



“The Hidden Teacher: A Story of Malik Dinar”
An English Language Lesson Plan by Mary Brooks



Unit/Theme: hurrying instead of listening

Proficiency Level: D.R.A. 34-38; for students at a more remedial level teacher reads aloud

Timing: two to three hours with writing assignment (two- to three-day unit of study)

Content Objectives

For students to:

- be able to retell the story in proper sequence
- be able to derive the theme or “Big Message” in the story
- understand the characters and perhaps be able to make a connection using schema to a character from another story or even real life

Language Objectives

For students to:

- understand and use new vocabulary
- determine the meaning of new words by using inference or context clues
- retell the story, first orally with a partner, then in writing
- develop the theme and be able to write down the “Big Message” (Extension: relate the story to a personal experience or prior story/read aloud)

Learning Strategies

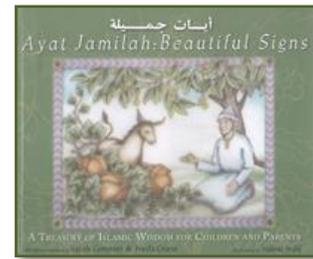
For students to:

- understand the story sequence by building a context
- use discussion to brainstorm about the lesson of the story as a pre-writing strategy

Key Vocabulary: philosophy, wisdom, on foot, enthusiasm, dervish, puzzling way, mimicked, guffawed, backtracked, sullen, halted, skeptical eye, excavation, obstacles, retrace, grinned, cursed, mumbled, herb, stuck, interconnected, haste, climbed aboard, wallowing in these confusing questions, flopping, plucked, coughed out, from its belly, remarkable opportunity, flawless, stomped around the room, misery, constant companion, boulder

Materials

- *Ayat Jamilah: Beautiful Signs: A Treasury of Islamic Wisdom for Children and Parents*, collected and adapted by Sarah Conover and Freda Crane. Boston: Skinner House (2010). Available at www.uuabookstore.org or 800-215-9076 and wherever books are sold.
- recorder or iPhone, student writing notebooks



Context Building

Ask the students:

- Have you ever missed out on an opportunity because you were either in too much of a hurry or because you were impatient?
- Or, have you ever experienced somebody else receiving something that you thought you earned or should have received instead? How did it feel? Looking back on the experience, was there something you could have done differently?

Presentation (Teachers)

1. Now that the students have some background, read the entire story out loud without stopping.
2. Read the story again. Ask the students to listen carefully for:
 - why Malik Dinar went out into the world
 - why Dinar wanted to travel with the old dervish Fatih
 - the lesson at the date palm tree
 - the lesson at the ant mound
 - the lesson with the fish who needed help
3. Ask the students:

- What do you think the moral of the story is? What is the “Big Message”? Turn and tell an elbow partner.

Part Two of Presentation (depending on the stamina of your students)

Ask the students:

- What does it mean to learn from experience? What do you think the difference is between hurrying/haste vs. listening/patience? Use some examples.

Practice/Application

Retell the story with the students using important details. Start a story chain. Use the new vocabulary in the retelling. Use sequence markers, for example:

in the beginning, then, next, after that, in the end, finally

Assessment

Ask the students to retell the story using important details. Explain that they need to include the moral of the story in their own words. Encourage them to use descriptive adjectives and interesting verbs. Post some questions for them to ponder and write about:

1. Describe Dinar.
2. Describe the dervish Fatih.
3. What was Dinar looking for?
4. What was the first lesson?
5. What was Dinar’s lesson in the end?
6. What did the dervish Fatih want to show Dinar?

Extension

Reading into Writing

1. Ask the students:
 - What do you think finding your “inner, hidden teacher” means?

- What did Dinar mean when he said he felt as if a great boulder rolled right through his soul?
2. Ask the students to describe their answers to their partners and record them.