



# 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.

## Special Thanks

Very Special Thanks to the **Embassy of the Republic of Tunisia, Washington, DC**

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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](http://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.



# Tunisia: Doors to Discovery 6th-8th Grade Unit

Tunisia is a country known for its decorative doors, especially in Sidi Bou Said. In this unit, lesson plans will lead students through a door of discovery into the country of Tunisia. Activities include map skills, U.S. comparisons, architecture, even current events. Most students, however, probably begin with little understanding about Tunisia, so we recommend that students begin with a brainstorming session. Have students take 5 minutes to list what they know about Tunisia, and specific information they hope to learn about Tunisia by completing these studies and activities. Discuss.

6 - 8

## What Do You Know About Tunisia?

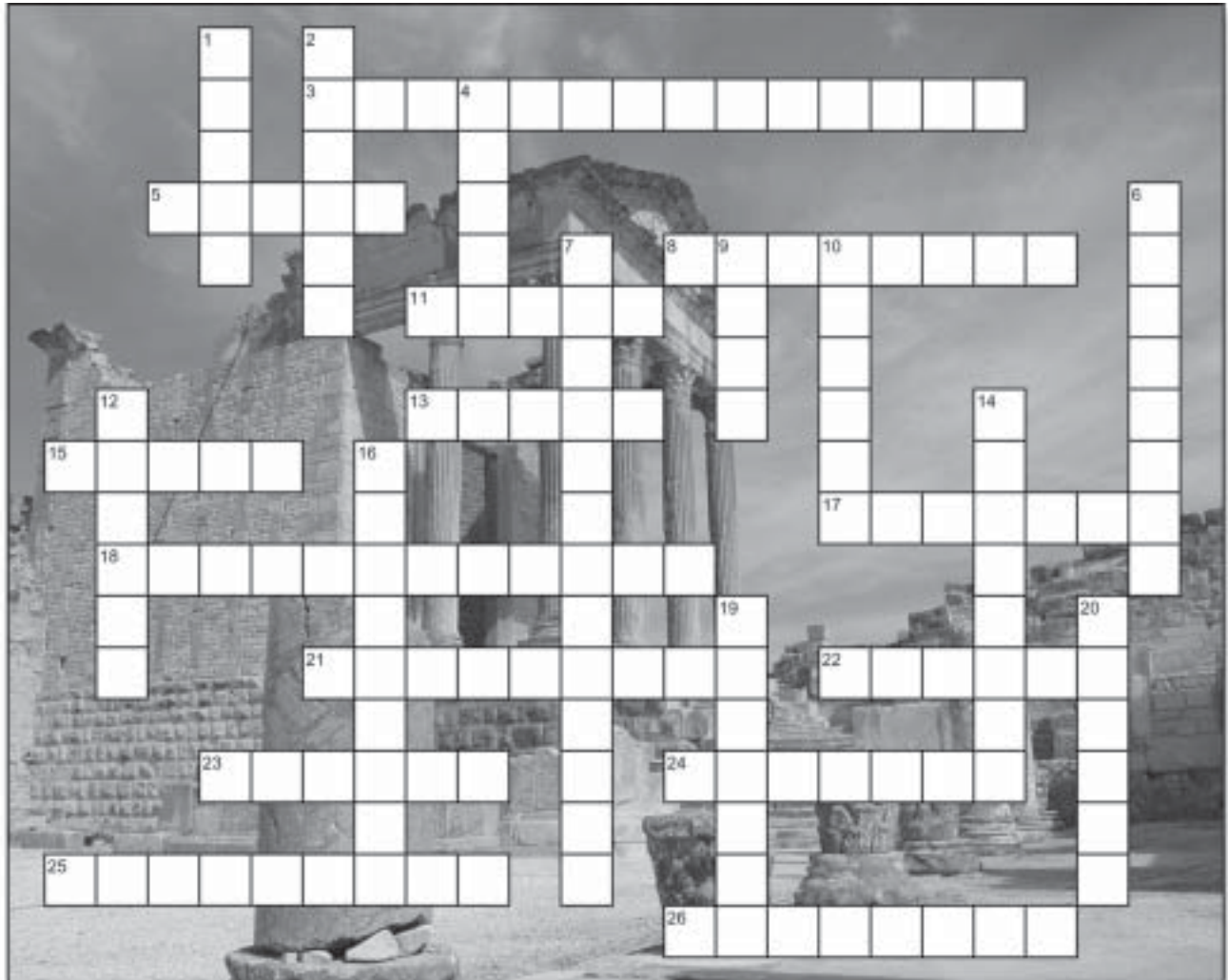
| What You Already Know About Tunisia | What You Want to Learn About Tunisia |
|-------------------------------------|--------------------------------------|
| 1. _____<br>_____                   | 1. _____<br>_____                    |
| 2. _____<br>_____                   | 2. _____<br>_____                    |
| 3. _____<br>_____                   | 3. _____<br>_____                    |
| 4. _____<br>_____                   | 4. _____<br>_____                    |
| 5. _____<br>_____                   | 5. _____<br>_____                    |
| 6. _____<br>_____                   | 6. _____<br>_____                    |



# The Great Tunisian Crossword Puzzle

6 - 8

This puzzle may require a little more than crossword skills. Most of the answers can be found throughout this Curriculum Guide honoring the Republic of Tunisia, however students may have to conduct some research to find all of the answers. Make copies of both pages, and distribute to students. Consider making it a several day classroom assignment (individual or in groups) or send it home as a homework assignment. Online research will definitely help with some answers. Answers can be found on page 68.



## ACROSS

- 3. Name of the water basins in question.
- 5. In a country that is 98% Muslim, this city is home to one of the oldest Jewish communities in the world.
- 8. Dish originally created by the Berbers, made from durum wheat, often referred to as Tunisia's national dish (it's like you're saying it twice).
- 11. Many southern Tunisian towns, like Tozeur, have grown up around one of these desert spots.
- 13. Capital of Tunisia (the clue's in the name).
- 15. Tunisia is the world's largest producer of what fruit.
- 17. Tunisia's western neighbor.
- 18. Huge seasonal salt lake in southern Tunisia with waters of changing colors (two words without the hyphen).
- 21. The accession to power of President Zine el-Abidine ben Ali is often known as this (2 words).
- 22. Daughter of the Prophet, her "hand" is a traditional Arabic motif often used in jewelry.
- 23. Tunisia's major non-Arabic language.
- 24. Indigeonous, non-Arab inhabitants.

*(continued on next page)*



6 - 8

# The Historical Timeline of Tunisia

The timeline on pages 6 & 7 trace many of the significant events in Tunisia’s history, from the invasion of the Vandals and the rule of the Ottomans to the country’s independence from France and election of the most recent president. The country has gone through so many various cultural influences, it is helpful to place significant events on the timeline to help understand how Tunisia’s diverse style and culture came together. After studying the timeline on pages 6 & 7, make copies of it for each student or, even better, work together as a class and use butcher paper to create a large timeline to display on the classroom wall. Mark each of the listed events on your wall-size timeline.

**Activity.** For homework, assign one of the following Tunisian events to each student. These events are not currently listed on the page 6 & 7 timeline. Have them research the event, determine the date it occurred, and prepare a one page paper about the event. Additionally, have them determine one other Tunisian historical event that is not listed below or on the timeline, and also bring it to class to add to the room’s timeline.

- |  |  |
|--|--|
| <input type="checkbox"/> Second Punic War                          | <input type="checkbox"/> Land Registration Act Passed          |
| <input type="checkbox"/> Founding of First Roman Colony in Utica   | <input type="checkbox"/> Tunisia Outlaws Piracy                |
| <input type="checkbox"/> First Medersa Established in Tunis        | <input type="checkbox"/> Tunisian Independence from France     |
| <input type="checkbox"/> Death of Hammouda Bey                     | <input type="checkbox"/> Hafsids Dynasty Created               |
| <input type="checkbox"/> Founding of the Destour Party             | <input type="checkbox"/> Founding of Mahdia, country’s capital |
| <input type="checkbox"/> Founding of Kairouan by Oqba ibn Nafi     | <input type="checkbox"/> Carthage Conquered by the Vandals     |
| <input type="checkbox"/> Tunisian Republic Gets Its Constitution   | <input type="checkbox"/> Germans Invade Tunisia                |
| <input type="checkbox"/> Octavianus Augustus Rebuilds Carthage     | <input type="checkbox"/> Founding of the Husaynid Dynasty      |
| <input type="checkbox"/> Zine el-Abidine Ben Ali Becomes President | <input type="checkbox"/> Carthage Taken Over by Arab Forces    |
| <input type="checkbox"/> Carthage Taken Over by Byzantine Army     | <input type="checkbox"/> Founding of Neo-Destour Party         |
| <input type="checkbox"/> Beginning of Antonine Dynasty             | <input type="checkbox"/> Beginning of Antonine Dynasty         |
| <input type="checkbox"/> WWII Allied Forces Liberate Tunisia       | <input type="checkbox"/> Beginning of Muradid rule             |

| SPI            |            |
|----------------|------------|
| Eng./ Reading  | 6.spi.1.09 |
| Computer       | 6.spi.5.1  |
| Computer       | 7.spi.5.1  |
| Computer       | 8.spi.5.1  |
| Social Studies | 6.5.spi.4  |
| Social Studies | 7.6.tpi.7  |
| Social Studies | 8.spi.5.2  |
| Social Studies | 8.spi.6.1  |

## ACROSS *(continued from previous page)*

25. Decorative stones, and popular souvenirs, common in southern Tunisia, made of gypsum which has dissolved from the sand and then crystallized to look like a rose flower (enough hints).

26. Muslim holy men as well as the name of his small, white-washed domed tomb, which dot the Tunisian countryside.

## Down

1. Famous purple dye highly prized by the ancient Carthaginians and Romans which comes from an aquatic mollusk.

2. Tunisian fortress, which was usually the impressive hilltop residence of the local ruler (these places “rock”).

4. Tunisia’s eastern neighbor.

6. Location of the huge 12-million gallon water basins, one of the most important hydraulic masterpieces of the Arab world.

7. Tunisia shares over 800 miles of coastline with this Sea.

9. A riverbed, often parched in the dry season, but often with swollen turbulent rivers following rains.

10. In southern Tunisia, it covers almost 40% of the country.

12. Predatory bird caught and used for hunting, especially in El-Haouaria.

14. Small red, felt hats often worn by older Tunisian men.

16. When Hannibal, the famous military general of Carthage crossed the Alps to attack the Roman Empire, he used these instead of snowmobiles.

19. Residential colleges where Islamic theology and Muslim law were taught.

20. “Normal” music of Tunisia.



# Comparing Tunisia & The United States

6 - 8

Size is not the only difference between these two countries. The CIA online “World Factbook” at [www.cia.gov/cia/publications/factbook/docs/profileguide.html](http://www.cia.gov/cia/publications/factbook/docs/profileguide.html) offers information about all countries around the globe, regarding topics ranging from natural resources, population, government, military and more. In addition to the information provided for this activity, many more facts about Tunisia and the U.S. are available. Use the information to answer the questions on the following page.

## The Republic of Tunisia



**Land Area:** 155,360 sq. km.

**Natural Resources:** petroleum, phosphates, lead, iron ore, zinc, salt.

**Elevation Extremes:** lowest- Shatt al Gharsah, 17m  
highest- Jebel ech Chambi, 1,544m

**Environmental Current Issues:** Toxic and hazardous waste disposal is ineffective and poses health risks; limited natural fresh water resources; deforestation; overgrazing; soil erosion; desertification.

**Population:** 10,383,577 (July '08 est.)

**Median Age:** 28.8 years

**Pop. Growth Rate:** 0.989% (2008 est.)

**Birth Rate:** 15.5 births / 1,000 population

**Death Rate:** 5.17 deaths / 1,000 pop.

**Religions:** Muslim 98%, Christian 1%, Jewish & other 1%.

## United States of America



**Land Area:** 9,161,923 sq. km.

**Natural Resources:** coal, copper, lead, molbybdenum, iron phosphates, uranium, bauxite, gold, zinc, silver, potash, nickel, mercury, petroleum, natural gas, timber.

**Elevation Extremes:** lowest- Death Valley, 86m  
highest- Mount McKinley, 6,198m

**Environmental Current Issues:** Air pollution resulting in acid rain; largest single emitter of carbon dioxide from burning of fossil fuels; water pollution from runoff of pesticides & fertilizers; desertification.

**Population:** 307,212,123 (July '09 est.)

**Median Age:** 36.7 years

**Pop. Growth Rate:** 0.975% (2009 est.)

**Birth Rate:** 13.8 births / 1,000 pop.

**Death Rate:** 8.27 deaths / 1,000 pop.

**Religions:** Protestant 51%, Roman Catholic 24%, Mormon 1.7%, Other Christian 1.6%, Jewish 1.7%, Buddhist .7%, Muslim .6%, Unaffiliated 12%, None 4%.



6 - 8

# Comparing Tunisia & The U.S. *(cont.)*

## The Republic of Tunisia

|                           |                            |
|---------------------------|----------------------------|
| <b>Labor Force:</b>       | 3.676 million (2008 est.)  |
| <b>Unemployment Rate:</b> | 14% (2008 est.)            |
| <b>Public Debt:</b>       | 53.1% of GDP(2008 est.)    |
| <b>Oil Production:</b>    | 86,210 bbl/day (2007 est.) |
| <b>Oil Consumption:</b>   | 91,110 bbl/day (2006 est.) |

## United States

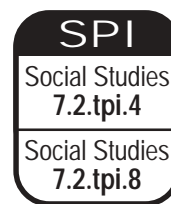
|                           |  |
|---------------------------|--|
| <b>Labor Force:</b>       | 155.2 million<br>(includes unemployed) |
| <b>Unemployment Rate:</b> | 7.2% (Dec. 2008)                       |
| <b>Public Debt:</b>       | 60.8% of GDP (2007 est.)               |
| <b>Oil Production:</b>    | 8.457 million bbl/day<br>(2007 est.)   |
| <b>Oil Consumption:</b>   | 20.68 million bbl/day<br>(2007 est.)   |

**Exchange Rate:** Tunisian dinars (TND) per US dollar - 1.211 (2008 est.), 1.2776 (2007), 1.331 (2006), 1.2974 (2005), 1.2455 (2004)

### Activity Questions:

Use the chart above and on the previous page (and in many cases some good math skills) to answer these questions.

1. How many times larger in population is the U.S than Tunisia? How many times larger in land area is the U.S. than Tunisia? Based on your responses, which country is more densely populated?
2. Based on land area, approximately how many times could you fit the country of Tunisia inside the United States (Tunisia is about the size of the state of Georgia)? Based on population, how many times would the Tunisian population have to multiply to be as large as the U.S. population?
3. It's obvious from the statistics that Tunisia is a Muslim country, but based on those percentages, and the total population of each country, how many actual Muslims live in Tunisia and how many Muslims live in the United States?
4. Based on the median age of Americans being almost 10 years more than that of Tunisia, can you draw any conclusions regarding the life expectancy comparison between the two?
5. If Americans and Tunisians swapped countries, how many jobs must each Tunisian hold in order for their labor force to fill all of the jobs in the U.S.?
6. When you consider the oil production and oil consumption numbers for each country, what conclusions can you draw, especially in regards to oil imports or exports? Based on the oil consumption and total population numbers for each country, what percentage of a barrel of oil does one citizen from each country utilize in a day?
7. Extrapolate the numbers to calculate how much oil Tunisia would use if it's population was as large as the United States?
8. Based on the 2008 exchange rate between the Tunisian dinar and the U.S. dollar, if you traveled to Kairouan and purchased a carpet for 500 TND, what would it be worth in U.S. dollars (understanding it would be priceless to you!)?





# Tunisian Map Skills Activity

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Use the map of Tunisia to the right to answer the geography questions and activities listed on the following page. Copies of the map and the questions can be distributed to each student, or use it for classroom discussion. For an art project, have students create a large wall map for your classroom.

Students will notice that, while the names of the cities are the same, some of the wording on the map is in French rather than English. For a time period preceding their independence, Tunisia was ruled by the French, and French is the second language of the country today, spoken by most Tunisians.

Questions involve math, foreign language and, of course, geography. Use the questions for a classroom assignment, or for homework.

|                              |
|------------------------------|
| <b>SPI</b>                   |
| Social Studies<br>7.spi.3.1  |
| Social Studies<br>7.spi.3.15 |



0 100 MILES





6 - 8

# Tunisian Map Skills Activity

## Student & Classroom Questions

Use the map on the previous page to complete the following activities. Consider having students create a large wall map for your classroom, and post major Tunisian cities, geographical features and attractions they learn about on it.

Questions: Answer the following questions using the map.

1. List the cities which feature airports. If you were flying into Tunisia from the United States or Europe, into which airport do you think you would fly, and why?
2. The map on the preceding page was actually prepared by a French company, and some of the words are in French. What countries border Tunisia, and how are their names spelled differently in English? Which country shares the longest border with Tunisia?
3. Using the scale at the bottom of page 46, approximately how many miles of Mediterranean coastline does Tunisia have? The scale on the French map is in kilometers. Determine how many miles are equal to the 50 kilometers on the map scale.
4. Within the country of Tunisia, where are more of the larger cities located? What geographic features might be the reason for this? What area of Tunisia has the fewest large cities, and what geographical reason might there be for this?
5. Tunisia played a significant role in the second World War, which featured the Allies (U.S., Britain, France) against the most prominent European countries of Germany and Italy. Based on this map (or by also surveying a classroom globe or world map), why do you think Tunisia may have been important to both sides?
6. Use the features on the map, or your knowledge of geography and map skills to translate the following French words. (a) Nord. (b) Mer. (c) Golfe.
7. Find a map of Tennessee online or in your classroom or library. Would it be further to fly a straight course from the northernmost point of Tunisia to the southernmost point of Tunisia, or further flying from the westernmost point of Tennessee to the easternmost point of Tennessee?
8. If you walked across the Tunisia at its narrowest points, approximately how many miles would you walk, and through what city would you probably pass?
9. Chott Djerid (or Chott El-jerid) is shown different sizes on different maps. Why do you think this is? There are other Chotts north of it. What do you think a Chott is?
10. Finally, test your memory. Though spelled differently, what city's name was used as the name of Luke Skywalker's mythical planet in *Star Wars*?

Activity: Find the following Tunisian cities on the map and write the absolute location for each.

Tunis \_\_\_\_\_

le Kef \_\_\_\_\_

Tozeur \_\_\_\_\_

Sousse \_\_\_\_\_

Houmt Souk \_\_\_\_\_

Activity: Determine the distance in miles between the following Tunisian cities.

Tozeur - Gabes = \_\_\_\_\_

Kairouan - Kasserine = \_\_\_\_\_

Tunis - Kebili = \_\_\_\_\_

Sousse - Tabarka = \_\_\_\_\_

Remada - Sidi Bou Zid = \_\_\_\_\_



## Pres. Ben Ali's 2010 "WOrld Youth Year"

6 - 8

In a speech in November, 2008, Tunisian President Zine El Abidine Ben Ali stressed the role of culture and information in the challenges facing Muslim societies, and called for the year 2010 to be proclaimed "World Youth Year." He also called for a "World Youth Conference"

to be held that same year under the auspices of the United Nations. The call came during the opening address by Ben Ali at the International Conference on Youth Issues in the Islamic World, held in Tunisia in

collaboration between the Tunisian government and the Islamic Educational, Scientific and Cultural Organization (ISESCO).



Young woman in Medenine in the Sahel area

"The World Youth Conference should be attended by young people from all parts of the world, and should focus on youth issues", said Ben Ali. "It would also be crowned with the issuing of an International Pact uniting young people in the world in their belief in common universal values."

Noting that "the current world situation is a source of deep concern" and that "Islamic societies are faced with huge challenges in the cultural, communication, scientific, technological and economic fields," he said that young people "should

be in the forefront of the forces of development, modernization, beneficial action and contribution," adding that "nothing can be done without the participation of youth."

Analyzing the various means of preparing young people to be "a driving force" in society, Ben Ali stressed the importance of education as a tool to "instill respect for knowledge and work, commitment to dialogue and tolerance, moderation and the rejection of hatred and extremism." He also stressed the role of culture and information as a means to elevate Tunisia and to enrich it through the interaction with foreign cultures.

President Ben Ali also spoke about the importance of sports to the youth generation. "Sports attract young people's attention, provide a means of social promotion, and are one of the factors of economic development." In this line of thought, Tunisia's President referred to the endorsement by the United Nations' 58th session of Tunisia's proposal of a resolution to include within UN texts the right of every human being for "physical education, away from any danger or discrimination."

**Activities** - Given President Ben Ali's call for 2010 to be proclaimed "World Youth Year," several activities and lesson plans are offered here for individual or classroom participation. Begin by giving students a few days to conduct library or at-home online research about President Ben Ali's call for a "World Youth Year" in 2010, and whether or not the President's dream of this global youth conference was ever fulfilled and, if so, to what scale and through the participation of what countries. Also, have students refer to the country information that's provided on pages 44 and 45 from the CIA's World Factbook,

*(continued on the following page)*



6 - 8

## 2010's "World Youth Year" (cont.)

or have them go online to discover additional details about Tunisia, focusing primarily on Tunisian population trends and census statistics regarding the median age and trends in the median age within Tunisia. Compared to the United States, does Tunisia have a larger or smaller percentage of young people? Is it increasing or declining? Have students participate in one or more of the activities below.

**Activity # 1:** Before we launch into the organization and celebration of Tunisia's "World Youth Year," we need a little more information on the young people of Tunisia. In a comprehensive "State of the Youth" written report, have each student use library and online resources to research facts about young people in Tunisia. Papers should include, but not be limited to, facts about education requirements, health and physical fitness matters, legal rights (including voting, driving, etc.), any military service or enlistment requirements, gender percentages, and statistics about average household sizes. Students should also investigate information about the lifestyle habits and preferences of Tunisian young people, including music, movies, fashion, internet connectiveness, family structure, jobs, sports activities, and more.

**Activity # 2:** Have students work independently or in groups to strategize and outline details for a hypothetical 2010 "World Youth" event to be held in Tunisia. Rather than focusing on a "World Youth Year," scale it back to a week or weekend event. The activity should begin with individual or group brainstorming and planning sessions, and conclude with a written paper about the full details of the event. Encourage visual presentations, as well. While planning, students should consider event activities, workshop topics for young people to attend and why, potential speakers or performers to participate and why, measurable goals for the event, marketing strategies to generate the greatest participation. Students should also consider how global the event should become and, if so, transportation and logistic issues. Have students be realistic and consider potential problems or pitfalls which they should plan against.

**Activity # 3:** Feeling adventurous? Make the Tunisian "World Youth" event a classroom project. Work together to address activities as outlined above. How can you make these come alive within your classroom? Set aside one day and execute the entire "World Youth" event you have planned. Have speakers, have visual presentations posted around your classroom, invite other classes to visit and learn from your presentations.

**Activity # 4:** Use classroom or library computers to locate a cooperating school in Tunisia to conduct online, email student interaction. Try to locate a Tunisian school with internet access which will allow their individual students to be partnered with students in your classes. Have each pair of students work together through emails to compile information regarding similarities and differences between the two cultures. Compare educational processes, schools, classrooms. If they can email a photo of themselves, in your classroom post side-by-side photos of each Tunisian student and their paired U.S. student, and post their joint written project under the photos.

|                                    |
|------------------------------------|
| <b>SPI</b>                         |
| Social Studies<br><b>6.1.spi.1</b> |
| Social Studies<br><b>6.4.spi.4</b> |
| Social Studies<br><b>7.4.tpi.6</b> |
| Social Studies<br><b>7.6.spi.1</b> |



Children after school in Tozeur



# An Adventure in Architecture

6 - 8

Touring cities throughout the country of Tunisia, it's easy to see the cultural influences of a myriad of modern and historical inhabitants, including Romans, Arabs, Ottomans, Phoenicians, French and others. In some cities, you may find some of the finest Roman remains in northern

Africa. In almost any Tunisian city, it's easy to scour the horizon to locate the minaret of an Islamic mosque. In southern Tunisia, you may even find underground dwellings of the Berbers. The vocabulary of this architectural diversity is almost as varied as the buildings themselves. This activity allows students to open a few doors in order to explore and investigate the many different architectural styles of Tunisia.

**Activity # 1** - On the opposite page, students will discover a long list of architectural components. These may be types of buildings, or they may be structures or styles found within buildings. To the left, they will find a long list of definitions and descriptions. Make copies of the following page, and distribute to students. As a homework or classroom assignment, encourage them to conduct the necessary research to match the architectural details with their definition.

**Activity # 2** - Allow students to select (or assign) one of the architectural items listed below. Have each student research and write a three page paper about their Tunisian architecture. Papers should be written in proper style, and should describe all architectural details of the building, the historical origins, its uses, specific examples and the cities in which they are found in Tunisia.

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> ksour                | <input type="checkbox"/> medina   |
| <input type="checkbox"/> troglodyte pit house | <input type="checkbox"/> kasbah   |
| <input type="checkbox"/> capitol temple       | <input type="checkbox"/> marabout |
| <input type="checkbox"/> Roman theatre        | <input type="checkbox"/> menzel   |
| <input type="checkbox"/> mosque               | <input type="checkbox"/> fundug   |
| <input type="checkbox"/> zaouia               | <input type="checkbox"/> hammam   |
| <input type="checkbox"/> medersas             | <input type="checkbox"/> tourbet  |

**Activity # 3** - Have each student select one of the Tunisian mosques listed to the right, and research and write a paper on that particular mosque. The paper should include specific features of that mosque, its location, any unique aspects, and its history.

**Activity # 4** - For a major activity, divide your classroom into groups. Have each group use various materials to construct a diorama of a traditional Tunisian-style Islamic mosque. Their mosque can be a rendition of a actual Tunisian mosque, or they can design their own. Design elements common within mosques should be used, including minaret, mosaics, arcades, arches, and courtyards. Label specific features of their mosque, including its purpose, what takes place there, and who is allowed within that area. Remember, certain components must face a certain direction.

## Tunisian Mosques

- Abdellatif Mosque (Testour)
- Ali el-Mezeri Mosque (Monastir)
- Bourguiba Mosque (Monastir)
- El-Katib Mosque (Mahboubine)
- El-Sheikh Mosque (Houmt Souk)
- Great Mosque (Bizerte)
- Great Mosque (Tebourba)
- Hammouda Pasha Mosque (Tunis)
- Jama'a el-Baldawi (near Ajim)
- Kamoun Mosque (Sfax)
- Kasbah Mosque (Tunis)
- Mosque of the Barber (Kairouan)
- Mosque of Sidi Bou
- Makhlouf (Le Kef)
- Mosque of the Strangers (Houmt Souk)
- Mosque of the Three Doors (Kairouan)
- Mosque of the Turks (Houmt Souk)
- Mustapha Hamza Mosque (Mahdia)
- Sidi Abdel Kader (Hammamet)
- Sidi Driss Mosque (Gabès)
- Sidi Mehrez Mosque (Tunis)
- Sidi Sahab Mosque (Kairouan)
- Sidi Youssef Mosque (Tunis)
- Slimen Hamza Mosque (Mahdia)
- Umm et-Turkia (El-May)
- Zitouna Mosque (Kairouan)



6 - 8

# An Adventure in Architecture *(cont.)*

Match the architectural details listed to the right with their correct definition, from among the definitions listed to the left, by writing the corresponding letter of the definition in the blank. Answers can be found on page 68.

- A. Traditional fortified granary built by the Berbers.
- B. A dome that often covers the tomb of a marabout.
- C. A sanctuary of spiritual Sufi mystics.
- D. Mausoleum.
- E. Residential Islamic school.
- F. Traditional Arab town or a town's oldest part.
- G. Wooden latticework used in the windows of mosques.
- H. Burial place for an Islamic holy man (and the man, himself)
- I. A castle or fortress.
- J. A traditional fortified farm compound.
- K. Former lodging houses or inns for the traveling merchants of the camel caravans.
- L. Public bathhouse.
- M. Courtyard of a troglodyte house, carved in the soft rock.
- N. Roman town's principal temple.
- O. Tower of a mosque from which the muezzin calls the faithful to prayer.
- P. Pulpit in a mosque.
- Q. Niche found in a mosque that points in the direction of Mecca.
- R. A door or gate which leads into a town or divides a town's areas into smaller quarters.
- S. Roman administration building.
- T. Turret or tower that is set in the walls of fortified houses and castles.
- U. house, palace or residence.
- V. A circle of tents with which tribesmen surrounded their chieftan's abode, creating a mini-state; sovereign and autonomous.
- W. Outer entrance room in a dar.
- X. Originally a ksour's granary cells built cylindrically around a courtyard, which later began to serve as actual dwellings.
- Y. Distinctive ornamental element of Muslim architecture in the shape of a stalactite.
- Z. Fortified Muslim monastery surrounded by defensive walls.

- \_\_\_\_\_ medina
- \_\_\_\_\_ bab
- \_\_\_\_\_ basilica
- \_\_\_\_\_ ribat
- \_\_\_\_\_ borj
- \_\_\_\_\_ dar
- \_\_\_\_\_ driba
- \_\_\_\_\_ ghorfa
- \_\_\_\_\_ hammam
- \_\_\_\_\_ mukarnas
- \_\_\_\_\_ mashrabiyya
- \_\_\_\_\_ dawwar
- \_\_\_\_\_ ksour
- \_\_\_\_\_ koubba
- \_\_\_\_\_ zaouia
- \_\_\_\_\_ houch
- \_\_\_\_\_ capitol
- \_\_\_\_\_ minaret
- \_\_\_\_\_ minbar
- \_\_\_\_\_ tourbet
- \_\_\_\_\_ medersas
- \_\_\_\_\_ marabout
- \_\_\_\_\_ kasbah
- \_\_\_\_\_ menzel
- \_\_\_\_\_ fundug
- \_\_\_\_\_ mihrab



Minaret of Jemaa Ez Zitouna Mosque

|                |                         |
|----------------|-------------------------|
| <b>SPI</b>     |                         |
| English        | <b>6.spi.1.09</b>       |
| English        | <b>6.spi.2.1-3</b>      |
| Computer       | <b>6-8.spi.5.1</b>      |
| Social Studies | <b>6&amp;7.spi.1.01</b> |





# Touring Tunisian Towns & Cities

6 - 8

As diverse as Tunisia's history are its cities. Because of the numerous cultural and social influences which have been imposed upon this geographical area throughout its history, today you will find cities with Roman influences, French influences, Ottoman, Phoenician, even Spanish influences. Of course, most cities also display Arab influences, including the central mosque and always visible minaret prominent in most Tunisian cities.

**Activity** - Each of the descriptions below clearly identifies a distinct Tunisian city. Have each student select a description (or assign them), and utilizing available research sources, identify the Tunisian city. Then assign them the task of researching, writing and submitting an "Economic Development Prospectus" for that city. On the first page (300 - 350 words) have them develop a brief description of the city, including distinct characteristics, history, climate, landmarks, population, etc. Have them show the city's exact location on the map below, or on the larger map on page 65, and include the latitude and longitude in their paper.

On the next two pages of their paper, students should spend one page outlining the perceived strengths of the city. These could include climate or landmarks for tourism, natural resources for economic strength and export, strong school or university structure for education, etc. On the next page write of perceived weaknesses, or areas of potential economic growth. On the final two pages of the 5 page paper, the student should give his or her recommendation of specific strategies to grow the city, improve its economy, and/or raise its standard of living or quality of life for its citizens. It is recommended that the

prospectus include comparisons to similar cities around the globe, or reference magazine, library or online sources to support their ideas and recommendations. Papers should be well written and formatted in proper MLA or literary style with a final works cited page. Extra credit can be given for creativity of presentation and inclusion of graphics or photos. The city names associated with each description are listed on page 68.

## Defining Destinations

1. Split by a river bed, the Arab word for "two towns" gave the name to this city, which initially consisted of a large ksar which had 6,000 ghorfas.
2. Tunisia's second largest city and its major commercial center.
3. Former Punic town known as Thysdrus, awarded the status of a free town after the fall of Carthage, and home to magnificent 3rd century amphitheatre.
4. Capital of the Sahel and third largest city in Tunisia, it was founded by the Phoenicians in the 9th century BC.
5. Home to the Bardo Museum. First built by Hassan ibn Nooman in the 7th century who believed in its good defensive position.
6. "Venice of the North" houses the oceanography museum. Occupied by German troops during WWII.
7. Town was attacked and destroyed by Vandals in the 5th century, to be rebuilt by





6 - 8

# Touring Tunisian Towns & Cities (cont.)

Emperor Justinian, who named it Theodoriana after his wife.

8. “The Rock” in Arabic, lies close to the Algerian border, where Neolithic tools and Numidian tombs have been found.

9. Originally a 2nd century BC settlement belonging to the Kingdom of Numidia, destroyed in 106 BC by the Roman commander Marius. Home to the two Roman pools, (Piscines Romaines).

10. Founded in 670 AD by Oqba ibn Nafi who, according to legend, found a golden goblet in the sand that turned out to have been lost in Mecca.

11. Major oasis with 3,000 palm trees, also known for its dates, Planet Oasis, and Ouled el-Hadef’s houses of bright yellow stone, arranged to form the Koranic Verses.

12. Location for the 30+ year old International Festival of the Sahara, and where the asphalt road ends at the Sahara Desert.

13. Place of exile where Roman outlaws, Habib Bourguiba and Hannibal were sent, obviously at different times in history.

14. Best preserved Roman city in North Africa, and original seat of the Numidian King Massinissa.

15. Once a barren island before 4,000 wells and an aqueduct converted it to an island garden of olive and orange groves.

16. Named after a 13th century Sufi holy man, became a center of Sufism. Famous as the home to scores of blue doors and bird cages.

17. Once on of the most powerful cities of the ancient world and homeland to Hannibal, the great military commander.

18. Known as the “Gateway to the Sahara” and the “Mouth of the Springs.” Provided the name for Luke Skywalker’s home planet in *Star Wars*.

19. Birthplace of ex-president Habib Bourguiba and the town where Julius Caesar camped in 46 AD before the Battle of Thapsus.



Arches at Sidi Oqba Mosque in Kairouan

|                |             |
|----------------|-------------|
| <b>SPI</b>     |             |
| English        | 6.spi.1.09  |
| English        | 6.spi.2.1-3 |
| Computer       | 6-8.spi.5.1 |
| Social Studies | 6 & 7.3.03  |



# Tunisia on The Silver Screen

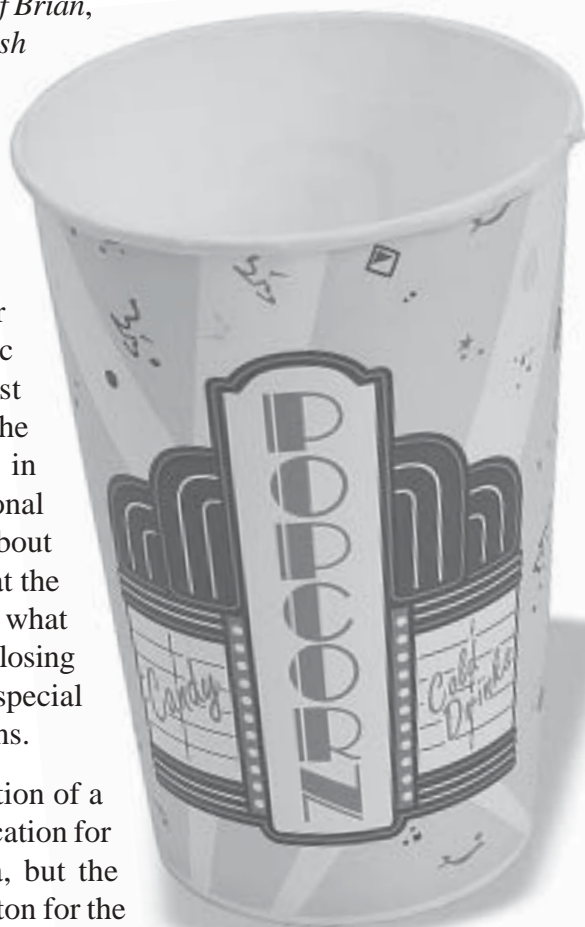
## 6 - 8

Almost like a Hollywood movie set, the diverse geography and history of Tunisia offers many of the world's top filmmakers everything from palm oases, coastal scenery and green hills to ancient medinas, exotic marketplaces and Roman and Muslim relics. With scenery like that, the script's setting can vary between ancient history to science-fiction futuristic. That's why over 130 world film productions have been shot in Tunisia. Those big screen movies include George Lucas' *Star Wars*, Steven Spielberg's *Raiders of the Lost Ark*, Monty Python's *Life of Brian*, Roman Polanski's *Pirates* and Anthony Minghella's *The English Patient*. It hasn't been all foreign directors, however, with Tunisia boasting its own roster of prestigious movie-makers, including Moufida Tlatli and Taieb Jallouli.

**Activity # 1:** Provide students with a list of movies which have been filmed in Tunisia. Have them select one of the movies and, even if they have seen it before, watch it, viewing it more for the scenery rather than plot. Have them take notes of specific scenery (especially outdoor and landscape shots) which best showcase the scenery of Tunisia. Have them write a review of the movie... not it's storyline, but its scenery. Was the movie set in Tunisia, or was the scenery meant to depict another real or fictional location (and, if so, where)? Can you make an educated guess about the Tunisian city or region used in the movie? Did it appear that the director utilized Tunisian locals as extras in the movie (if yes, what made you conclude this)? Have them pay special attention to the closing credits, and to note any names which seem Tunisians or any special credit or "thanks" given to Tunisian government or organizations.

**Activity # 2:** Have students research and write a summation of a hypothetical movie script, utilizing Tunisia as the designated location for filming. The plot doesn't have to actually be set in Tunisia, but the geographical setting in Tunisia should mirror the proposed location for the story line. In their plot summation, the students should specify the exact Tunisian city or location, and tell why they chose that location for their proposed script. They should also utilize at least one actual specific building or landmark from that Tunisian city within their proposed script. For example, it could be the Roman coliseum at El-Jem for a movie like *Gladiator*, or a rural olive tree orchard farm near Kairouan for an Italian romance movie. The paper should give an in-depth summation of the movie's plot, location and characters. Have them give the movie a proposed title and suggested cast.

**Activity # 3:** Have students or student groups create a hypothetical movie poster for a movie set in Tunisia. The illustration should properly represent the geographical area in which the imaginary movie was filmed. Be sure to include the name of the movie and the cast of stars. Encourage students to use specific geographical landmarks or architecture in their movie poster. Display the completed movie posters in your classroom.



**SPI**

English  
**6.spi.1.09**

English  
**6.spi.2.1-3**

Computer  
**6-8.spi.5.1**

Social Studies  
**6-8.3.spi.2**