



Teacher's Guide



Social Studies

East & West

Teacher's Book 6

Saudi Arabia

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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-curriculumstandards-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-curriculumstandardssocialstudies-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.





Individual teachers can use the standards to:

- 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 United Nations

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

What is the United Nations?

In this lesson, your students will learn about the organs of the UN.

Learning Objectives

Students should be able to

- define world wars, the United Nations and the UN Charter.
- recognize First World War and the Second World War.
- name leaders of countries that participated in the Second World War.
- identify the reasons of establishing the United Nations.
- list the purposes of the United Nations.
- recognize the UN emblem and flag.

Introduction (5 minutes)

- Ask your students what they know about World War and the UN in general.
- Show some pictures that represent the leaders of World Wars.
- Tell your students that today they will learn about the UN.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: World War, the United Nations, UN Charter, emblem

Sentences: “The twentieth century has witnessed two major wars; the First World War and the Second World War.”

“The united nations was established to maintain international peace and security and develop friendly relations between nations.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Explain why World War happened, who were the leaders, purposes of the UN and the UN emblem and flag.
- Teach your students about the declaration.



Model questions:

“What is the UN Charter?”

“Does the UN make laws?

What does it do?

“Who was the German leader in World War?”

“What is the description of the official emblem of the United Nations?”

“What are the four purposes of the UN according to the Charter?”

Model answers:

“It’s an international treaty that sets out basic principles of international relations.”

“No, it doesn’t. It provides means to help resolve conflicts and formulate policies on matters affecting all of us.”

“Adolf Hitler.”

“It is in white, centered on a light blue ground.”

“Maintain international peace and security; develop friendly relations among nations; cooperate in solving international problems; promote respect for human rights and harmonizing the actions of nations.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- 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 them homework.

For example: Search "What is the United Nations?" on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 11, 12, 13, 14, 15 & 16)

Organs of the UN

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

Learning Objectives

Students should be able to

- list the organs of the United Nations.
- recognize the responsibilities of the organs of the United Nations.

Introduction (5 minutes)

- Ask your students what they know about the organs of the UN in general.
- Show some pictures that represent the General Assembly.
- Tell your students that today they will learn about the organs of the UN.

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: General Assembly, Security Council, veto

Sentence: "The United Nations has six main organs: the General Assembly, the Security Council, the Economic and Social Council, the



Trusteeship Council, the Secretariat and the International Court of Justice."

- 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 members are there in the Economic and Social Council?"

"Who provides the overall administrative guidance?"

"What does the Trusteeship Council's job?"

"What does the Secretariat do?"

"What does the International Court of Justice do?"

Model answers:

"There are 54 members."

"It's the Secretary General."

"It guarantees that appropriate measures are taken to prepare Territories for autonomy or independence."

"It carries out the substantive and the administrative work of the UN as directed by the General Assembly."

"This court decides disputes between countries."

- 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, like presenting a video and then asking your students to summarize what they learnt.
- 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 them homework. For example: Write a summary about the Pacific Islands (Palau).

Lesson 3 (pages 17, 18, 19 & 20)

Specialized Agencies of the UZ

In this lesson, your students will learn about the specialized agencies that are linked to the UN.

Learning Objectives

Students should

- be able to list the specialized agencies of the United Nations.
- be familiar with the responsibilities of the specialized agencies of the United Nations.

Introduction (5 minutes)

- Ask your students what they know about the organs of the UN in general.
- Show some pictures that represent the General Assembly.
- Tell your students that today they will learn about the organs of the UN.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: agency, organization

Sentence: "The UN family or the UN system consists of the specialized agencies in addition to the United Nations."



- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Explain each and every organization linked to the UN.
- Teach your students a summary about each organization.

Model questions:

“What does ILO stand for?”

“What does WMO specialize in?”

“What is the name of the organization that is older than the UN itself?”

“What does UPU establish?”

Model answers:

“It stands for International Labor Organization.”

“It promotes scientific research on the Earth’s atmosphere and on climate change, and facilitates the global exchange of meteorological data.”

“The International Labor Organization.”

“It establishes international regulations for postal services, provides technical assistance and promotes cooperation in postal matters.”

- 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, like presenting a video and then asking your students to summarize what they learnt.

- 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

- Ask your students to recap what they took in the lesson today.
- Give them homework. For example: Search "Specialized Agencies of the UN" on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 21 & 22)

The Universal Declaration of Human rights

In this lesson, your students will learn about the Universal Declaration of Human rights.

Learning Objectives

Students should

- be familiar with the Universal Declaration of Human Rights.
- be able to realize the importance of the Universal Declaration of Human Rights.

Introduction (5 minutes)

- Ask your students what they know about the Universal Declaration of Human Rights in general.
- Show the students the UDHR Logo and ask them if they have seen it before.
- Tell your students that today they will learn about the Universal Declaration of Human Rights.

Explicit Instruction/Teacher modeling (10 minutes)

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

Words: The Universal Declaration of Human Rights, atrocities

Sentence: "The Universal Declaration of Human Rights (UDHR) was the result of World War II experience."



- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Explain that it is a milestone document in the history of human rights.
- Teach your students a summary about Human Rights.

Model questions:

“When was the declaration proclaimed?”

“What does it consist of?”

“Name two of the seven paragraphs of the preamble, setting out the reasons for the declaration.”

Model answers:

“It was on 10 December, 1948.”

“It consists of a preamble and 30 articles.”

“Articles 12-17 constitute the rights of the individual in civil and political society. Articles 22-27 set out social, economic and cultural rights.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 13). 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 them homework. For example: Search "The Universal Declaration of Human rights" 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 2

The World's Mountains, Plateaus and Glaciers

Lesson 1 (pages 27, 28, 29, 30, 31, 32 & 33) Mountains

In this lesson, your students will learn about mountains.

Learning Objectives

Students should be able to

- define mountains.
- identify common features of a mountain.
- recognize the world's largest mountain ranges.
- recognize the world's highest peaks.
- identify some facts about mountains.
- give examples on mountains around the world.

Introduction (5 minutes)

- Ask your students what they know about mountains in general.
- Show some pictures of mountains in the world on the map.
- Tell your students that today they will learn about mountains.

Explicit Instruction/Teacher modeling (10 minutes)

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

Words: mountain, gorge, mountain ranges, mountain system

Sentence: "Landforms are natural physical features of the Earth's surface, mountains are features on the Earth that you can't miss."

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about the mountains that are unique in the whole world and show them where they are on the map/globe.

Model questions:

"What is the highest point in a mountain is called?"

"Mention the common features of a mountain."

"Say what you know about the Alps."

"Name the mountains in Jordan."

"What are some of the world's Mountain Ranges?"





Model answers:

“A summit.”

“It has a summit or the top, a slope or the side of a mountain and a gorge, which is the deep valley between the mountains.

“The Alps are one of the largest and highest mountain ranges in Europe.”

“In Jordan we have the Sharah Mountains and the Salt Mountains.”

“The Rocky Mountains and the Himalayan Mountains.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 15, 16, 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 them homework. For example: Search “Mountains” on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 34 & 35) Plateaus

In this lesson, your students will learn about plateaus.

Learning Objectives

Students should be able to

- define a plateau.
- differentiate between a mountain and a plateau.
- recognize the world’s largest plateaus.
- give examples on plateaus around the world.

Introduction (5 minutes)

- Ask your students what they know about plateaus in general.
- Show some pictures of plateaus around the world.
- Tell your students that today they will learn about plateaus.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: Plateaus, basins

Sentence: “Plateaus are widespread, and together with enclosed basins, cover about 45% of the Earth’s land surface.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about the plateaus that are unique in the whole world.
- Some Model questions:

“Define a plateau.”

“What is the highest plateaus in the world is?”

“What parts does the Antarctic Plateau cover?”

Model answers:

“A plateau is a large highland area of fairly level land separated from surrounding land by steep slopes.”

“The Tibetan Plateau.”

“The central part of Antarctica.”





- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 19). 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 them homework. For example: Search "Plateaus" on the web. Write a small paragraph in your notebook about it.



Lesson 3 (page 36)

Glaciers

In this lesson, your students will learn about glaciers.

Learning Objectives

Students should be able to

- define glaciers.
- recognize the world's largest glaciers.
- know interesting information about each landform.

Introduction (5 minutes)

- Ask your students what they know about glaciers in general.
- Show some pictures that represent glaciers.
- Tell your students that today they will learn about glaciers.

Explicit instruction/Teacher modeling (10 minutes)

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

Word: glaciers

Sentence: “The low temperatures in some places enable large amounts of snow to build up and turn into ice forming a Glacier.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about the Beardmore glaciers.

Model questions:

“Define a glacier.”

“How are glaciers formed?”

Model answers:

“A glacier is a huge mass of ice that flows slowly over land.”

“They are formed when more snow falls in winter.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 20). 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 them homework. For example: Search "Glaciers" 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 3

The Arabian Peninsula's Geography

Lesson 1(pages 41, 42, 43 & 44)

Location, Boundaries and Area

In this lesson, your students will learn about location, boundaries and area.

Learning Objectives

Students should be able to

- list the countries of the Arabian Peninsula region.
- recognize the boundaries and location of each of the Arabian Peninsula's countries.
- recognize the area of each of the Arabian Peninsula's countries.
- recognize the coastline length of the Arabian Peninsula's countries.
- recognize the importance of the Arabian Peninsula.

Introduction (5 minutes)

- Ask your students what they know about the Arabian Peninsula in general.
- Show some pictures that represent the Arabian Peninsula.
- Tell your students that today they will learn about the Arabian Peninsula.

Explicit instruction/Teacher modeling (10 minutes)

- Check understanding of words and sentences by asking questions.
- Explain information about the Arabian Peninsula area and features.
- Teach your students about the Arabian Peninsula meaning, area and length.
- Teach the key words and sentences by repeating them many times with the class orally.
- Write the key sentences and words on the board, make sure they can read and understand them.

Words: the Arabian Peninsula, coastline, continent

Sentences: "The Arabian Peninsula is the largest Peninsula in the world."

"The Arabian Peninsula contributes in about 24% of the Arab world."

Ask question and elicit the answers from the students; they can find the answers in the book.

Model questions:

"Name the countries included in the Arabian Peninsula."

"What is the largest Arabian Peninsula country?"

"What is the smallest Arabian Peninsula country?"

"Where does Saudi Arabia lie?"

"What is the length of the Arabian Peninsula coastline?"





Model answers:

“It includes seven countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, UAE and Yemen.”

“Saudi Arabia.”

“Bahrain.”

“It lies at the crossroads of three continents: Europe, Asia and Africa.”

“It is 39.3%.”

- 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)

- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that represent the lesson.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like presenting a video and then asking your students to summarize what they learnt.

Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 23 & 24). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.



- 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 them homework. For example: Search “Location, Boundaries and Area” on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 45, 46, 47, 48, 49, 50 & 51)

Land and Climate

In this lesson, your students will learn about land and climate.

Learning Objectives

Students should be able to

- list the major geographical regions and features of each of the Arabian Peninsula’s countries.
- name the highest point in each of the Arabian Peninsula’s countries.
- identify the climate of each of the Arabian Peninsula’s countries.
- recognize the importance of the Arabian Peninsula.

Explicit instruction/Teacher modeling (10 minutes)

- Check understanding of words and sentences by asking questions.
- Explain information about the Arabian Peninsula land and climate including Saudi Arabia, Kuwait, Qatar, Bahrain, Oman and Yemen.
- Teach your students about different Arabian Peninsula countries land and climate.
- Teach the key words and sentences by repeating them many times with the class orally
- Write the key sentences and words on the board, make sure they can read and understand them.

Words: land, climate,

Sentence: “Saudi Arabia occupies 80% of the Arabian Peninsula area.”

- **Ask question and elicit the answers from the students; they can find the answers in the book.**

Model questions

“What are the five Saudi Arabia major regions?”

“What is the climate like in Qatar?”

“Describe the central region.”

“Describe Al- Rub’ al- Khali Desert.”

“What covers most of Kuwait?”

“What is the largest island in Kuwait?”

“What does Qatar consist of?”





“What is around most of the island of Bahrain?”

“Define Jabal Shams.”

“What is the lowest point in Yemen?”

“Describe the climate in Yemen.”

Model answers:

“The central region (Riyadh), the western region (Yanbu), the southern region (Jazan), the eastern region (Dammam), Al- Rub’ al-Khali Desert and Jabal Sawda.”

“A mild winter and a hot summer.”

“It is a high land in the heart of the kingdom, where the royal Capital city of Ri- yadh.”

“It is the biggest mass of sand on the planet Earth and the world’s second larg- est desert in area.”

“It is covered by the flat, sandy Arabian Desert.”

“It is Bubiyan.”

“It consists of flat rocky surfaces.”

“It is relatively shallow inlet of the Arabian Gulf known as the Gulf of Bahrain.”

“It is (The Mountain of the Sun) is the highest mountain in Oman, at about 3,000 m high.”

“The lowest point is the Arabian Sea 0 m.”

“It is hot and humid along the west coast.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that represent the lesson.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like presenting a video and then asking your students to summarize what they learnt.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 25, 26 & 27). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework. For example: Search "Land and Climate" 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

Ancient Egypt

Lesson 1 (pages 57, 58 & 59)

The Geography of Ancient Egypt

In this lesson, your students will learn about the geography of ancient Egypt.

Learning Objectives

Students should be able to

- Identify the reasons of developing ancient Egypt's civilization.
- recognize the geography of ancient Egypt.
- recognize the importance of the Nile River in establishing and flourishing the ancient Egypt civilization.

Introduction (5 minutes)

- Ask your students what they know about the geography of ancient Egypt in general.
- Show some pictures that represent the Nile River.
- Tell your students that today they will learn about geography of ancient Egypt and the Nile River.

Explicit instruction/Teacher modeling (10 minutes)

- Teach your students the new vocabulary presented in the lesson.
- Teach the key words and sentences by repeating them many times with the class orally.
- Write the key sentences and words on the board, make sure they can read and understand them.

Words: black silt, papyrus

Sentences: "Ancient Egypt was an ancient civilization of northeastern Africa."

"The Nile was the quickest and the easiest way to travel from place to place."

- Ask question and elicit the answers from the students; they can find the answers in the book.
- Explain information about the geography of ancient Egypt.
- Teach your students about the floods that happened in Giza, what did they use to catch fish and how did the Nile River help in trade.

Model questions:

"What is a papyrus?"

"What is the length of the Nile River?"

"What are the two deserts that bound the Nile Valley?"

"What is the importance of the River Nile?"

"What is the reason for naming the river the Nile?"



Model answers:

“It is reeds.”

“It is 6,670 Km.”

“They are the mountainous Eastern Desert and the sandy Western Desert.”

“Since rainfall is almost non-existent in Egypt, the floods provided the only source of moisture to sustain crops.”

“Its name is from the Greek word “Nelios”, meaning River Valley.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- 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.
- 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 them homework. For example: Search “The Geography of Ancient Egypt” on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 60, 61, 62 & 63) The Archaic Period

In this lesson, your students will learn about the Archaic Period.

Learning Objectives

Students should

- be able to track the history of ancient Egypt since the beginning of the civilization to 30 BC.
- be familiar with the Egyptian hieroglyphs.
- be familiar with the beliefs of ancient Egyptians.

Introduction (5 minutes)

- Ask your students what they know about the Archaic Period in general.
- Show some pictures that represent the Archaic Period.
- Tell your students that today they will learn about the Archaic Period.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: King Menes, Dynasty, Memphis, hieroglyphic

Sentences: “The tribes were forced to settle nearer the Nile River since it started becoming the only source of fresh water in Egypt.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Explain information about the Archaic Period events.
- Teach your students about the tribes that travelled around the Nile, what is a red crown and a white crown and what hieroglyphic writing is.

Model questions:

“What are the two main areas of Egypt?”

“Where are the large tombs of Pharaohs and kings found?”

“What happened around 5000 BC?”

“How were the two parts of Egypt defined?”

“What did the king of Lower Egypt wear?”



“What was in common between the Upper and Lower Egypt?”

“Define the Narmer Palette.”

“Name one significant event that happened in Egypt.”

Model answers:

“North and south.”

“They were found in Abydos, Naqada and Saqqara.”

“The lush green began to turn into desert, the climate changed and started drying out.”

“They are defined by the direction of the Nile Upper reflects upstream, Lower downstream.”

“He wore a Red crown.”

“They spoke the same language and had the same culture.”

“It is a shield-shaped slab of gray stone, about 64 cm long, in relief, which is thought to represent the unification of Egypt.”

“The first and second dynasties ruled Egypt and began using hieroglyphics.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- 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 & 35). 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 them homework. For example: Search "The Archaic Period" on the web. Write a small paragraph in your notebook about it.

Lesson 3 (pages 64, 65, 66, 67, 68 & 69)

The Kingdoms of Ancient Egypt

In this lesson, your students will learn about the Kingdoms of Ancient Egypt.

- trace the history of the old/ the Middle and the New kingdoms of ancient Egypt.
- recognize the achievements of the third dynasty to the sixth dynasty of pharaohs.
- recognize the pyramids built.

Introduction (5 minutes)

- Ask your students what they know about the kingdoms of Ancient Egypt in general.
- Show some pictures that represent the Giza pyramids, King Pepy II, Thebes and the Death mask of Tutankhamen.
- Tell your students that today they will learn about the kingdoms of Ancient Egypt.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: nomarchs, Hyksos, temple, dynasty

Sentence: "The old kingdom began with the third dynasty of pharaohs, around 2630

BC, and ended in the sixth dynasty around 2181 BC."



- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about the invasions that happened.

Model questions:

“What was the world’s first major stone building?”

“Who ruled in the period 2589 to 2566 BC?”

“What happened after the death of the sixth dynasty’s King Pepy II?”

“Who won the war between the Upper and Lower Egypt?”

“Who are the Hyksos?”

“How was the status of the queens in the New Kingdom?”

“Who moved the capital back to Memphis in the north?”

“Who conquered Egypt with a Greek army?”

Model answers:

“It is the Step-Pyramid at Saqqara, near Memphis.”

“Khufu.”

“The Old Kingdom period ended in chaos.”

“The rulers of Upper Egypt won.”

“They were invaders from West Asia, took over the Eastern part of the Nile Delta.”

“The queens were very powerful in the New Kingdom.”

“The first king in the 19th Egyptian dynasty, Ramses.”

“Alexander the Great.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 36, 37, 38 & 40). 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 "Nefertiti" on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 70 & 71)

The Hieroglyph

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

Learning Objectives

Students should

- be able to track the history of ancient Egypt since the beginning of the civilization to 30 BC
- be familiar with the Egyptian hieroglyphs
- be familiar with the beliefs of ancient Egyptians



Introduction (5 minutes)

- Ask your students what they know about the Hieroglyph in general.
- Show some pictures that represent the Hieroglyph.
- Tell your students that today they will learn about the Hieroglyph.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: King Menes, Dynasty, Memphis, hieroglyphic

Sentences: “Ancient Egyptians invented the hieroglyph in 3,400 BC.”

“The hieroglyphic script was mainly used for formal inscriptions on the walls of temples and tombs.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about the Rosetta Stone.

Model questions:

“How can we read hieroglyphs?”

“Describe Egyptian pens?”

“Where did hieroglyph come from?”

Model answers:

“It can be read from left to right or from right to left.”

“They were thin, sharp reeds, which they would dip into ink to with.”

“It came from the Greek hieros (sacred) plus glypho (inscriptions).”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 41 & 42). 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 them homework. For example: Search "The Hieroglyph" on the web. Write a small paragraph in your notebook about it.

Lesson 5 (pages 72, 73, 74 & 75)

Beliefs and Society

In this lesson, your students will learn about beliefs and society in ancient Egypt.

Learning Objective

Students should be able to

- recognize the structure of ancient Egypt society.

Introduction (5 minutes)

- Ask your students what they know about ancient Egypt society in general.
- Show some pictures that represent the ancient Egypt society.
- Tell your students that today they will learn about the ancient Egypt society.

Explicit instruction/Teacher modeling (10 minutes)

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



Words: mummified, Vizier

Sentences: “The people of Egypt believed in many gods.”

“People believed that all Egypt belonged to the gods and that the pharaoh was the representative of the gods on Earth or may it be a kind of god himself.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about Vizier.

Model questions:

“Who ruled the regions of Egypt?”

“What did farmers do?”

“What did priests do?”

“How were ancient Egyptian people grouped?”

Model answers:

“Nobles.”

“They worked in the land for Pharaoh and nobles.”

“They were grouped in a hierarchical system with the Pharaoh at the top and farmers and slaves at the bottom.”

“They spent their time performing rituals and ceremonies in their temple.”

“He was the Pharaoh’s chief advisor and was sometimes also the High Priest.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.



Independent working time (5 minutes)

Do the workbook exercises (pages 43, 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 them homework. For example: Search "Beliefs and Society" on the web. Write a small paragraph in your notebook about it.

Lesson 6 (pages 76, 77, 78, 79, 80 & 81)

Daily Life

In this lesson, your students will learn about daily life in ancient Egypt.

Learning Objectives

Students should be able to

- recognize the ancient Egypt crops, tools and irrigation.
- realize the importance of the inventions of ancient Egyptians.
- realize the effects these inventions have on people's lives.
- recognize the family life and the building of houses in ancient Egypt.
- recognize the clothes and the leisure activities in ancient Egypt.
- identify ancient Egypt architecture.



Introduction (5 minutes)

- Ask your students what they know about daily life in ancient Egypt in general.
- Show some pictures that represent daily life in ancient Egypt.
- Tell your students that today they will learn about daily life in ancient Egypt.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: Kemet, shaduf Sentences: “Daily life in ancient Egypt revolved around the Nile and the fertile land along its banks.”

“The yearly flooding of the Nile enriched the soil and brought good harvests and wealth to the land.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about farming, domesticating animals, irrigation system, family life, education, clothes and agriculture.



after finishing their basic education but most of them followed their father's occupation."

"Many city houses were narrow buildings with three or more floors."

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 48, 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 them homework. For example: Search “Daily Life” 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 5

Agriculture

Lesson 1 (pages 87, 88, 89 & 90)

The Importance of Agriculture

In this lesson, your students will learn about the importance of agriculture in ancient Egypt.

Learning Objectives

Students should be able to

- appreciate the importance of agriculture in producing food, making fiber textiles and maintaining raw materials to industry.
- list some types of food produced by agriculture.
- list some fiber textiles produced by agriculture.
- list some raw materials produced by agriculture.

Introduction (5 minutes)

- Ask your students what they know about the importance of agriculture in ancient Egypt.
- Show some pictures that represent the importance of agriculture in ancient Egypt.
- Tell your students that today they will learn about the importance of agriculture in ancient Egypt.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: textile fiber, raw material, lumber, natural rubber

Sentences: “Agriculture is the cultivation of animals and plants for food, textile fiber, and raw material, such as lumber and natural rubber used to sustain life.”

“Fibers of textile produced by agriculture are cotton, wool, hemp, silk and flax.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.

Model questions:

“What is Silk?”

“What is the use for rubber?”



“Define the term Hemp.”

“Define the term natural rubber.”

Model answers:

“It is a fine soft thread from the cocoons of certain insects, used to make cloth.” “It is commonly used to make rubber bands and pencil erasers.”

“Hemp is a kind of plant from which coarse fibers are obtained, used for making rope and cloth.”

“It is a milky colloid produced by some plants derived from latex.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 51, 52, 53 & 54). 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 putting down.



- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework. For example: Search "The Importance of Agriculture" on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 91, 92, 93 & 94)

The History of Agriculture

In this lesson, your students will learn about the history of agriculture.

Learning Objectives

Students should

- be able to recognize the history of agriculture.
- be familiar with the Green Revolution.

Introduction (5 minutes)

- Ask your students what they know about the history of agriculture in general.
- Show some pictures that represent the history of agriculture.
- Tell your students that today they will learn about the history of agriculture.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: Fertile Crescent, Middle Ages, pesticides, fertilizers

Sentences: "The history of agriculture is the story of humankind's development by the systematic raising of plants and animals."

"The earliest development of agriculture seems to have been in Southeast of Asia in the Fertile Crescent."

- Explain how agriculture started.
- Teach your students about how agriculture in ancient Egypt led to important inventions nowadays.
- Model questions:

"Where had sowing and harvesting started?"

"What is the Green Revolution?"

"Where did agriculture develop?"

"Where did early farming villages appear?"

"Define the Colombian exchange."



Model answers:

“It had started in Sumer south of current Iraq.”

“It refers to a series of research, development and technology, such as pesticides and fertilizers.”

“It is believed that agriculture have been developed multiple times in multiple areas, the earliest was in the Fertile Crescent.” “It appeared in ancient China, around 5000 BC.”

“It is when the agricultural patterns were shuffled in the widespread exchange of plants and animals,”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 55, 56, 57 & 58). 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 them homework. For example: Search “The History of Agriculture” on the web. Write a small paragraph in your notebook about it.

Lesson 3 (pages 95, 96, 97 & 98)

Agriculture Machines Throughout History

In this lesson, your students will learn about the history of agriculture machines.

Learning Objectives

Students should

- be able to recognize the history of agriculture.
- be familiar with the Green Revolution.

Introduction (5 minutes)

- Ask your students what they know about the history of agriculture in general.
- Show some pictures that represent the history of agriculture.
- Tell your students that today they will learn about the history of agriculture.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: plow, sowing, cultivating

Sentences: “The earliest plows were forked sticks and timbers.”

“The evolution of the heavy plough was the major advance before 1000 AD,”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Explain how agriculture machines developed through the years.
- Teach your students about how agriculture machines helped them.

Model questions:

“What is cultivating the soil?”

“Describe the modern-day row seed drill.”

“Describe the Auto-Plow.”

“Describe modern day cultivators.”

“Define the term Reaping.”



Model answers:

“It stands for the better the soil is broken up, the better the crops will grow in the soil.”

“It is much larger and appears much more complicated. It uses air pressure to move the seeds through the tubes and into the soil.”

“It was a tractor with the plow blades already mounted to the bottom of the tractor.”

“Modern day cultivators are large implements which need large tractors to pull them.”

“It is the cutting of the grains.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 59, 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 them homework. For example: Search "Agriculture Machines throughout History" on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 99, 100, 101, 102 & 103)

Types of Agriculture

In this lesson, your students will learn about types of agriculture.

Learning Objectives

Students should be able to

- distinguish the different types of agriculture.
- differentiate between commercial agriculture and subsistence agriculture.
- give examples on different types of agriculture.

Introduction (5 minutes)

- Ask your students what they know about types of agriculture in general.
- Show some pictures that represent the types of agriculture.
- Tell your students that today they will learn about types of agriculture.

Explicit instruction/Teacher modeling (10 minutes)

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

Words: Slash and Burn, Subsistence agriculture, commercial agriculture, pastoral farming, poultry, dairy farming, beef cattle

Sentence: "Agriculture has five types: shifting cultivation, subsistence agriculture, commercial agriculture, pastoral farming and mixed farming."

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.
- Teach your students about shifting cultivation, subsistence agriculture, commercial agriculture, pastoral farming and mixed farming.



Model questions:

“Give examples on commercial agriculture crops.”

“What is Mixed farming?”

“What happens when the soil fertility becomes exhausted?”

“Define Pastoral Farming.”

Model answers:

“Wheat, maize, ta, coffee, sugarcane and cotton.”

“It is a system of farming in which a farmer on a single farm conducts different types of agricultural practices together, with a view to increase his income through different sources.”

“The tribes move on and clears another small area of forest.”

“It is a farming that aims at producing livestock, rather than growing crops.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 63, 64, 65 & 66). 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 skill

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 them homework. For example: Search "Types of Agriculture" 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

Migration to Yathrib

Lesson 1 (pages 109, 110 & 111)

The Two Pledges of Aqaba

In this lesson, your students will learn about the two pledges of Aqaba.

Learning Objective

Students should be able to

- Compare and contrast between the first Aqaba pledge and the second Aqaba pledge.

Introduction (5 minutes)

- Ask your students what they know about the two pledges of Aqaba.
- Show some pictures that represent the importance of two pledges of Aqaba.
- Tell your students that today they will learn about the two pledges of Aqaba.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the different vocabulary, particularly:

Words: pilgrims, pledges

Sentence: “Prophet Muhammad (peace be upon him) used to meet with pilgrims coming from different tribes across the Arabian Peninsula.”

- Explain the first and second Aqaba Pledges
- Teach your students about difference between the first and second Aqaba Pledges.

Model questions:

“How many men participated in the first Aqaba pledge?”

“Who taught people the basis of Islam in Yathrib?”

“What did the six men commence on?”

“What was the number of Muslims in the thirteenth year?”

Model answers:

“There were six men.”

“Mus’ab bin omayr (may Allah be pleased with him).”

“These six men commenced on calling people to Islam in Yathrib.”

“It increased and seventy- three men and twelve women came to Mecca to embrace 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework. For example: Search "The Two Pledges of Aqaba" on the web. Write a small paragraph in your notebook about it.

Lesson 2 (pages 112 & 113)

The Nature of Yathrib

In this lesson, your students will learn about the nature of Yathrib.

Learning Objectives

Students should be able to

- Identify the location of Yathrib (al- Madinah al- Munawwarah) and its natural features.



- Recognize the circumstances under which prophet Muhammad (peace be upon him) and his companions migrated to Yathrib (al- Madinah al- Munawwarah).

Introduction (5 minutes)

- Ask your students what they know about Yathrib.
- Show some pictures that represent Yathrib.
- Tell your students that today they will learn about Yathrib.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the different vocabulary, particularly:

Word: migrate

Sentences: “Yathrib was given an elevated status in Islam as it is the destination

to which Prophet Muhammad migrated with his companions.”

“Yathrib is the first capital city of Islam.”

“Yathrib is distinguished for its fertile soil, abundance of water, availability of valleys and farms and the surrounding mountains.”

- Explain the reason of migration to Yathrib.
- Teach your students about Yathrib definition.

Model questions:

“What do the mountains in Yathrib provide?”

“What is the climate of Yathrib?”

Model answers:

“They provide protection against enemies.”

“It is hot and dry in the summer and chilly with little rain in winter.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (page 70). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework. For example: Search "The Nature of Yathrib" on the web. Write a small paragraph in your notebook about it.

Lesson 3 (page 114)

Migration to Yathrib (Hijra)

In this lesson, your students will learn about migration to Yathrib.

Learning Objectives

Students should be able to

- recognize the attitude of Quraysh towards the migration to Yathrib (al- Madinah al- Munawwarah).
- describe the migration- accompanying incidents.

Introduction (5 minutes)

- Ask your students what they know about migration to Yathrib.
- Show some pictures that represent migration to Yathrib.
- Tell your students that today they will learn about migration to Yathrib.

Explicit instruction/Teacher modeling (10 minutes)

- Check understanding of words and sentences by asking questions.
- Explain the reason of migration to Yathrib.
- Teach your students about Yathrib definition.



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

Word: migration (Hijra)

Sentence: “Muslims people migrated leaving behind their relatives, houses and moneys.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.

Model questions:

“Why did the prophet Muhammad (peace be upon him) ask Muslims to migrate?”

“Where did the prophet Muhammad (peace be upon him) stay behind?”

Model answers:

“To protect them from the harm of Quraysh and preserve their dignity in an appropriate place.”

“He stayed in Makkah al- Mukarramah.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 71). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework. For example: Search "Migration to Yathrib (Hijra)" on the web. Write a small paragraph in your notebook about it.

Lesson 4 (pages 115, 116 & 117)

The Prophet's (peace be upon him) Migration to Yathrib

In this lesson, your students will learn about the prophet's migration to Yathrib.

Learning Objectives

Students should be able to

- recognize the love of Sahabah (companions) towards prophet Muhammad (peace be upon him) and Islam.
- appreciate the efforts exerted by prophet Muhammad (peace be upon him) and his companions to convey the message of Islam.

Introduction (5 minutes)

- Ask your students what they know about the prophet's migration to Yathrib.
- Show some pictures that represent the prophet's migration to Yathrib.
- Tell your students that today they will learn about prophet's migration to Yathrib.

Explicit instruction/Teacher modeling (10 minutes)

- Check understanding of words and sentences by asking questions.
- Explain the story of migration.



- Teach your students about the prophet Muhammad (peace be upon him) companions help.
- Teach your students the new vocabulary presented in the lesson.
- Teach the key words and sentences by repeating them many times with the class orally.

Words: conspiracy, murder

Sentence: “Leaders of Quraysh plotted to murder Prophet Muhammad when they knew about the migration to Yathrib.”

- Write the key sentences and words on the board, make sure they can read and understand them.
- Ask question and elicit the answers from the students; they can find the answers in the book.

Model questions:

“Who did Prophet Muhammad (peace be upon him) take as a companion?”

“What were the names of the tribes?”

“What did the leaders of Quraysh plan when they knew about the migration of Pr “Where did Prophet Muhammad (peace be upon him) and Abu Baker stay hidden?”

Model answers:

“Abu Baker (may Allah be pleased with him).”

“Banu Khazraj and Banu Aws in al- Madinah al- Munawwarah.”

“They plotted to murder him.”

“They stayed hidden in a cave in Jabel Thawr.”

- 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, like presenting a video and then asking your students to summarize what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (page 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework. For example: Search "The Prophet's (peace be upon him) Migration to Yathrib" 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.

