LESSON ONE

TC Name: Isaac Kindblade Grade Level: Nine       Course: Modern World History

Unit: The Middle East Lesson Topic: Introduction to the Middle East             Time Allotted: 45 minutes

ESSENTIAL QUESTION: What are the human characteristics of the Middle East?

**PREPARATION**

**Purpose/Rationale:** This is the first part of a two-part lesson in which students create visual aids to help each other master the basic vocabulary terms associated with the Middle East. This lesson also introduces students to the basic research (including source citation) process. Each student will contribute one slide to a presentation of the key vocabulary terms in the next class.

**Unit Goal:** Describe the defining characteristics of the Middle East, apply a historical context to modern-day analysis.

**Learning Objectives:**

* Consider the meaning of a key term and choose the best representation
* provide source information
* Apply one vocabulary term in a well-written sentence

**Standards:**

* Beaverton School District Social Studies Knowledge AST 6.4- I can identify the physical and human characteristics of a region
* Research ALT 3- I can responsibly and accurately cite sources

**Prior Knowledge/Background Information:** This is intended as an introductory lesson, both to the Middle East, but also to the basic research process. The basic research process that students apply to this lesson will be re-used for more complex assignments in the future.

**Materials/Resources Needed:**

* [slideshow to](https://docs.google.com/presentation/d/1bbj1452YoLdjU8lUAiZlnSC9ck32iqK7_Qkg9Kx7xbE/edit?usp=sharing) support the lesson
* Warm-Up image
	+ First slide functions as assignment homepage
* List of vocabulary terms (assign words in advance, based on approximate skill level)
	+ accessible
		- mosque
		- Mecca
		- Bedouin
	+ moderate
		- pilgrimage
		- daily prayer
		- Ottoman Empire (Not a map)
		- Persia (not a map)
	+ challenging
		- Islam (up to three images okay)

**PROCEDURES AND ASSESSMENT OF STUDENT LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction: A picture is worth one word** |  |  |  |
| **Student’s Actions** | **Teacher’s Actions** | **Resources** | **Time** |
| Warm-up: View the pictures on the screen. Decide which image is more interesting and think about what you see. Choose one word that summarizes the picture you see. Write that word in your notebook. With any time remaining, list all the words that come to mind when you think about the Middle East. If prompted, share out the word you chose. | Project images onto screen. Prompt students not to discuss the image until prompted.random-call 3-5 students to share the word they choseexplain the challenge of choosing just-the-right photograph to explain a wordIntroduce the assignment* each student will be assigned one word
* find an image that exemplifies this word
* write a description for the image that includes your vocabulary word
* add one slide to a presentation that we will use to learn the major vocabulary for this unit
 | two warm-up images (the last slide of the [presentation](https://docs.google.com/presentation/d/1bbj1452YoLdjU8lUAiZlnSC9ck32iqK7_Qkg9Kx7xbE/edit?usp=sharing)) | 5 mins3 mins2 mins5 mins |
| **Body of Lesson: Vocabulary clarification** |  |  |  |
| **Student’s Actions** | **Teacher’s Actions** | **Resources** | **Time** |
| Write the definition of your vocabulary term in your notebook. Use your history textbook to find information (use the glossary, then the index). Find at least two other definitions. In your notebook, list the sources of your definition and then write a definition for the term in your own words.Write down four to seven search terms that you can use to find a suitable image.Search for an image using CCsearch. Ensure that images are licensed for fair-use.After identifying the two best images, copy and paste them into the class’ slideshow. Fill in all source information that you have available.For the best image, write a one-sentence description of the image that uses the vocabulary term.  | prompt students to look at multiple definitions before using their ownprompt students to think through the research before they begin.re-iterate the importance of copyrights and source attributionprovide technical support as needed. | webpage including resources and instructions | 5 mins5 mins10 mins5 mins5 mins |
| **Closure/Extensions:** (Determining progress toward daily objective.) |  |  |  |
| **Student’s Actions** | **Teacher’s Actions** | **Resources** | **Time** |
| Submit your two slides to the presentation.Log off computer and put all materials away.In the next lesson:* view the slideshow. Be ready to read your sentence out loud when your slide comes up.
* After the set of slides for each word, students will pause to write a definition for that term in their notebook.
 |  |  | 5 mins |

**LESSON REFLECTION**

LESSON TWO

TC Name: Isaac Kindblade Grade Level: Nine       Course: Modern World History

Unit: The Middle East Lesson Topic: Introduction to the Middle East             Time Allotted: 45 minutes

ESSENTIAL QUESTION: What are the human characteristics of the Middle East?

**PREPARATION**

**Purpose/Rationale:** This is the first part of a two-part lesson in which students create visual aids to help each other master the basic vocabulary terms associated with the Middle East. This lesson also introduces students to the basic research (including source citation) process. Each student will contribute one slide to a presentation of the key vocabulary terms in the next class.

**Unit Goal:** Describe the defining characteristics of the Middle East, apply a historical context to modern-day analysis.

**Learning Objectives:**

* Consider the meaning of a key term and choose the best representation
* provide source information
* Apply one vocabulary term in a well-written sentence

**Standards:**

* Beaverton School District Social Studies Knowledge AST 6.4- I can identify the physical and human characteristics of a region
* Research ALT 3- I can responsibly and accurately cite sources

**Prior Knowledge/Background Information:** This is intended as an introductory lesson, both to the Middle East, but also to the basic research process. The basic research process that students apply to this lesson will be re-used for more complex assignments in the future.

**Materials/Resources Needed:**

* [presentation](https://docs.google.com/presentation/d/1bbj1452YoLdjU8lUAiZlnSC9ck32iqK7_Qkg9Kx7xbE/edit?usp=sharing) with student-created slides
* individual student notebooks
* timer

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction: [word groupings of some sort?]** |  |  |  |
| **Student’s Actions** | **Teacher’s Actions** | **Resources** | **Time** |
| Write a response to this question: What will be the most common words to appear in American newspapers about the Middle East?] | Present warm-up question and direct students to write a response.  |  | 5 mins |
| **Body of Lesson: Vocabulary clarification** |  |  |  |
| **Student’s Actions** | **Teacher’s Actions** | **Resources** | **Time** |
| Prepare to write definitions for the different vocabulary terms that will be presented in the slide show. Be ready to read your sentence out loud when your slide is presented. After the set of slides for each word is presented, you will one minute to write a definition of the term.  | Present the slide show. Direct students to read the sentence for their slide out loud in a clear voice.Prep students for note-taking:Direct students to listen carefully and write a definition for each word during the one-minute pause. Students should not write during the slide presentations.  | [slideshow](https://docs.google.com/presentation/d/1bbj1452YoLdjU8lUAiZlnSC9ck32iqK7_Qkg9Kx7xbE/present?pli=1&ueb=true#slide=id.p) with student-submitted slides | 30 minutes(30/ seconds per slide, 3-4 slides per term and one-minute pauses) |
| **Closure/Extensions:** (Determining progress toward daily objective.) |  |  |  |
| **Student’s Actions** | **Teacher’s Actions** | **Resources** | **Time** |
| Review the definitions that you came up with and put check marks next to the terms that you feel comfortable with. Underline the words that you need to spend extra time working with. | Direct students to silently evaluate their familiarity with the words. | student-generated notes | 5 mins |

ASSESSMENT (to be completed after 1-3 more lessons on the Middle East)

Middle East Vocabulary Assessment

Key vocabulary terms

* Mecca
* mosque
* Bedouin
* pilgrimage
* daily prayer
* Ottoman Empire
* Persia
* Islam

Assessment (open-note): Follow the instructions below. Remember to write in complete sentences. Use the list of key vocabulary terms. Your answers to questions one and two should use different vocabulary terms.

1. Write a three-sentence response to this question: What is unique about the Middle East? Your answer should include at least three of the key vocabulary terms. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Score**

AST 6.4- I can identify the physical and human characteristics of a region

The answer demonstrates:

4- detailed, accurate knowledge 3- sufficient knowledge 2- some knowledge 1- little/ no knowledge

2. Write a three-sentence response to this question: What does the Middle East have in common with the rest of the world? Your answer must include at least two of the key vocabulary terms.

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**Score**

Research ALT 3- I can responsibly and accurately cite sources

The in-text citation format (author last name and page number) is

4- correct with minor errors 3- correct with minor errors 2- incomplete or inaccurate 1- little/ no attempt made

**Score**

AST 6.4- I can identify the physical and human characteristics of a region

The answer demonstrates:

4- detailed, accurate knowledge 3- sufficient knowledge 2- some knowledge 1- little/ no knowledge

3. Using your textbook, find a quote that supports either of the answers you wrote above. Add a fourth sentence to the answer that briefly paraphrases or quotes up to six words of the text, with proper in-text citation for either case. Example: (Kindblade 1).