

Lesson Plan

- ? **Name:** Michelle Richards
- ? **School:** Adventist Christian School
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- ? **Title:** Discovering the Middle East (Past & Present)
- ? **Subject(s):** Social Studies
- ? **Intended Grade Level(s):** Grades 5/6

- ? **Description:** The students will be researching various aspects/statistics about a specific chosen Middle Eastern Country. They will research present facts as well as historical information. They will proceed by combining the most pertinent information in an oral presentation and in a written report.

- ? **Faith Integration:** In teaching this lesson, the students will be brought to the fantastic realization that God is the creator of all living being and nature. They will be introduced to various cultures, numerous resources and beauties of nature including distinct animals, insects, plants, and much more. They will become aware that despite the fact that God is the Creator of all human beings, many have chosen to follow other world religions and gods.

- ? **Curriculum Benchmarks:** The students will explore their topic using CD-ROM encyclopedias, searching various web sites, as well as using other research tools. They will collect the pertinent information, type it using the computer, print the written report and finally they will prepare an oral presentation using a Slideshow/PowerPoint presentation to share with the class and parents. The following [NETS](#) standards will be met.

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

- ? **Materials/Hardware/Software:**
Textbook: "Old World History & Geography in Christian Perspective"
Publisher: A Beka Book , Pensacola Christian College
Encyclopedias, CD-Rom Encyclopedias, Various Web Sites,
- ? **Teacher Preparation:** Students will receive worksheets that will help them with their project. The students will be provided with computers and internet access. The teacher will have several web sites available for each of the countries chosen (these sites will be offered if the students need help). The teacher will know how to use the KidsPix program and will assist the students who need help. **(Annexe 1=Worksheets)**
- ? **Student Preparation:** Students must know how to search the web using a search engine such as GOOGLE (web/images). They must be able to do keyboarding and type a written project. Students must know how to use the KidsPix program and be able to set-up a slideshow for their oral presentation. They must use much creativity for the oral presentation with the use of various visual aids.
- ? **Activities/Procedures:** The teacher will review the guidelines to doing research on the web. The students will be asked to choose a Middle Eastern Nation/Country. They will need to make a presentation in front of the class, teaching their peers about this country. They will be encouraged to have as many visual aids as possible (EX: clothing, food, use of Bristol board, slideshow, music demo, and many others). Various sites pertaining to their countries will be given to them after a few days (ex: www.egypttourism.org). The students will work at this project during class time and at home. The students will have access to the computer lab. They will be given worksheets which they will base themselves on while searching for specific information

? **Assessment/Evaluation:** (2 forms of evaluations)

A.

Oral Presentation Rubric : Middle East Country

Teacher Name: **M Richards**

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Visual Aids	Student uses several visual aids (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 visual aid that shows considerable work/creativity and which make the presentation better.	Student uses 1 visual aid which makes the presentation better.	The student uses no visual aids OR the props chosen detract from the presentation.
Evaluates Peers	Fills out peer evaluation completely and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out almost all of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out most of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend).	Fills out most of the peer evaluation but scoring appears to be biased.

B.

Written Project Evaluation Sheet		July 2005
Name: _____		
Name of Project: _____		
Total Points:		/50
/30	Presentation	
	/10	Creativity: colourful, pictures, drawings, other...
	/10	Neatness (handwriting, presentation of project, ...)
	/10	Originality: information, lay-out, visual,
/20	Content:	
	/5	Spelling
	/2	Sentences (capitalization, punctuation, ...)
	/5	Grammar
	/8	Sentence Structure, uniqueness of ideas expressed clearly in sentence form,...

- ? **Follow-up Activities:** For a follow-up activity, we will plan a special Middle Eastern afternoon. We would try to dress in the cultural clothing, enjoy Middle Eastern music and feast on the delicious authentic Middle Eastern foods. We will also participate in at least one cultural activity/sport/game for each country. Parents and friends will be invited to join us in learning more about these countries, and the students will present their slideshow presentations. (It would be great to find Adventist youth who live in these countries and for the students to become “email pals”)

Annexe 1=Worksheets for Written Report

1 <u>Name of nation</u> _____ Prepared by: _____ Date: _____ Teacher: _____	2 <u>Geography</u> _____ _____ _____ This notebook is about the country of _____. It is in the _____ Hemisphere, on the continent of _____.	3 <u>Highlights</u>	4 <u>Picture Gallery</u>
5 <u>Map</u> Population: Size: Other:	6 <u>Capital City</u> Name: Other cities:	7 <u>Points of Geographic Interest</u> (Mountains, Rivers, Lakes, Forests, Deserts, Volcanoes, Seashores,...)	8 <u>Climate</u> (Rainfall, Snowfall, Hurricanes, Tornadoes,) Average Seasonal Temperatures:
9 <u>Wildlife</u>	10 <u>Plant Life</u>	11 <u>Natural Resources</u> Agriculture, Fishing, Forestry, Manufacturing, Mining,...)	12 <u>Symbols</u> (National Flag, Motto, Coat of Arms, Other Symbols,...)
13 <u>National Anthem</u> (Song expressing the love of the homeland)	14 <u>Way of Life-People</u> Language (Official Language): Traditions (Customs, Clothing, Music, Holidays, Crafts, unique to that culture): Government, Leaders, Main Religion, Other Religion, Money:	15 <u>Education & Sports</u>	16 <u>Historical Happenings</u> Historical Persons, Time Line,...)

