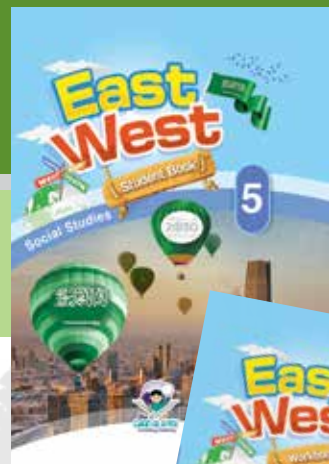




Teacher's Guide



Social Studies

East & West



Teacher's Book 5

Saudi Arabia

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East & West
Saudi Arabia



Introduction

Social Studies: AERO’s curriculum writers have reviewed the Social Studies Framework (2019) and identified the Critical Areas for grades K-6, and have developed three sample units for each grade built on the critical areas. These units have been designed to guide teachers develop students into global citizens.

We start with a quote from the National Council for the Social Studies, the largest professional association for social studies educators in the world, it defines social studies as:

“... the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

(the National Council of the Social Studies,

<https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction>)

“The civic mission of social studies demands the inclusion of all students—addressing cultural, linguistic, and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. Diversity among learners embodies the democratic goal of embracing pluralism to make social studies classrooms laboratories of democracy.” (the National Council of the Social Studies,

<https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction>)

From this general quote we can derive the following general outcomes of teaching Social Studies in primary levels (1 – 6):

1. State facts of what students should learn at each level in the social studies curriculum.
2. Teach the language of Social Studies (in English) that is aimed at teachers and seeks to capture the expectations of the comprehensive, long-range outcomes.
3. Define the Learning outcomes at each level, present key questions and answers for exploration related to each theme.
4. Identify the types of purposes, knowledge, and intellectual processes that students should demonstrate in student products.
5. Identify and elaborate on the reasons why it is important to study each theme.
6. Build knowledge to integrate new information into existing cognitive constructs.



7. Engage in processes that develop students' abilities to think, reason, conduct research and attain understanding as they encounter new concepts.
 8. Represent what students learn in products that demonstrate their ability to use information accurately, and that reflect the thinking and research skills acquired in the process of learning.
 9. Develop students' ability both to conceive and implement self-directed projects and to participate in group projects. The development of the writing skills of students is an important objective of the products, which also include audio visual presentations.
- As a whole, the above outcomes are standards that are the framework for education for citizenship to provide students with the democratic dispositions, values, and attitudes needed for good and useful civic engagement.

So we can generally use the above standards to:

- deal with East & West curriculum with a view toward long-range outcomes.
- provide a framework for 1-6 curriculum development.
- provide ideas for instruction and assessment.
- serve as the basis for professional development experiences.
- Evaluate current curriculum, instruction, and assessment practices.
- Provide learning expectations for units and course books that are consistent with long-range social studies goals within and across grade levels.
- Acquire ideas and examples for alignment of learning outcomes, instruction, and assessment.

General Instructional Strategies needed for teaching Social Studies:

1. Brainstorming and discussion
2. Drawing and artwork
3. Field trips
4. Games
5. Graphic organizers, semantic maps and word webs
6. Humor
7. Manipulatives, experiments, labs, and models
8. Metaphors, analogies and similes
9. Mnemonic devices
10. Movement
11. Music, rhythm, rhyme and rap
12. Project-based and problem solving-based instruction
13. Reciprocal teaching and cooperative learning
14. Roleplays, drama, pantomimes and charades
15. Story-telling





16. Technology
17. Visualization and guided Inquiry
18. Visuals
19. Work-study and apprenticeships
20. Writing and journals
21. Use PowerPoint Lessons and Guided Notes. ...
22. Go Digital – Use a WebQuest with your Students. ...
23. Integrate Reading Passages. ...
24. Use Social Studies Interactive Notes. ...
25. Incorporate FUN homework or social studies projects! ...
26. Use Historical Fiction Read Alouds. ...
27. Create an Immersive History Experience.

How to execute the pretend role-play with the students:

For a good role play session, let the students immerse themselves fully in the role that they are portraying. Set up a pretend scenario with necessary props to let them play it out. Keep it simple and easy.

How do you conduct a role-play in the classroom?

How to Use Role Play?

Step 1: Identify the Situation: To start the process, gather students encourage an open discussion to uncover all of the relevant issues.

Step 2: Add Details: Teach the new vocabulary and sentences that will be used; write some on the board.

Step 3: Assign Roles: Divide the groups into information seekers who ask the questions and information providers who answer them.

Step 4: Pose and Act: Pose and act out the scenario with good students to help the class do the same.

Step 5: Discuss: Ask questions to assess what the students what have learned.

DID YOU KNOW: Read this piece of information in every unit with your students and explain it. Elicit answers from the students first, then elaborate on their answers.

Glossary: At the end of each unit, you will find a “Glossary” It has the key words from the topics discussed in the lessons. Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.



Unit 1

The Political Life in Saudi Arabia

Lesson 1 (pages 7, 8, 9 & 10)

The Political Life in Saudi Arabia

In this lesson, your students will learn about the political life in Saudi Arabia.

Learning Objectives

Students should be able to

- realize with appreciation the role of Al Saud dynasty in building Saudi Arabia.
- realize the importance of the flag.
- recognize the meanings of all the symbols used in the flag of Saudi Arabia.
- identify the national symbols used in Saudi Arabia.
- describe the political regime in Saudi Arabia.
- explain the reasons of calling the Saudi Arabia the Kingdom of Saudi Arabia.

Introduction (5 minutes)

- Talk about the beginnings of the country (Saudi Arabia).
- Show a video that talks about the history of Saudi Arabia.

Explicit instruction/Teacher modeling (10 minutes)

- Discuss with your students the history of Saudi Arabia.
- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: unified, monarchy, notional symbol

Sentence: “Saudi Arabia is the birthplace of Islam and home to Islam’s two holiest Mosques in Makkah al-Mukarramah and al-Madinah al-Munawwarah.”

- Write them on the board in a small box for the students to read.

Model questions:

“Who founded the modern Saudi state?”

“Where is Saudi Arabia located?”

“When was the modern Saudi Arabia founded?”

“What is the King’s official title?”

“When was the country unified?”

“Define the term “monarchy”.”

“What is the national symbol of Saudi Arabia?”

Model answers:

“It was founded by Abd al- Aziz bin Abd al- Rahman Al Saud (Ibn Saud).”

“Saudi Arabia is a country located in the Asian part of the Arab world bordering the Arabian Gulf and the Red Sea, north of Yemen.”





“In 1932 by Abd al-Aziz bin Abd al-Rahman Al Saud (Ibn Saud).”

“It is the Custodian of the two holy mosques.”

“It was unified in 23 September, 1932.”

“A monarchy is a form of government in which one person had the inherited right to rule as a head of State during his or her lifetime.”

“The national symbol of Saudi Arabia is the palm tree surmounting two crossed swords; whereas the national colors are green and white.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 5, 6 & 7). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.



Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Political Life in Saudi Arabia" on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 11 & 12) The State and the Government

In this lesson, your students will learn about the state and the government in Saudi Arabia.

Learning Objectives

Students should be able to

- differentiate between the state and the government.
- identify the pillars of a country.
- explain the concept of sovereignty.
- realize the importance of the government in any country.

Introduction (5 minutes)

- Explain the concept of sovereignty.
- Ask them about the meaning of government. See what they know in general.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: country, sovereign, authority, population, territory, government

Sentence: "A country has three pillars of a country which are the authority, territory and population."

- Write them on the board in a small box for the students to read.
- Encourage students to ask and answer questions:

Model questions:

"What is a government?"

"What is a country?"

"What are the three authority structures that influenced the affairs of men?"

Model answers:

"A government is a body that has the power to make and enforce laws within an organization or group."

"A country is region identified as distinct national entity that is an independent sovereign state."

"They are the family, the government and the religion."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.





- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 8 & 9). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The State and The Government" on the web. Write a small paragraph in your notebook about it.

Lesson 3 (pages 13 & 14)

The Saudi Government

In this lesson, your students will learn about the Saudi government.



Learning Objectives

Students should be able to

- identify the power branches of Saudi Arabia government.
- identify the components of the executive power.
- list the components of the Executive power.
- list the components of the Legislative power.
- list the components of the Judicial power.
- list the types of courts in Saudi Arabia.

Introduction (5 minutes)

- Explain to your students the Executive, Legislative and Judicial power.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Executive, cabinet, legislative

Sentences: “The Saudi government’s type is absolute monarchy.”

“The Saudi government is comprised of three power branches: the Executive, the Legislative Authority and the High Court.”

- Write the key sentences and the keywords on the board make sure they can read and understand them.

Model questions:

“Who heads the Executive Authority?”

“What is the Legislative Authority?”

“What does The High Court consist of?”

Model answers:

“It is headed by the king and the prime minister of Saudi Arabia- king Salman bin Abd al- Aziz who is both chief of state and head of government.”

“It is unicameral consultative council (Majils ash-Shura).” “It consists of the court chief and subordinate courts.

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.





- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 10, 11 & 12). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat the questions they asked and the answers that were given.
- Give homework: Search the web and find more information about the Saudi Government. Tell your classmates what you find.

Lesson 4 (pages 15, 16, 17, 19 & 20)

Citizenship

In this lesson, your students will learn about citizenship.

Learning Objectives

Students should be able to

- explain what citizenship is.
- identify the constitution of Saudi Arabia.
- realize the importance of the Constitution.
- list some of the citizens' rights in Saudi Arabia.



- list some of the citizens' responsibilities in Saudi Arabia.

Introduction (5 minutes)

- Explain to the students the meaning of citizenship.
- Ask your students about what they know about citizenship.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: citizenship, nationally, discrimination, constitution, amendments
Sentence: "A citizen is a resident of a particular country who holds its nationality."

- Write them on the board in a small box for the students to read.

Model questions:

"What are citizen's rights in Saudi Arabia?"

"What are the citizen's responsibilities in Saudi Arabia?"

"Define the term "nationality"."

"What is the basic right for all citizens?"

"What is the use of constitution?"

"When was the first- ever elections held?"

Model answers:

"The right to own property, the right to have a decent life, the right to vote and be elected."

"Be a good citizen, protect your country and keep your country clean."

"A nationality is a citizenship to a particular nation. So if you have a Saudi nationality, then you are a Saudi citizen."

"The basic right for all citizens is to be equal in dignity and rights."

"The constitution outlines the basic laws or principles by which a country is governed determining the rights and responsibilities of its citizens."

"It was held in 2005."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences, repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.





- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 13, 14 & 15). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat the questions they asked and the answers that were given.
- Give homework: Write a report about how to be a good citizen.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.



Unit 2

The Land

Lesson 1 (pages 27, 28 & 29)

The Earth's Land and Water

In this lesson, your students will learn about the Earth's land and water.

Learning Objectives

Students should be able to

- list the seven continents according to area.
- locate the seven continents on the map.

Introduction (5 minutes)

- Ask them if they can name any continent of the seven continents in general.
- Show them a map and point out each continent.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: continent, landmass, surface

Sentence: "The Earth is called the 'Blue Planet' because its surface is approximately

70.9% water and 29.1% land."

- Write them on the board in a small box for the students to read.

Model questions:

"What is a continent?"

"What is the total area of the Earth?"

"What is the total area of the land?"

"Which is the largest continent?"

"Which is the smallest continent?"

Model answers:

"It's a great landmass of the earth."

"It is 510.027000 km²."

"It is 148.94 million Km²."

"Asia."

"Oceania."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.





Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 17 & 18). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Let students find more information about the new changes now in earth, land and water.

Lesson 2 (pages 30, 31, 32 & 33)

The Ancient World - Asia

In this lesson, your students will learn about the ancient world-Asia.

Learning Objectives

Students should be acquainted with

- the most populated countries in Asia.
- the major countries in Asia.



Introduction (5 minutes)

- Explain to your students that there are old continents and new continents in the world.
- Ask your students if they know the five largest Countries in Asia.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: landmarks, population

Sentence: “Before the discovery of the Americas, Australia and Antarctica, the old world has three continents; Asia, Africa and Europe.”

- Write the keywords and the key sentences on the board, make sure they can read them and understand them.

Model questions:

“What are the oldest three continents?”

“What are the five largest countries in Asia?”

“How much does Asia cover of the world’s landmass?”

“Name some landmarks in Asia.”

Model answers:

“They are Asia, Africa and Europe.”

“They are Russia, China, India, Kazakhstan and Saudi Arabia.”

“It covers about 30%.”

“It has Al- Aqsa Mosque- Jerusalem, Petra- Jordan and Burj Khalifa, Dubia- The United Arab Emirates.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 19, 20, 21 & 22). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Let students search for more information on the web about Asia.

Lesson 3 (pages 34, 35, 36 & 37)

The Ancient World - Africa

In this lesson, your students will learn about the ancient world-Africa.

Learning Objective

Students should

- be acquainted with the most populated countries in Africa.
the major countries in Africa.

Introduction (5 minutes)

- Explain to your students that there are old continents and new continents in the world.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: population, landmark

- Write them on the board in a small box for the students to read.

Model questions:

“What are the five largest countries in Africa?”

“What is the total area of the land?”



“Name some of the landmarks in Africa.”

“What is the name of the world’s longest river?”

Model answers:

“They are Algeria, Congo, Sudan, Libya, and Chad.”

“It is 21% of the landmass area.”

“They are Giza Pyramids- Egypt and The Greatest Sphinx of Giza- Egypt.”

“It is the Nile.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 23, 24 & 25). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don’t correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.





- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search for more information about Africa.

Lesson 4 (pages 38, 39 & 40)

The Ancient World - Europe

In this lesson, your students will learn about the ancient world -Europe.

Learning Objectives

Students should be acquainted with

- the most populated countries in Europe.
- the major countries in Europe.

Introduction (5 minutes)

- Explain to your students that there are old continents and new continents in the world.
- Tell your students about the most popular Countries in Europe.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: landmarks, continent

Sentences: “Europe is the world’s sixth largest continent that includes 47 countries.”

“Europe is the only continent that doesn’t have any desert.”

- Write them on the board in a small box for the students to read.

Model questions:

“What are the most populated countries in Europe?”

“What are the largest cities in Europe?”

“Name two of the landmarks Europe has.”

Model answers:

“They are Russia, Germany and United Kingdom.”

“They are London, Berlin, Madrid.”

“They are Eiffel Tower, Paris- France and Leaning Tower of Pisa- Italy.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.



Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 26, 27 & 28). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Let students look for more information about Europe and share with their classmates what they found.

Lesson 5 (pages 41, 42 & 43)

The New World – North America

In this lesson, your students will learn about the new world- North America.

Learning Objectives

Students should be acquainted with

- the most populated cities in North America.
- the landmarks in North America.





Introduction (5 minutes)

- Explain to your students the meaning of the New World.
- Tell your students that they will learn about North America.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: The New World, North America, century, planet

Sentence: “The Planet’s third largest continent is North America.”

- Write them on the board in a small box for the students to read.

Model questions:

“What are the landmarks in North America?”

“What are the largest cities in North America?”

“Who is the person which America was named after him?”

“Name some of the landmarks in North America.”

Model answers:

“The golden gate bridge, Le chateau Frontenac”

“Los Angeles, Toronto, New York”

“It was named after Amerigo Vespucci.”

“They are The Golden Gate Bridge, California- USA and Mount Rushmore, South Dakota- USA.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 29, 30 & 31). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.



- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Let students look for more information about the countries and cities in North America. Let them share with their classmates what they found.

Lesson 6 (pages 44, 45 & 46)

The New World – South America

In this lesson, your students will learn about the New World- South America.

Learning Objectives

Students should be acquainted with

- the most populated cities in South America.
- the landmarks in South America.

Introduction (5 minutes)

- Show pictures of South America or a video.
- Tell your students that they will learn about North America.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: The New World, South America, falls, capital

Sentences: “The planet’s fourth largest continent is South America.”

“Latin America is comprised of the countries of Central America and South America.”





- Write them on the board in a small box for the students to read.

Model questions:

“What is the world’s highest waterfall in South America?”

“What are the largest cities in South America?”

“Name two landmarks in South America.”

Model answers:

“Angels falls.”

“They are Buenos Aires, Machu Picchu and Rio de Janeiro.”

“They are: Rio de Janeiro- Brazil and Machu Picchu- Peru.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 32, 33 & 34). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don’t correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.



- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Write a report about The Amazon River or The Andes Mountains. Read your report to the class.

Lesson 7 (pages 47, 48, 49, 50, 51 & 52)

Antarctica and Oceania

In this lesson, your students will learn about Antarctica and Oceania.

Learning Objectives

Students should be acquainted with

- the most populated cities in Antarctica and Oceania.
- the landmarks in Antarctica and Oceania.

Introduction (5 minutes)

- Show pictures of Antarctica and Oceania.
- Tell your students that they will learn about Antarctica and Oceania.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: James Cook, islands, expedition

Sentences: “The world’s sixth largest continent is Antarctica.”

“Antarctica is the coldest and windiest spot on the Planet.”

- Write the key sentences and the keywords on the board make sure they can read and understand them.

Model questions:

“What is the lowest temperature ever recorded in Antarctica?”

“What are the landmarks in Oceania?”

“What is the population in Antarctica?”

“What does Oceania include?”

“Define Australasia.”

Model answers:

“It is (- 89.61 C).”

“They are Uluru, Moai, Auckl and Harbor Bridge.”

“Population is officially none, but governmental research stations that are populated





with small groups of scientists at all times.”

“It includes Micronesia; a widely scattered group of islands that run along the northern and southern edges of the Equator.”

“Australasia is a region in Oceania: Australia, New Zealand, the island of New Guinea and the neighboring islands in the Pacific Ocean.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 35, 36 & 37). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.



Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search “Antarctica and Oceania” on the web. Write a small para- graph in your notebook about it.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.





Unit 3

The Arab World- The African Part

Lesson 1 (pages 57, 58, 59 & 60)

The Nile Valley

In this lesson, your students will learn about the Earth's land and water.

Learning Objectives

Students should be able to

- identify the location and boundaries of the Arab world.
- name the African Arab countries.
- recognize the importance of the Nile River.
- recognize the importance of the Nile Valley's history.
- realize the importance of the Sinia Peninsula.

Introduction (5 minutes)

- See if the students can name some Arab countries.
- Show them a map and point out the Arab countries.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: continents, regions, independence, currency

Sentences: "The Arab world is a political and cultural region located on the continents of Asia and Africa."

"The Nile is a major north-flowing river in North Africa and the longest river in the world."

- Write them on the board in a small box for the students to read.
- Encourage students to ask and answer questions:

Model questions:

"How many countries are there in the Arab World?"

"What date is the national day in Sudan?"

"Define the term "The Nile Valley"."

"Why is Sudan no longer the largest country in Africa?"

Model answers:

"There are 22 countries."

"It is on January 1, 1956."

"The Nile Valley is a term used to refer to the region that is located in northeastern Africa and is comprised of Egypt and Sudan."

"Before the separation of South Sudan, Sudan was the largest country in Africa."



- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 39, 40 & 41). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Nile Valley" on the web. Write a small paragraph in your notebook about it.





Lesson 2 (pages 61, 62 & 63)

The Northwest African Countries

In this lesson, your students will learn about the Northwest African countries.

Learning Objectives

Students should be able to

- locate the countries of the Arab world in Africa on the map.
- locate the boundaries of each African geographical region of the Arab world on the map.
- recognize the flags of the African Arab countries.
- identify the capitals of the African Arab countries.
- identify the independence days of each country of the African Arab countries.
- recognize the importance of the Northwest African countries' strategic location.

Introduction (5 minutes)

- See if the students can list the Northwest African Arab countries.
- Show them a map and point out the Arab countries in Africa.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: wealthiest, Mediterranean Sea

Sentence: "The Northwest African countries is a region known as the Maghreb due to its western location of the Arab world."

- Write them on the board in a small box for the students to read.

Model questions:

"Name the Northwest African countries."

"What date is the national day in Algeria?"

"Name the largest country in Africa."

"What is the capital of Libya?"

Model answers:

"They are Tunisia, Libya, Algeria, Morocco and Mauritania."

"It is on July 5, 1962."

"It is Algeria." "It is Tripoli."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.



Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 42 & 43). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Northwest African Countries" on the web. Write a small paragraph in your notebook about it.





Lesson 3 (pages 64, 65 & 66)

The African Horn and Comoros

In this lesson, your students will learn about the African Horn and Comoros.

Learning Objectives

Students should be able to

- recognize the importance of the African Horn's strategic location.
- take pride in being an Arab.

Introduction (5 minutes)

- See if the students can list the Northwest African Arab countries.
- Show them a map and point out the African Horn and Comoros.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: archipelago, drought, famine

Sentences: "The African Horn is a peninsula in East Africa."

"The Arab part of the region is comprised of Somalia and Djibouti."

- Write them on the board in a small box for the students to read.

Model questions:

"What are the African Horn's countries?"

"What date is the national day in Somalia?"

"Define the term "Comoros"."

"What is the capital of Djibouti?"

Model answers:

"They are Somalia, Djibouti, Ethiopia and Eritrea."

"It is on July 1, 1975."

"Comoros is an archipelago island consisting of three islands in the Indian Ocean, located off the eastern coast of Africa."

"It is Djibouti."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.



Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 44 & 45). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The African Horn and Comoros" on the web. Write a small paragraph in your notebook about it.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.





Unit 4 Mesopotamia

Lesson 1 (pages 71 & 72) Mesopotamia

In this lesson, your students will learn about Mesopotamia.

Learning Objectives

Students should

- be acquainted with the reasons of developing ancient civilizations.
- be able to list the rivers where four ancient civilizations grew up.

Introduction (5 minutes)

- Ask your students what they know about Mesopotamia in general.
- Show them a map and point out the Mesopotamia.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Mesopotamia, the Fertile Crescent

Sentences: “The first civilizations were founded in the fertile valleys of great rivers.” “Mesopotamia is part of what is known as The Fertile Crescent.”

- Write them on the board in a small box for the students to read.

Model questions:

“Where was most of ancient Mesopotamia located?”

“Where was the Fertile Crescent located?”

“Where is Mesopotamia located today?”

“Where does the Tigris River flow?”

Model answers:

“It is in what today is known as Iraq.”

“It is located in Iraq, Syria, Jordan, Palestine and Lebanon.”

“It is located in Iraq.”

“It flows into the Arabian Gulf.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.



Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 47 & 48). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "Mesopotamia" on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 73, 74 & 75)

The Sumerians

In this lesson, your students will learn about the Sumerians.

Learning Objective

Students should be able to

- recognize the major achievements of Sumerians. Recognize the characteristics and inventions of the Sumerians

Introduction (5 minutes)

- Explain to your students the meaning of Sumerians.



- Show them a map and point out where the Sumerians are located.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: nomads, civilization, irrigation, alluvial soil, Mongol invaders

Sentence: “People were forced to migrate in search of water. Thus, Tigris and Euphrates rivers provided the perfect location to settle.”

“Irrigation is a system of watering crops to grow more food.”

- Write them on the board in a small box for the students to read.

Model questions:

“Who have discovered the fertile land of Mesopotamia?”

“What are the Sumerian’s inventions?”

“Where did the Sumerians move?”

“Why was irrigation easy in the days of Sumerians?”

“How did goods transfer faster?”

“Name one invention of the Sumerians.”

Model answers:

“Nomads.”

“A pottery wheel, a wagon wheel, a Sumerian boat.”

“They moved to a land between the Tigris and the Euphrates.”

“Irrigation was easy because of the rivers’ low banks.”

“Goods transferred faster with wheels on the wagon.”

“The Sumerians invented sun- dried mud bricks.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 49, 50 & 51). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.

- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Sumerians" on the web. Write a small paragraph in your notebook about it.

Lesson 3 (pages 76, 77 & 78)

The Sumerian City- States

In this lesson, your students will learn about the Sumerian City- States.

Learning Objectives

Students should

- be able to recognize the characteristics of the Sumerian city- states.
- be familiar with the social classes of Sumerian city-states.

Introduction (5 minutes)

- Ask your students what they know about the Sumerian states.
- Show some pictures that are related to Sumerian states.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Ziggurat, scholars, moats, Eridu

Sentences: "Sumer was a collection of city-states around the lower tigris and Euphrates Rivers."

"Eridu is considered one of the oldest cities in the world."

- Write them on the board in a small box for the students to read.

Model questions:

"What are the major cities of Sumer?"

"What is Ziggurat?"

"How did scholars believe city-status grew?"





“Describe the wall that surrounded the Sumerian city.”

Model answers:

“They are Eridu, Erech, Ur.”

“It is a step-pyramid temple first built by the Sumerians 5,000 years ago made of sun-dried mud bricks.”

“Scholars believe that it grew out of cities’ need to protect themselves from their neighbors during times of war.”

“It had bronze entrance gates and were built of sundried bricks that seemed to possess the “brilliance of copper.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 52 & 53). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.



Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search “The Sumerian City- States” on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 79, 80, 81, 82 & 83) The Inventions of the Sumerians

In this lesson, your students will learn about the inventions of the Sumerians.

Learning Objectives

Students should be able to

- know the inventions of the Sumerians.
- recognize the major inventions of Sumerians.

Introduction (5 minutes)

- Show some pictures that are related to the inventions of the Sumerians.
- Tell your students that today will learn about the inventions of the Sumerians.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: pictographs, cuneiform, harp, axe, seeder plough, clay sickle, pictogram, cuneiform tablet

Sentences: “The people of ancient Mesopotamia developed many things which made it the cradle of civilization.”

“The Epic of Gilgamesh is perhaps the oldest recorded story in the world.”

- Write them on the board in a small box for the students to read.

Model questions:

“What are the inventions of the Sumerians?”

“How did the Sumerians contribute to the system of mathematics?”

“How did their language begin?”

“Define the term “cuneiform”.”

“What did the ancient Sumerians list on their list?”

“Name a great story that was written by the Sumerians.”

Model answers:

“The Sumerian Harp and the Sumerian bronze axe.”

“They invented a system of mathematics based on the number 60.

Today we divide an hour into 60 minutes and a 60 minutes into 60 seconds. That comes from ancient Sumerians.”





“The Sumerian language began as pictographs- picture of things that acted as words.”

“Cuneiform is the written language of wedge-shaped symbols.”

“They listed their household goods, court activities, sales and purchases.”

“It was a story called “The Epic of Gilgamesh”.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 54, 55, 56 & 57). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.



Review and closing

- Ask your students to recap what they took in the lesson today.
 - Give homework: Search “The Inventions of the Sumerians” on the web. Write a small paragraph in your notebook about it.
- In this lesson, your students will learn about the Akkadians.

Lesson 5 (pages 84 & 85)

The Akkadians

Learning Objective

Students should be able to

- recognize the achievements of the Akkadians.

Introduction (5 minutes)

- Show your students a map and point out to the Akkadians empire.
- Tell your students that today will learn about the Akkadians.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: elected, empire, reign, succeeded by

Sentences: “The year 2350 BC was a turning point in the history of Mesopotamia as the first civilization arose on Mesopotamian soil.”

“The Akkadians were the driving force of Mesopotamia.”

- Write them on the board in a small box for the students to read.

Model questions:

“What was known Sargon of Akkad?”

“What is the new idea that Sargon brought to West Asia?”

“When did the Akkadians Empire fall?”

Model answers:

“Sargon the Great.”

“Sargon brought the new idea that a king should be succeeded by his sons; before this, the new king used to be elected by the rich men of each city.”

“It fell around 2100 BC.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.





Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 58 & 59). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.

Model questions:

“What was known Sargon of Akkad?”

“What is the new idea that Sargon brought to West Asia?”

“When did the Akkadians Empire fall?”

Model answers:

“Sargon the Great.”

“Sargon brought the new idea that a king should be succeeded by his sons; before this, the new king used to be elected by the rich men of each city.”

“It fell around 2100 BC.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.



Independent working time (5 minutes)

Do the workbook exercises (pages 58 & 59). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Akkadians" on the web. Write a small paragraph in your notebook about it.

Lesson 6 (pages 86, 87 & 89)

The Babylonians

In this lesson, your students will learn about the Babylonians.

Learning Objectives

Students should

- be able to recognize the characteristics of the Babylonian city-states.
- be familiar with the Hammurabi's code.
- be able to recognize the achievements of the Babylonians.
- be acquainted with the tools the Babylonians used.
- be able to realize the importance of the Babylonians' inventions.
- be able to realize the effects of the Babylonians on peoples' life.

Introduction (5 minutes)

- Tell your students that today will learn about the Babylonians.





Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.
Words: Amorites, Hammurabi stela, kingdom, invaded
Sentences: “In 2000 BC the Amorites invaded Mesopotamia, destroyed Ur and then built a small village on Euphrates River, Babylon.”
“Babylon was an impressive city; it was a massive walled city, with network of canals and vivid green crops.”
- Write them on the board in a small box for the students to read.
Model questions:
“How many are Hammurabi’s laws?”
“How did Babylonia become a kingdom?”
“Who invaded Mesopotamia?”
“Describe the leader Hammurabi.”
“What are the aspects that Hammurabi’s laws dealt with?”
Model answers:
“282 laws.”
“It grew into a beautiful city and eventually through expansion it became a kingdom.” “The Amorites”
“He was a powerful warrior and an outstanding leader. He encouraged the works of art, united the people under one religion, improved the irrigation system, the tax system as well as the government housing systems.”
“The laws dealt with many aspects of life such as family relations, marriage, divorce, and ownership of land, trade, business, the hiring of workers and the practice of medicine.”
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.



Independent working time (5 minutes)

Do the workbook exercises (pages 60, 61 & 62). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Babylonians" on the web. Write a small paragraph in your notebook about it.

Lesson 7 (pages 90, 91 & 92)

The Assyrians

In this lesson, your students will learn about the Assyrians.

Learning Objectives

Students should be able to

- recognize the achievements of the Assyrians.
- recognize the characteristics of the Assyrians.
- identify the tools the Assyrians used.
- realize the importance of the Assyrians' inventions.
- realize the effects of the Assyrians on peoples' life.





Introduction (5 minutes)

- Tell your students that today will learn about the Assyrians.
- Show your students a map and point out the Assyrian Empire.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: catapults, archers, Medes

Sentences: "The Assyrians were geniuses at waging war; that was because they decided that the best defense they had was to attack other cities before they could be attacked."

"The Assyrians were the first people to use iron weapons which were superior to bronze ones and the sturdy boots, which helped on long marches."

- Write them on the board in a small box for the students to read.

Model questions:

"Where was the Assyrian Empire located?"

"What was the name of the capital of the Assyrian Empire?"

"What was the best decision the Assyrians had around 1365 BC?"

"What is the job of a battering ram?"

"Define the term "Archers"."

"What happened to Assyria during 911 BC to 612 BC?"

"How did the Assyrian Empire fall?"

Model answers:

"In north of Babylon"

"A city called Nineveh."

"It was decided that the best defense they had was to attack other cities first before they could be attacked."

"Battering ram is used to pound down city walls."

"Archers are people who use bows and arrows."

"Assyria assumed a position as the most powerful nation on Earth and successfully conquered most of west Asia and Egypt."

"In 612 BC two groups joined together to smash the Assyrian empire."

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.



Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 63 & 64). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Assyrians" on the web. Write a small paragraph in your notebook about it.





Lesson 8 (pages 93, 94 & 95)

The Chaldeans

In this lesson, your students will learn about the Chaldeans.

Learning Objectives

Students should be able to

- recognize the characteristics of the Chaldeans.
- recognize the achievements of the Chaldeans.
- Identify the tools the Chaldeans used.
- realize the importance of the Chaldeans' inventions.
- realize the effects of the Chaldeans on peoples' life.

Introduction (5 minutes)

- Tell your students that today will learn about the Chaldeans.
- Show your students a map and point out the Chaldeans.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Hanging Gardens of Babylon, resplendent

Sentences: "After the fall of the Assyrian power, Babylon finally rose up against the hated empire of Nineveh."

"The Medians controlled the highland region and the Chaldeans became the masters of the Fertile Crescent."

"The Hanging Gardens of Babylon were regarded by the Greeks as one of the seven wonders of the ancient world."

"Nebuchadnezzar was the last great Mesopotamian ruler."

- Write them on the board in a small box for the students to read.

Model questions:

"What was the name of the king of the Chaldeans?"

"When was Nebuchadnezzar died?"

"What is special about the city walls?"

"Who regarded the Hanging Gardens of Babylon as one of the seventh wonders of the world?"

Who was the last great Mesopotamian ruler?"

Model answers:

"Nebuchadnezzar."

"In 562 BC."

"The tremendous city walls were wide enough at the top to have rows of small houses on either side."

"It was regarded one of the seventh wonders by the Greeks."

"Nebuchadnezzar was the last great Mesopotamian ruler."



- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 65). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Chaldeans" on the web. Write a small paragraph in your notebook about it.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.





Unit 5

The Economy of the Arab World

Lesson 1 (pages 101, 102 & 103)

The Location of the Arab World

In this lesson, your students will learn about the location of the Arab world.

Learning Objectives

Students should be able to

- realize that the location of the Arab world is strategic in relation to other countries of the world.
- define the terms strategic position.
- realize what a strategic position implies.
- name the straits that are found in the Arab world and the bodies of water they link.
- realize the importance of straits and canals.

Introduction (5 minutes)

- Tell your students that today will learn about the location of the Arab world.
- Show your students a map and point out the Arab world.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: straits, Canal, irrigation, economically, navigation

Sentences: "The Arab World has a strategic location in the middle of the ancient world because it links the three continents of Asia, Africa and Europe."

"The Arabian Gulf separates the Arabian Peninsula from Iran and has a strategic significance to international oil shipping and delivery."

- Write them on the board in a small box for the students to read.

Model questions:

"What is the Strait of Hormuz?"

"What is canal?"

"How many countries does the Arab world have?"

"What is the aim of the Arabian Gulf?"

"What is the importance of straits and canals?"

Model answers:

"It is a 39 kilometer long channel that links the Arabian Sea to the Gulf of Oman."

"A canal is a man-made waterway constructed to enhance shipping or irrigation."



“It has a total of 146 countries out of 193 countries of the world.”

“It separates the Arabian Peninsula from Iran, it has a strategic significance to international oil shipping and delivery.”

“Straits and canals are very important economically since they link seas and oceans, enhance shipping, improve navigation and enhance irrigation.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 67, 68 & 69). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.





Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search “The Location of the Arab World” on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 104, 105, 106, 107 & 108) The Economy of the Arabian Peninsula

In this lesson, your students will learn about the location of the economy of the Arabian Peninsula.

Learning Objectives

Students should be able to

- define the terms economy, natural resources, agriculture, economic integration and self-sufficiency.
- define the terms of economy.
- classify the countries into oil producers or non-oil producers.
- recognize some of the important minerals found and their distribution in the Arabian Peninsula.
- recognize some of the important plants and animals in the Arabian Peninsula.
- realize that a wide variety of agriculture products are produced throughout the Arabian Peninsula.
- conclude that through economic integration the Arab countries can become self-sufficient.

Introduction (5 minutes)

- Explain to your students about the Arabian Peninsula.
- Show your students a map and point out the Arabian Peninsula.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: mineral, pilgrimage, imports, poultry

Sentences: "In the past, the Arabian Peninsula occupied a strategic position as a trade route and a junction between India, China and Europe."

"Muslims around the world go to Makkah in Saudi Arabia to perform pilgrimage and Omrah, which has a positive effect on the economy of Saudi Arabia."

"Cities in the Arabian Peninsula are modern and attract tourists from all over the world, such as Jeddah in Saudi Arabia and Dubai in the United Arab Emirates"

- Write them on the board in a small box for the students to read.



Model questions:

“How many countries in Arabian Peninsula?”

“What are the main exports of the Arabian Peninsula?”

“What was the position of the Arabian Peninsula in the past?”

“What is the economic importance of the Arabian Peninsula?”

“What is the country that has the largest exports of oil?”

Model answers:

“7 countries.”

“Crude and refined oil, petrochemicals, natural gas, gold, copper, limestone, marble, fish, pearls and dates.”

“The Arabian Peninsula occupied a strategic position as a trade route and junction between India, China and Europe.”

“It has a great economic importance which effected its development positively after discovering vast reserves of mineral resources.”

“It is Saudi Arabia.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 70, 71 & 72). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.





Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Economy of the Arabian Peninsula" on the web. Write a small paragraph in your notebook about it.

Lesson 3 (pages 109, 110, 111 & 112) The Economy of the Fertile Crescent

In this lesson, your students will learn about the location of the economy of the Fertile Crescent.

Learning Objectives

Students should be able to

- define the terms economy, natural resources, agriculture, economic integration and self-sufficiency.
- recognize some of the important minerals found and their distribution.
- recognize some of the important plants and animals in the Fertile Crescent.
- realize that a wide variety of agriculture products are produced throughout the Fertile Crescent.
- conclude that through economic integration the Arab countries can become self-sufficient.

Introduction (5 minutes)

- Ask your students about the Arabian Peninsula in general.
- Show your students a map and point out the Fertile Crescent.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: *tourism, imports, exports*

Sentences: "Fertile Crescent countries developed economically after the discovery of oil reserves in Iraq."

"The Fertile Crescent depends on tourism to boost its economies; the favorable round-year temperatures attract travelers from all over the world."



- Write them on the board in a small box for the students to read.

Model questions:

“What are the main imports?”

“What are the main exports of the Fertile Crescent?”

“Which countries are part of the Fertile Crescent?”

“What is the religious importance of the Fertile Crescent?”

“What kind of animals is raised in the Fertile Crescent?”

“How does the Fertile Crescent boost their economics?”

Model answers:

“Machinery, equipment, transportation vehicles, food products and textiles”

“Oil, natural gas, salt, phosphate, potash, copper, iron, zinc, silver, platinum, and coal”

“They are Jordan, Iraq, Lebanon and Palestine.”

“It is the birthplace of Judaism and Christianity, it also has a great importance for Muslims as well.”

“They raise goats, sheep, cattle and poultry.”

“The Fertile Crescent is the cradle of civilization.

Thus, the region depends on tourism to boost the economics.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 73, 74 & 75). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.





- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Economy of the Fertile Crescent" on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 113, 114 & 115)

The Economy of the Nile Valley

In this lesson, your students will learn about the location of the economy of the Nile Valley.

Learning Objectives

Students should be able to

- recognize some of the important minerals found and their distribution.
- recognize some of the important plants and animals in the Nile Valley.
- realize that a wide variety of agriculture products are produced throughout the Nile Valley.
- conclude that through economic integration the Arab countries can become self-sufficient.

Introduction (5 minutes)

- Introduce your students to the lesson by asking questions about the Nile Valley.
- Show your students a map and point out the Nile Valley.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Acacia, rubber, timber

Sentences: "The Nile Valley's economy is based on farming."

"Fishing is a significant sector of the export economy in the Nile Valley because there are the Nile, the Mediterranean and the red Sea."

"Tourism is also one of the main sources of revenue in the Nile Valley."

- Write them on the board in a small box for the students to read.

Model questions:

"What are the main imports of the region?"



“What are the main exports of the region?”

“What countries comprise the Nile Valley?”

“What is the basis of the Nile Valley economy?”

Model answers:

“Machinery, transportation, vehicles, food, meat and dairy.”

“Cotton, wheat, rice, papyrus, flowers, yams, dates, sugar cane, Acacia, rubber and timber.”

“The Nile Valley is comprised of Egypt and Sudan.”

“The Nile Valley economy is based on farming.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)


Do the workbook exercises (pages 76 & 77). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using



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- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
 - Check their workbooks and write down notes about how they answered the exercises.
 - Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Economy of the Nile Valley" on the web. Write a small paragraph in your notebook about it.

Lesson 5 (pages 116, 117 & 118)

The Economy of the Northwest African Countries

In this lesson, your students will learn about the location of the economy of the Northwest African countries.

Learning Objectives

Students should be able to

- recognize some of the important minerals found and their distribution.
- recognize some of the important plants and animals in the Northwest African countries.
- realize that a wide variety of agriculture products are produced throughout the Northwest African countries.
- conclude that through economic integration the Arab countries can become self-sufficient.

Introduction (5 minutes)

- Introduce your students to the lesson by asking questions about the Northwest African countries.
- Show your students a map and point out the Northwest African countries.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Word: livestock

Sentences: "The region has a great strategic importance due to its unique Geography; it borders the Atlantic Ocean and the Mediterranean Sea."

"The Strait of Gibraltar is controlled by Morocco, which plays a role in the region's economy."

- Write them on the board in a small box for the students to read.

Model questions:

“What are the natural resources for the region?”

“Why does the Northwest African has a strategic importance?”

“What are the primary import items?”

Model answers:

“Phosphate, oil and gas, iron, copper, coal, lead, zinc, silver and gold.”

“The region has a great strategic importance due its unique geography.”

“They are machinery, transportation equipment, food products and manufactured products.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 78 & 79). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using





- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Economy of the Northwest African Countries" on the web. Write a small paragraph in your notebook about it.

Lesson 6 (pages 119, 120 & 121)

The Economy of the African Horn

In this lesson, your students will learn about the location of the economy of the African Horn.

Learning Objectives

Students should be able to

- recognize some of the important minerals found and their distribution.
- recognize some of the important plants and animals in the African Horn.
- realize that a wide variety of agriculture products are produced throughout the African Horn.
- conclude that through economic integration the Arab countries can become self-sufficient.

Introduction (5 minutes)

- Introduce your students to the lesson by asking questions about the African Horn countries.
- Show your students a map and point out the African Horn.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: economic integration, self- sufficiency

Sentences: "The African Horn is comprised of Somalia and Djibouti."

"The African Horn controls the Strait of Bab al-Mandeb."

- Write them on the board in a small box for the students to read.

Model questions:

"What does Djibouti's economy depend on?"

"What countries do the African Horn comprised of?"

"What is the percentage of nomads in Somali?"

"Name a poor country in Somali?"

"What is the cause of self-sufficiency in the Arab world?"



Model answers:

“On service activities connected with the country’s strategic location and status as a free trade zone in northeast Africa.”

“The Africa Horn is comprised of Somalia and Djibouti.”

“It is about 70%.”

“Comoros is one of the poorest countries in the world.”

“The economic integration between the Arab countries can lead to self-sufficiency.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 80 & 81). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don’t correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.





- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search “The Economy of the African Horn” on the web. Write a small paragraph in your notebook about it.

Glossary:

Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.



Unit 6

Islam in Makkah al-Mukarramah

Lesson 1 (pages 127, 128 & 129)

The Political Life in the Arabian Peninsula Before Islam

In this lesson, your students will learn about the economy of the political life in the Arabian Peninsula before Islam.

Learning Objectives

Students should be able to

- mention the importance of the Arabian Peninsula's location.
- recognize the political life in the Arabian Peninsula before Islam.
- identify the location of Makkah al- Mukarramah and its natural features.

Introduction (5 minutes)

- Tell your students that today they will learn about the political Life in the Arabian Peninsula before Islam.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Word: Levant Region

Sentence: "The Arabs were the natives of the Arabian Peninsula."

- Write them on the board in a small box for the students to read.

Model questions:

"What was language the Peninsula were spoke?"

"Who were the natives of the Arabian peninsula?"

"Give examples on tribes at that time."

"What did the Arab establish before Islam?"

Model answers:

"Arabic language."

"The Arabs were the natives of the Arabian Peninsula."

"The tribe of Quraysh in Makkah, the tribes of al- Aws and al- Khazraj in Yathrib and the tribe of Taghlib."

"The Arabs established sovereign kingdoms to the south and north of the Arabian Peninsula such as the Ghassanid Kingdom in Syria, the Lakhmid Kingdom in Iraq. While in the southern region of the Arabian Peninsula, in Yemen, was the Himyarite Kingdom."





- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 83). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Political Life in the Arabian Peninsula before Islam" on the web. Write a small paragraph in your notebook about it.



Lesson 2 (pages 130 & 131)

The Economic Life in the Arabian Peninsula before Islam

In this lesson, your students will learn about the economic life in the Arabian Peninsula before Islam.

Learning Objective

Students should be able to

- recognize the economic life in the Arabian Peninsula before Islam.

Introduction (5 minutes)

- Tell your students that today they will learn about the economic Life in the Arabian Peninsula before Islam.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.
- **Words: strategic location, merchants, manufacturing**
- **Sentence: “The Arabian Peninsula was unique for its middle location between the continents of Asia, Europe and Africa.”**
- Write them on the board in a small box for the students to read.

Model questions:

“What was Peninsula unique?”

“What were the Arab known for?”

“What is the importance of the Arabian Peninsula location?”

“What did the Arab merchandised in the Arabian Peninsula before Islam?”

Model answers:

“It was known for its middle location between the continents of Asia, Europe and Africa.”

“For growing palm trees and grains and manufacturing swords and silverware, in addition to shepherding.”

“It has a strategic location that paved the way for the Arabs living in the Arabian Peninsula to be successful merchants.”

“They merchandised perfumes, spices, incense, coffee and textile.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.





Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

- Do the workbook exercises (page 84). Follow this procedure:
- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Economic Life in the Arabian Peninsula before Islam" on the web. Write a small paragraph in your notebook about it.

Lesson 3 (page 132)

The Social Life in the Arabian Peninsula before Islam

In this lesson, your students will learn about the social life in the Arabian Peninsula before Islam.



Learning Objective

Students should be able to

- recognize the social life in the Arabian Peninsula before Islam.

Introduction (5 minutes)

- Tell your students that today they will learn about the social Life in the Arabian Peninsula before Islam.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Badiyah, clan, pilgrims

Sentence: “People in the Arabian Peninsula lived in cities, such as Makkah or in Badiyah and they belonged to different tribes.”

- Write them on the board in a small box for the students to read.

Model questions:

“Where were people in the Arabian Peninsula lived?”

“What tribe was the most important and venerable tribe in the Arabian Peninsula?”

“What is the clan of Prophet Muhammad (peace be upon him)?”

Model answers:

“In Makkah or in Badiyah.”

“The tribe of Quraysh.”

“He was a descendant of Banu Hashim clan from the tribe of Quraysh.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (page 85). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Social Life in the Arabian Peninsula before Islam" on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 133 & 134)

The Birth and Upbringing of Prophet Muhammad (Peace be upon him)

In this lesson, your students will learn about the birth and upbringing of Prophet Muhammad (Peace be upon him).

Learning Objective

Students should be able to recognize the environment in which prophet Muhammad (peace be upon him) lived.

Introduction (5 minutes)

- Tell your students that today they will learn about the birth and upbringing of Prophet Muhammad (peace be upon him).



Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Word: orphan

Sentence: “The prophet Muhammad (peace be upon him) was born in Makkah al- Mukarramah.”

- Write them on the board in a small box for the students to read.

Model questions:

“Where and when Muhammad (peace be upon him) was born?”

“What is the name of Muhammad’s (peace be upon him) father?”

“What is the name of Muhammad’s (peace be upon him) mother?”

Model answers:

“Muhammad (peace be upon him) was born in Makkah al-Mukarramah in the month of Rabi’ al-awwal- Year of the Elephant- corresponding to 570 AD.”

“His father is Abdullah bin Abdul Muttalib bin Hashim bin Abd Manaf bin Qusai bin Kelab.

“His mother is Amenah bint Wahb.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)


- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don’t understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 86 & 87). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.



- 
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "The Birth and Upbringing of Prophet Muhammad (peace be upon him)" on the web. Write a small paragraph in your notebook about it.

Lesson 5 (pages 135 & 136)

The Call to Prophethood

In this lesson, your students will learn about the Prophethood.

Learning Objective

Students should be able to

- describe Muhammad 's (peace be upon him) life before his call to prophethood.

Introduction (5 minutes)

- Tell your students that today they will learn about prophethood.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Word: Da'wah

Sentence: "The call to prophethood started from the cave of Hira."

- Write them on the board in a small box for the students to read.

Model questions:

"How many years was the secret Da'wah?"

"What was the characteristics of Prophet Muhammad in his tender years?"

"When was the word of Allah revealed for him?"

"How did Muhammad (peace be upon him) and his companions respond to harm?"

Model answers:

“It was 3 years long.”

“From his tender years, Muhammad (peace be upon him) was pure- hearted and sober-minded.”

“It was revealed to him when he became forty years of age by the angel Jibril.”

“Muhammad (peace be upon him) and his companions responded with patience and persistence to adhere to the righteous path of Islam.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 88 & 89). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.





- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search “The Call to Prophethood” on the web. Write a small para- graph in your notebook about it.

Lesson 6 (page 137)

Hijra to Abyssinia (al- Habashah)

In this lesson, your students will learn about Hijra to Abyssinia (al- Habashah).

Learning Objectives

- Students should be oriented positively towards appreciating the sacrifices undertake by Prophet Muhammad (peace be upon him) and his pioneer companions to convey the message of Islam.

Introduction (5 minutes)

- Tell your students that today they will learn about Hijra to Abyssinia (al- Habashah).

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: migrate, emissaries

Sentence: “When the harm of Quraysh got more severe and intolerable, Muhammad (peace be upon him) suggested to his followers to migrate to Abyssinia.”

- Write them on the board in a small box for the students to read.

Model questions:

“Why did Muhammad (peace be upon him) suggest his followers migrate to Abyssinia?”

“How many men and woman migrated to Abyssini?” Model answers:

“Because the harm of Quraysh got more sever and intolerable.”

“12 men and 4 women migrated in the first wave and 83 men and 19 women in the second wave.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.



Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 90 & 91). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Search "Hijra to Abyssinia (al- Habashah)" on the web. Write a small paragraph in your notebook about it.

Glossary:

Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.

