



“The Honorable Joha, Mulla Nasruddin Hodja and the Tricky Case”
An English Language Lesson Plan by Mary Brooks



Unit/Theme: using good judgment

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

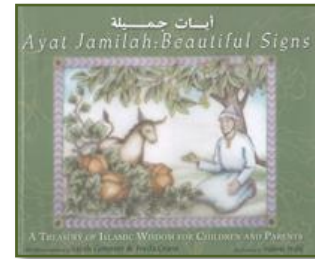
For students to:

- 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: poor widow, list of petitioners, hailed, humbly, addiction to sugar, squandering, stroked his beard, gaze, contemplated, request, pronouncement, postpone, persisted, anxiously, clasping, cowered, beaming

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:

- Has a parent or teacher ever tried to get you to change a habit (for example, watching TV, playing video games, playing on the computer)? What happened?

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:
 - the request of the mother
 - what continued to happen week after week
 - what happened in the end
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.

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 the mother.
2. Describe the mulla.
3. How long did it take the mulla to make the decision?
4. Why was this such a lengthy process?
5. Can you think of a similar situation in your own life?

Extension

Reading into Writing

1. Ask the students:
 - Do you think that having a sugar addiction is a common problem? Has an adult tried to change your habits? What happened?
2. Ask the students to describe their answers to their partners and record them.