**Lesson plan**

**Diversity in the Arab World**

This lesson intends to highlight the differences that characterize the Arab world. Differences that learners will discover at the historical, geographical, religious, cultural and the linguistic levels. The aim behind this lesson, besides teaching definite articles as well as sun and moon letters, is to dissipate the assumption that Arabs are all the same.

**Level: Arabic 1 / Beginners**

**Objectives: Three objectives are assigned to this lesson**

1. Linguistic objective: by the end of this lesson, students should be able to write and read the name of Arabic countries with regards to definite nouns moon and sun letters. They will be exposed to some differences in the dialects.
2. Cultural objective: By the end of this lesson students will able to identify Arab countries and determine their location on the map and the differences that characterize these countries. Students will share their opinions in a 15 minute debate format.
3. Didactical objective: To value communicative approaches, learners’ autonomy, formative evaluation, the pedagogy of the project, and comprehensive simulations.

**Competencies targeted: Four competencies will be targeted through this lesson**

1. Reading
2. Speaking
3. Writing
4. Cultural competency

**Table of specifications: The table below crosses skills and content to generate indicators which will allow evaluation and remediation. (This table is not exhaustive)**

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| --- | --- | --- | --- | --- | --- | --- |
| Competencies | **Content**  ***Skills*** | **Names of Arab countries** | **Location and borders of Arab countries** | **World map** | **ال** | **الحروف الشمسية \ القمرية** |
| Reading C | ***recognize*** | 1\* |  |  | 2 |  |
| Cultural C | ***identify*** |  | 3 |  |  |  |
| ***Determine*** |  |  | 4 |  |  |
| Writing C | ***label*** |  |  | 5 |  |  |
| ***connect*** |  |  |  | 6 |  |
| ***spell*** | 7 |  |  |  |  |
| Speaking C | ***pronounce*** |  |  |  |  | 8 |

\* Indicators

**Indicators:** They are a set of systematic markers that allow the evaluator to quantify achievements and identify areas where the learner needs remediation (some educators use them as items serving within rubrics). It is the instructor’s prerogative to prioritize these indicators. For example; indicator 1 will be worth 10 points and indicator 8 will be 4.

1. Student is able to recognize countries’ names and say them correctly
2. Student is able to identify the names of Arab countries written with “ال”
3. Student is able to identify the location of Arab countries on the map provided
4. Student is able to label the map provided …

**LESSON**

**Activities: They vary and offer learners several tools to enhance their knowledge; technology, hands-on, interactions…**

1. Introduction of the definite article “ال”.
2. Introduction of Arab countries in Arabic (using classroom map)
3. A 15 minutes lesson about sun and moon letters is conducted. Students will be invited to pronounce names of the countries with regards to the first consonant following the "ال".
4. This activity consists on watching a presentation from the site maps of war. It helps students visually to understand how divers the Arab World was and still is. It allows them to chronologically understand the different eras, political leadership, borders, and years of independence. <http://www.mapsofwar.com/images/EMPIRE17.swf>
5. This activity will help students visualize the changes that, what is commonly called, “the Middle East” have seen from the perspective of religions. Students will understand how religions evolved in the region.

<http://www.mapsofwar.com/ind/history-of-religion.html>

1. This activity will allow students to situate the present events taking place in the Arab World within the general international historical context.

<http://www.mapsofwar.com/ind/march-of-democracy.html>

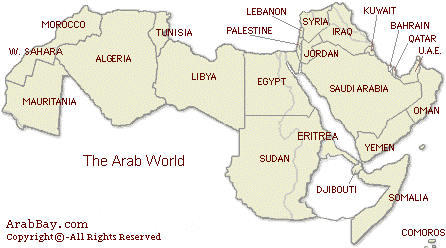
**Practice**

Students are provided a list of countries’ names in English and Arabic. They are required to match them, distinguish names starting with “ال” and practice pronunciation.

|  |  |
| --- | --- |
| **Names of countries** | أسماء الدول |
| **Saudi Arabia** | مصر |
| **Syria** | لبنان |
| **Yemen** | السّودان |
| **Egypt** | السعوديّة |
| **Sudan** | اليمن |
| **Libya** | الأردن |
| **Jordan** | ليبيا |
| **Qatar** | قطر |
| **Lebanon** | سوريا |

**EVALUATION**

1. Cultural: Students will have to label (in English) the map to determine the geographical position of each nation. They have to rely on the presentation from “maps of war” and their research and translation of countries’ names. They will have to label 15 out of the total.



1. Writing: Students will have to complete the table with names of Arabic countries and their translation.

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| --- | --- |
| **Names of countries** | أسماء الدول |
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1. Reading/Speaking: Students will be invited to read names of Arabic countries and make sure they pronounce the words with regards to sun and moon letters.
2. Culture: In a 15 minute exchange, students will share their views about what they have been exposed to and what they have learned from the activities above.

**Remediation**

Indicators will allow the teacher to identify the area where a student had a problem and provide the adequate material to remediate. Let’s say that the student did not correctly complete the table in the written evaluation. Indicator number 2 was not fulfilled which effected indicator number 8 (pronunciation). It will be easy for the teacher to assign material to review the use of the definite article and help reading them.

**Related lesson: النسبة**