could be an eye-opening adventure for your 3rd through 5th grade students, as they travel to an exotic country via the lesson plans included in this Curriculum Guide unit on Tunisia. If they were told they were about to board an airplane to Australia, their imaginations would probably be running wild with images of kangaroos and koala bears. If they were sailing on a ship to China, they might visualize panda bears and those Chinese boats (junks) from the “Peking Duck” book. If they imagined vacationing in Italy, they would probably anticipate pizza and the Leaning Tower of Pisa.

The truth is, Tunisia is just a few miles away from Italy, yet the countries are very different. Your students, in fact, probably know very little about Tunisia... but that’s about to change. First, however, we are going to establish what they don’t know. What’s the purpose of this? At the conclusion of their lessons plans about the Memphis in May honored country of Tunisia, it will be fun (and educational) for them to look back and realize how much they have learned. It should also help them conclude how dangerous it is to make conclusions about a country (or another city, or a different culture of people) without properly researching it first.

Activity - Distribute 8.5” x 11” sheets of white construction paper to each student, and provide them with crayolas, colored pencils or markers. Have them listen closely as you read the following facts about Tunisia. Then have them create a big postcard from Tunisia, featuring a picture which they think would best portray this country (if they already know anything about Tunisia, they can use that knowledge in creating their postcard, as well). Read these sentences, and then have them draw their postcard:

1. This country is in Africa.
2. This country is only about 100 miles away from Italy.
3. This country is a patriotic and democratic country like the United States.
4. This country used to be ruled by the country of France.
5. Roman soldiers used to call this country home.





Tunisian Two-Part Word Search

3 - 5

It's all about twos! There are two parts to this Tunisian "Word Search" puzzle. Anyone can find words on a "Word Search" by simply looking up, down or diagonally, forward or backward. However, for this activity, students will also have to know a thing or two about Tunisia.

Students should first answer the 22 questions below about the Memphis in May honored country of Tunisia. Then locate each of the 22 answers hidden within the "Word Search" puzzle on the following page. Words can be written forward or backward; across, up and down or diagonally. Answers can be found on page 68.



1. "Normal" music: _____
2. "Lighthouse" on One Corner of a Mosque: _____
3. Dating Back to the Middle Ages, a Law School or Muslim University: _____
4. Magical Muslim Who Can Control the Wind & Communicate With Birds: _____
5. Dye Obtained From Privet Leaves: _____
6. Red Cap with a Tassel, Similar to a Fez: _____
7. Indigenous Non-Arab People: _____
8. The Mythical Star Wars Planet Named for a Tunisian City: _____
9. The Real Spelling of That Tunisian City: _____
10. Architectural Picture Built Tile by Tile: _____
11. Muslim Holy Month: _____
12. As One of the Oldest Countries in Africa, It's the Original Name Given to It by the Romans, Which Led to the Continent's Name: _____
13. Military Commander from Carthage (Elephants Came From Elsewhere!): _____
14. Famous Tunis Museum Housed in a Former Palace (2 Words): _____
15. Capital of Tunisia, What's In a Name: _____
16. Sandy South of Tunisia: _____
17. Largest Tunisian Islands: _____
18. Huge Southern Salt Lake of Shifting Colors (Two Words): _____
19. Many Southern Cities are These, Once Just a Rest in the Desert (Singular Spelt Differently): _____
20. City Whose Legendary Origins Involved a Golden Goblet from Mecca: _____
21. One of Two Primary Languages: _____
22. The Other One: _____





3 - 5

Across, Up & Down and Diagonal

After answering the 22 questions on the previous page about the honored country of Tunisia, locate those words within the Word Search puzzle below. Circle each answer as it runs forward or backward, either across, up and down or diagonally. Answers to the completed Word Search can be found on page 68.

S	T	A	R	A	N	I	M	N	A	R	R	I	T	A	R	B	I	G	F	M	A	L	O	U	F	S
R	O	N	A	U	O	R	I	A	K	U	S	O	E	G	A	N	A	T	O	I	I	A	W	A	S	A
L	I	N	A	V	A	D	O	R	D	E	B	S	L	O	H	N	M	S	W	N	R	W	C	P	U	W
E	A	E	S	L	W	R	D	N	G	A	R	A	H	A	S	N	A	C	B	A	E	O	S	O	S	H
Y	V	H	K	I	B	L	P	M	I	L	R	K	H	A	A	Y	I	A	S	R	N	I	R	P	M	I
M	I	M	C	H	F	I	S	E	T	I	N	M	E	M	K	O	Z	G	R	E	N	A	E	A	U	R
A	L	A	S	A	R	A	B	I	C	S	A	R	A	N	D	E	S	M	O	T	N	T	A	I	N	S
N	L	P	R	A	E	I	N	H	O	S	R	P	B	L	N	Q	U	R	A	S	R	E	D	E	M	I
T	A	U	V	W	N	I	E	S	T	A	D	A	D	R	V	A	S	S	L	T	I	P	T	U	O	N
H	I	C	T	I	C	E	U	H	I	P	O	C	S	C	A	I	H	K	I	K	I	S	E	R	S	G
E	O	H	A	L	H	E	A	P	H	D	O	W	S	D	H	S	A	C	K	U	S	N	R	K	A	D
M	K	B	S	G	R	E	C	E	M	T	A	T	A	O	U	I	N	E	T	C	T	H	I	L	I	E
A	I	S	A	J	O	H	Y	D	A	Y	I	E	O	N	T	A	N	L	K	E	O	P	S	S	C	R
G	Y	R	S	R	F	L	A	T	I	N	G	O	X	Q	R	O	I	B	O	O	R	F	L	H	O	V
N	T	Y	E	V	D	S	O	G	O	L	G	S	K	U	E	O	B	T	R	A	B	E	A	D	T	I
I	R	T	R	A	P	O	T	O	R	S	I	E	U	I	S	S	A	I	H	C	E	H	C	E	S	S
C	A	L	I	E	I	A	M	I	N	E	N	U	H	D	E	A	L	I	I	R	R	F	D	L	E	H
H	D	N	P	N	K	D	U	U	U	A	S	P	N	G	D	G	N	N	G	N	B	L	V	I	R	E
O	A	S	E	S	I	R	A	S	S	J	O	M	O	U	A	D	M	T	W	M	E	O	D	G	H	S
T	P	A	E	L	N	I	S	C	L	E	P	N	D	F	M	E	S	I	I	P	R	N	G	H	C	T
T	U	B	N	E	M	U	O	E	A	O	U	A	T	T	A	T	I	S	D	A	S	K	I	T	L	H
E	C	J	A	N	Q	C	E	I	M	E	D	M	T	E	C	R	A	N	E	A	G	S	E	A	A	G
L	M	H	M	S	I	L	A	M	I	N	K	Y	R	E	A	I	M	T	D	R	S	O	W	R	S	I
J	E	N	O	F	T	G	S	M	U	Q	N	E	H	S	T	N	A	P	U	W	O	B	W	A	R	A
E	T	M	I	A	A	O	C	K	E	S	S	L	O	N	A	T	L	O	V	R	U	E	R	M	A	R
R	W	C	T	H	I	A	N	E	H	L	M	U	I	T	O	U	E	L	A	G	K	A	P	A	B	T
I	A	P	O	N	I	T	N	A	T	S	I	S	C	S	Y	N	O	S	O	P	N	D	O	D	L	E
D	I	N	A	R	A	O	C	K	N	S	O	D	L	S	T	I	F	R	I	Q	I	Y	Y	A	R	S
L	W	L	T	H	I	A	N	E	H	A	M	M	S	T	O	S	E	L	A	G	K	A	N	N	B	U
E	L	P	O	N	I	T	N	A	T	S	N	O	C	S	Y	G	O	J	O	H	N	D	O	Y	L	E



Making an Arabic Mosaic

3 - 5

The Bardo Museum, located near the capital city of Tunis, houses many Roman mosaics from the 2nd through 4th centuries in Tunisia. These architectural renderings created with small marble tiles adorned many of the homes of the country's wealthiest Roman citizens of the time, as well as many Christian churches. Mosaics were used on walls, floors and ceilings, and depicted everything from religious symbolism and mythology to scenes of everyday life.

Activity - For this artistic activity, we add an Arabic twist to a craft associated with Roman architecture. The mosaic on the opposite page is created with over 800 "tiles," each of which are engraved with an Arabic letter of the alphabet. Make copies of the following page and distribute to each student in the class. Supply them with markers, crayolas or colored pencils to complete the activity.

First, students should study the Arabic writing of the five different colors to be used in this activity, listed on the left side below. To complete their mosaic, students should choose one of the Arabic tiles from their mosaic, then match that letter of the alphabet with the proper Arabic color listed on the right side below (they may need to refer back to the list on the left to make sure they are choosing the right color). They should then color all tiles with that letter of the Arabic alphabet with that particular color. Continue the same process for the remaining 4 Arabic tile letters (and remaining 4 colors) to fill in all of the squares on their sheet, and complete the mosaic.

Once the entire mosaic is colored, they will identify the picture, which depicts a handicraft found in many souks (or Tunisian cities like Nabeul or Guellala). Display the finished mosaics in your classroom.

SPI	
Art	3-5.spi.1.1
Art	3-5.spi.2.4
Art	3-5.spi.4.1

أَصْفَر = yellow

أَحْمَر = red

بُنِّي = brown

أَخْضَر = green

أَزْرَق = blue

ت = بُنِّي

ج = أَحْمَر

ل = أَصْفَر

ض = أَزْرَق

ظ = أَخْضَر

Painting Like Paul Klee



3 - 5



Paul Klee (1879 - 1940) was a famous post-Impressionist painter from Switzerland who was associated with the Bauhaus school of painting. From 1912 - 1914 he visited Tunisia and spent time in the cities of Tunis, Sidi Bou Said and, primarily, Kairouan. During this time, and through his influences by Cubism, Klee began painting in an almost childlike style of brightly colored squares of alternating colors. "Color has taken possession of me," said Klee. "Color and I are one." Klee's canvases of that period were clearly influenced by Tunisian mosaics and arabesques that he was exposed to during his visit. He was also impressed by the quality of light in Tunisia.

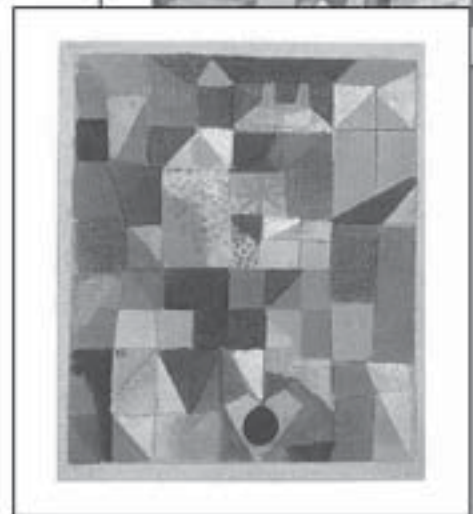
Activity - Work with students to study the country of Tunisia through photographs, including photos found in this Curriculum Guide. Have students name themes they see throughout Tunisia... olive groves, beaches, deserts, Roman ruins, camels. Have them choose a Tunisian image they want to create on their work of art.

Distribute two sheets of white paper to each student. On one, with a pencil, have them lightly draw a grid of squares by first starting with vertical lines from the top of the page to the bottom of the page. Encourage them not to make the lines too close together, about an inch or two apart. Then they should draw horizontal lines across, creating a checkerboard. Set those sheets aside for now.

On their second sheet, have them draw a simple picture which represents Tunisia. Encourage them to primarily make it an outline, and not too detailed. It could be a camel, a Tunisian urn, the outline of a mosque, a round sun and several palm trees, Roman columns, or whatever they envision.

Now have them place their picture behind the sheet with the checkerboard, and trace the picture on to the checkerboard, combining the two designs. Once finished, they can outline their pencil lines with a thin black marker. Then have each student select three or four colors of marker, colored pencil or crayolas. Have them color their artwork changing colors square by square, alternating colors so that the same color never next to itself. Where the lines of the Tunisia drawing divide a square, color each part of that square a different color. The Tunisian drawing will still be visible, yet also merged into the brightly colored checkerboard, just like Paul Klee would have done!

SPI
Art 3-5.spi.1.1
Art 3-5.spi.2.4
Art 3-5.spi.4.1



Paul Klee painting (from top) "With Two Camels and a Donkey," "Burggaten," and "Cityscape With Yellow Windows."



3 - 5

"Radio Tunisia": Celebrity Interview

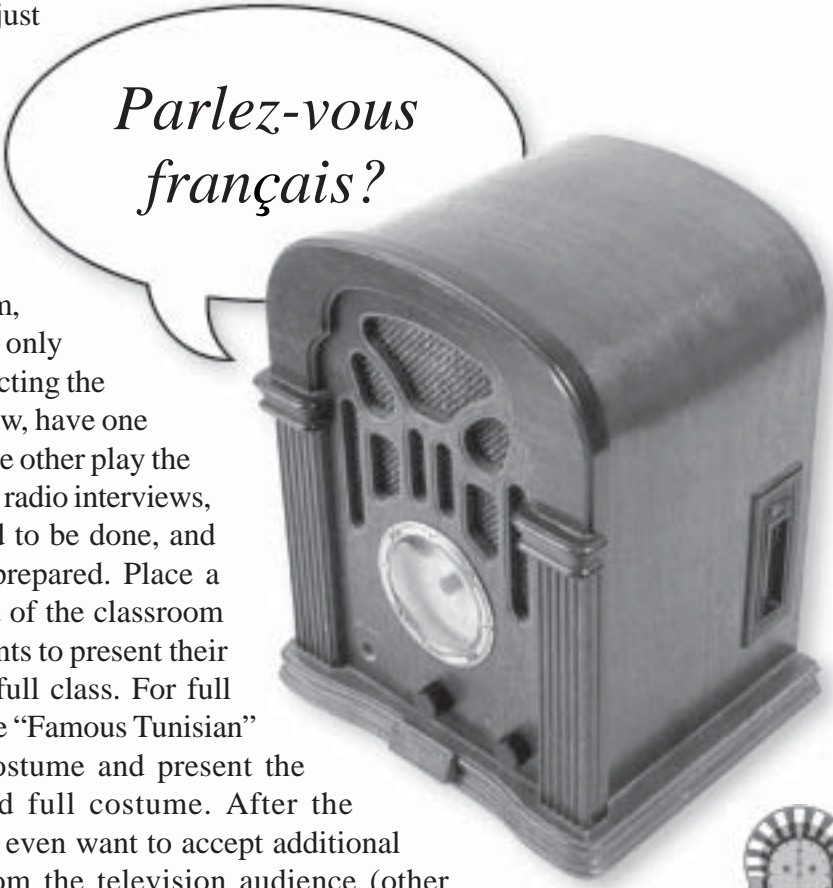
You host the most popular afternoon radio show on WTUN, "Radio Tunisia" which is also web-cast around the globe. The station plays a musical blend of contemporary pop music and *malouf*, or traditional Tunisian music, but what has made the radio station so popular has been your in-station interviews by some of the most famous Tunisian politicians and celebrities, and your direct and pointed questions about their past, their lives, their accomplishments, and their careers.

Activity # 1 - Any great radio interview requires some advance research and preparation. While most Tunisians speak both French and Arabic, for this activity, thank goodness, all of the famous Tunisians listed on page 10 & 11 also speak fluent English. Schedule one of those famous Tunisians for your radio show (or you can locate and select another famous Tunisian by visiting the library or surfing the Internet).

Conduct the necessary research into your guest's background and accomplishments. Develop a list of interview questions based on the background research. Keep it interesting and focus on the major aspects of the celebrity's life. The goal is not just to reveal who your guest is, but to reveal information about them that your radio station listeners (and your classmates) may not know about them.

Write out your interview, and your guest's responses. The paper can be written in Q and A form. For example: "Q: Mr. Gammoudi, as an Olympic runner, which of your Olympic medals means the most and why? A: Well, the gold medal in Mexico City would have to be the most meaningful; representing my country of Tunisia and bringing home the gold." Make your interview at least ten minutes in length, relying on research to find enough information to keep it interesting. Gather plenty of info, and don't just fill space with idle questions like "Q: Can you explain what was going through your mind?" Make it informative and draw from specific facts about your guest.

Activity # 2 - Teachers, take this "Famous Tunisian" activity to a different level by pairing up students in your classroom, and having them conduct the same activity, only for a TV station rather than radio. After selecting the famous Tunisian they would like to interview, have one student act as the television host and have the other play the role of the Tunisian celebrity. Just as with the radio interviews, plenty of research will need to be done, and questions will need to be prepared. Place a couple of chairs at the front of the classroom and allow each pair of students to present their television interview to the full class. For full credit, the student playing the "Famous Tunisian" can even put together a costume and present the interview in character and full costume. After the interview, the TV host may even want to accept additional questions for the guest from the television audience (other classmates)!



SPI
English 3-5.spi.1.03
English 3-5.spi.1.06
English 3-5.spi.1.10
English 3-5.spi.2.01



Coloring a Colorful Country

3 - 5

A colorful country it is! Tunisia boasts beautiful beaches, mountains, modern cities, smaller rural towns, and golden desert. As your students continue to learn more and more about the Republic of Tunisia, this activity will assist them with their map skills, with their geographical skills as they explore various aspects of the country, and even their art skills. They will not only learn about Tunisia and its climate and its terrain, they will also learn a little about its borders and its neighbors.

Activity - Begin by making copies of the map on the following page and distributing them to your students. Provide them with crayolas, markers or colored pencils to complete the activity. Take them through each of the steps below, asking them to complete the instructions for each step. Once all students are finished, you may choose to display these colorful maps of Tunisia in your classroom or hallway.

1. Before you begin to color and complete your map, make it your's by writing your name in the small box in the bottom left corner of the page, under the word "Tunisia." This box is called a "legend," and on most maps it provides us with information to help us understand the map. Legends often show symbols which are used on the map, like for parks, or schools, or highways. Legends also show us the map's "scale" (obviously the country is much, much larger than shown on the map!). The scale in the legend of your map shows that 100 miles in Tunisia is equal to about 2.5 inches on the map. We will use the scale later.



Camels grazing in Tozeur in southern Tunisia

2. Maps provide us with an understanding of which way the country is facing, by showing us which direction is north (pointing toward the top of the globe), which direction is south, which direction is east and which is west. The small circle with the lines crossing through it on your map is a "compass rose" (even though it doesn't look like a flower!). East is already shown on the compass with the "E" on the right side. West is in the opposite direction from East, so draw a "W" in it correct position. North is toward the top of the map, and South is opposite of North, so draw an "N" and a "S" where they should be to complete your compass.

3. The country of Tunisia is located on the very North of the continent of Africa. In fact, it reaches further to the North than any other African country. It is located in the center of your map. Locate it and write "Tunisia" on the blank in the center of that country. Teachers will need to help students to correctly spell the names of countries.

4. The country to the "West" is "Algeria." Look at the compass to see which direction is West, then write "Algeria" in the blank, and color that country light purple. Teachers will need to help students spell "Algeria."

5. A big body of water runs across the top of Algeria and Tunisia, and runs part of the way down the right (or East) side of Tunisia. This body of water is the Mediterranean Sea (a tough one for anyone to spell!). Locate it and color it light blue.

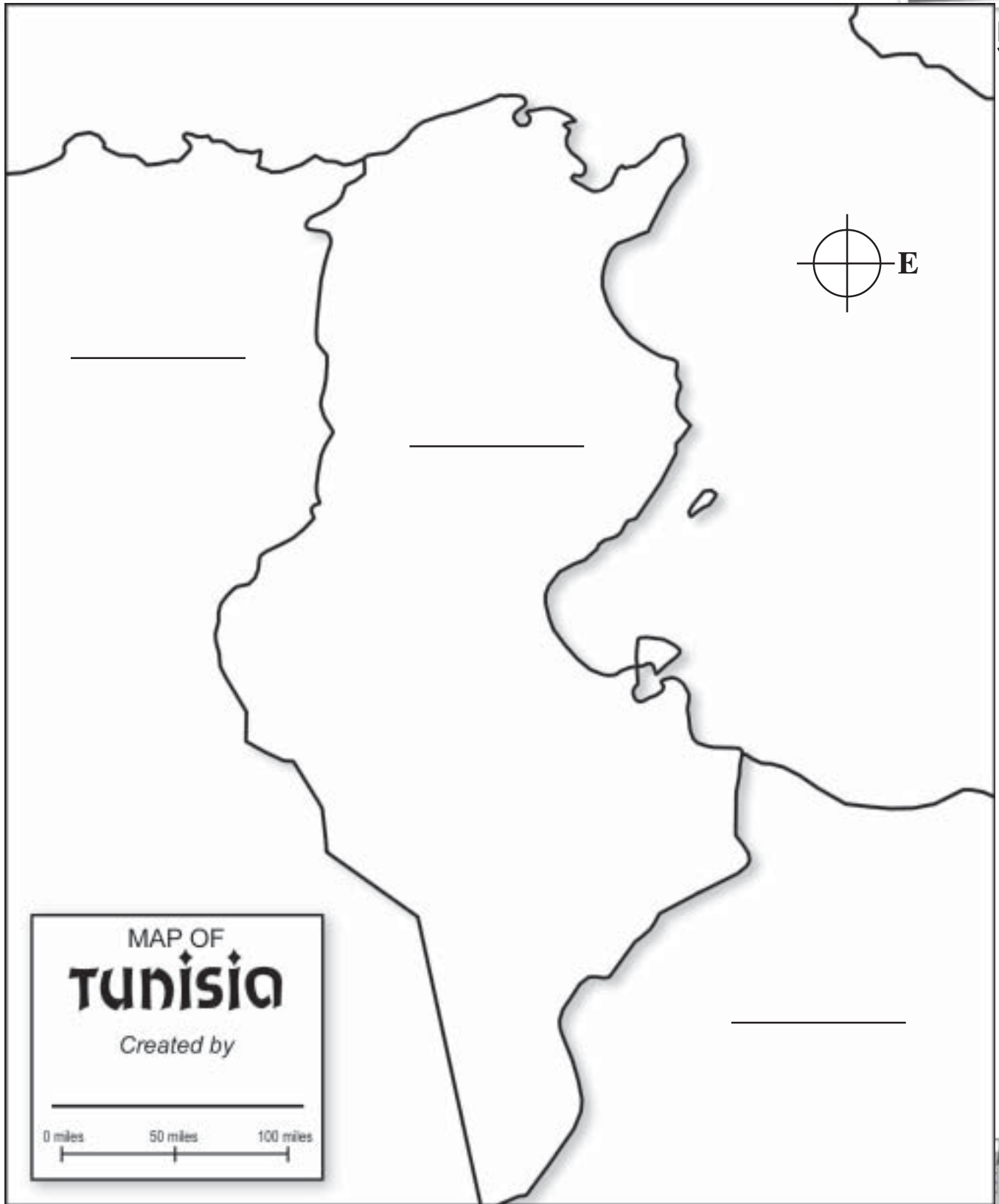
6. In the bottom East corner of the map, Tunisia connects with its other neighbor, "Libya." Locate it and write that country's name in the blank on the map. Then color Libya red.

(instructions continue on page 38)

Coloring a Colorful Country



5



MAP OF
TUNISIA
Created by

0 miles 50 miles 100 miles

11



Coloring a Colorful COUNTRY (cont.)

3 - 5

7. Across the Mediterranean Sea, Tunisia's closest neighbor (which you would need a boat or a plane to get to) is Italy, which is located on the continent of Europe. On your map, you can only see the very South tip of Italy. Locate it and color it pink.

8. So far, so good! Tunisia's climate and geography differs greatly from the cooler coastal North to the arid South. Southern Tunisia enters the huge Sahara Desert (one of the largest deserts in the world). In fact, a little over one-third of the country lies within the Sahara Desert to the South. Temperatures here get very hot and there is very little rainfall. Imagine the map of Tunisia divided into three equal sections. Color the bottom 1/3 of Tunisia yellow and draw a brown camel right in the center of it. Southern Tunisia is known for its camel caravans into the Sahara Desert.

9. Tunisia has over 800 miles of coastline and beaches where the country meets the Mediterranean Sea. It is dotted with fancy hotels and deluxe resorts where vacationers (many from France) come to Tunisia for summer vacations. Color a thin band (about the width of your smallest finger) all the way along Tunisia's Mediterranean coast from the border of Libya all the way North and across to the Eastern border of Algeria.

10. Most of the rest of Tunisia boasts some mountains (the country sits along the Atlas Mountain range) and very fertile soil on which lots of date and olive orchards are grown, along with other agriculture. Color the remainder of Tunisia green.

11. Now, your map of Tunisia and its neighbors should be completely colored (except, maybe, for the legend box at the bottom). We are still going to label a few things. "Bizerte" is about the furthest North city on the African continent. Without telling you any more about it, find the point on Tunisia that is probably closest to the top of the map. Put a dot there and label it "Bizerte." You may not be exact, but you'll probably be very close to the actual location of this Tunisian city.



A man seeking shade in the mountain oases of Chebika

12. At the top right corner of the country of Tunisia, you'll notice where the Mediterranean Sea extends down further into the country, curves to the left and ends with a pretty sharp point. Draw a dot at the end of that watery point, and label that dot "Tunis." Tunis is the capital city of Tunisia.

13. The Southern tip of Tunisia ends right at the bottom of your map. Take a small piece of straight paper, and trace the "scale" located in the legend in the bottom left corner. Make a mark on one edge of your paper and label it with a "0," line it up with the "0 miles" mark on the scale, and make another mark where the "100 miles" mark lines up, label it "100." Use this small ruler to measure a straight imaginary line from the bottom tip of Tunisia

all the way North to Tunis. Remember, each length of your small ruler is about 100 actual miles. Approximately how far is it from the South tip of Tunisia to Tunis? Write that number of miles at the bottom of your map near the Southern tip (teachers, it is just about 450 miles).

SPI
Social Studies 3-5.spi.3.01
Social Studies 3.1.tpi.4
Social Studies 5.spi.3.03

Facts & Fables of Fur, Fish, fruit & Fowl

Tunisia's process of founding national parks began in the 1980s, and today Tunisia continues to place strong emphasis on the country's environment, wildlife and preservation. Major parks include Ichkeul National Park, Zembra National Park Feija National Park and Boukornine National Park in the north; Chambi National Park and Bou Hedma National Park near the center of the country; and Sidi Toui National Park near the Sahara. The parks host diverse ecosystems which include such species as gazelle, antelope, hyena, wild moufflon sheep, addax, maned mouflon, oryx, ostrich, wild boar, jackal, porcupine and Barbary deer.

Share with your students some of these fun facts and fables about Tunisian wildlife, then allow them to participate in the activities listed on the following page.

Camels - Tunisian camels are Dromedary, or one-hump camels. Interestingly, baby camels are born without a hump, which doesn't develop until they start eating food. Water is not stored in its hump; it's a deposit of fatty tissue. They actually have double-layered eyelashes and a third eyelid which protect the camel's eyes from blowing sand.

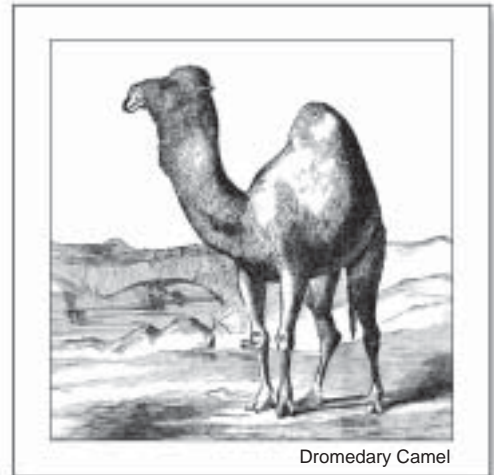
Falcons - Falconry, or the sport of hunting with peregrine falcons, has been a favorite pastime of Arabian kings for centuries. The Tunisian city of El-Haouaria is a major center for the sport, and hosts the annual falconry festival. Young falcons are caught in nets. Only the female birds are kept, because they are larger and more predatory. Following the hunt, the falcons are set free to resume their migration.

Murex - The murex is a type of mollusc found in the Mediterranean Sea. In early Tunisia, the Carthaginians and Romans prized a famous purple dye for fabric worn by royalty. Inside the murex is a long vein filled with a yellowish fluid which turns purple when exposed to light. There's a myth which surrounds the origin of this purple dye. Melkart, a Phoenician god, was walking on the beach one day with his lover, a nymph called Tyrus, and his dog. The dog bit into one of the murex shells on the beach and its muzzle became

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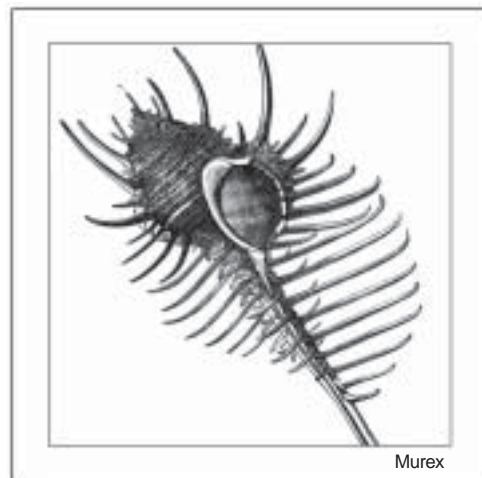
3 - 5



Dromedary Camel



Falcon



Murex



Fennec



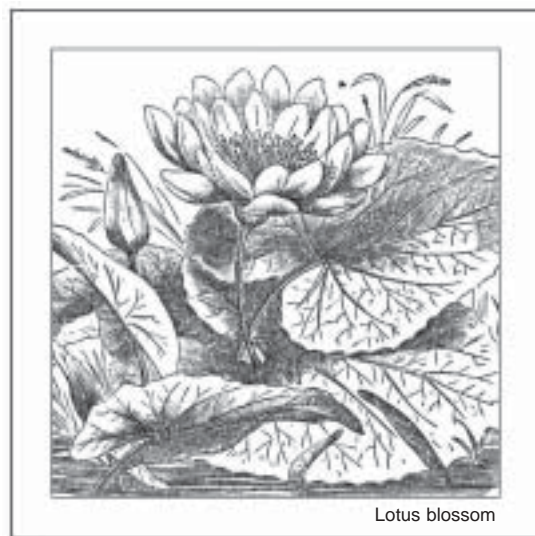
Facts of Fur, Fish, fruit & Fowl (cont.)

3 - 5

stained with a purple dye. When she saw the beautiful color, Tyrus demanded that Melkart make her a garment of purple. Melkart gathered a quantity of the shellfish to dye a gown which he presented to her. In reality, the production of the purple dye is a smelly, messy business. The murex are gathered from the deep water, caught in narrow-necked baskets. They are harvested into large dye pits where the dye is removed, pulped and heated. The dye pits were always placed downwind from the cities to avoid the noxious smell.

Fennec Fox - Primarily a nocturnal animal, this big-eared desert-dweller is known for its voraciousness. It snuggles and hides in its cool burrows during the day, escaping the hot Sahara sun, then comes out at night to hunt for beetles, rodents and bird eggs. Most notable (obviously, just look at him) are his ears which can be 6 inches in length (compared to a 16 inch body length). Not only are they for a keen sense of hearing, but they dissipate heat from its body, as well. Plus, it's known that they are sensitive enough to hear a large beetle walking across the sand!

Lotus Eaters - The island of Jerba, located on the eastern Mediterranean coast, has been noted in legends as the "Land of the Lotus-Eaters." According to legend, and according to the classic Greek literary piece, The Odyssey, Odysseus (or Ulysses) landed on this island and nearly lost his crew to the amnesia-inducing food of the resident lotus-eaters. It is said that islanders today are descendants of these people who dined on the honey-eyed fruit which was believed to cause periods of forgetfulness. There is some confusion regarding exactly to which fruit the Greek translation refers, but no scientific evidence has proven the lotus plant to cause sleepiness (and today's Tunisian residents of Jerba remain quite spunky and wide-awake!).



Activity # 1 - The first paragraph of this lesson plan lists several animals native to Tunisia, the Sahara Desert and Tunisia's national parks, including the gazelle, antelope, hyena, wild moufflon sheep and addax. Take this list of wildlife (or, more preferably, expand this list through library and online research) and assign or allow each student to choose one animal to create a two-page paper or classroom presentation about. Have them locate photos of the animal, in addition to the research information about the animal's habitat, diet, characteristics, description and population numbers. You may choose to adapt this lesson plan and have each student create a brochure or conservation poster about their animal.

Activity # 2 - Instead of researching an animal, assign each student one of Tunisia's national parks, and have them write a paper about that park. The paper should focus on the physical characteristics of the park, its history, its location within Tunisia, and thorough detail about the diversity of plant and animal population which inhabit that park. Like the first activity, teachers may choose to have students create a poster, visual presentation, or even work in groups to develop an oral classroom presentation.

SPI	
English	3.spi.2.14
English	3.spi.1.01
English	3-5.spi.1.01
English	4-5.spi.1.09
Computer	3-5.spi.3.1
Computer	3-5.spi.5.1