

“Know Yourself: A Tale from the Middle East”
An English Language Lesson Plan by Mary Brooks



Unit/Theme: self-awareness

Proficiency Level: novice to intermediate low (ACTFL Guidelines)

Timing: two to three hours with writing assignment

Content Objectives

For students to:

- understand the situation and the conflict
- be able to describe the situation
- be able to retell the story

Language Objectives

For students to:

- use new vocabulary
- use discourse markers for the sequence of the story
- find meaningful metaphors
- determine the meaning of new words using context clues
- integrate listening, reading, speaking, and writing
- retell the story
- relate the story to a personal experience, first orally, and then in writing

Learning Strategies

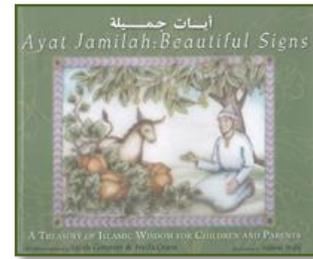
For students to:

- understand the story sequence by building a context
- use discussion skills to consider the lesson of the story as a pre-reading strategy
- use the new words as they discuss the story
- describe what the characters said when the reading is divided into time segments, and then retell the story using discourse markers
- use the reading as a context for writing

Key Vocabulary: generosity, approached, small request, without hesitation, plucked coin after coin, overwhelmed, gratitude, glancing, frail half-smile, earshot, probed, obliged, indignation, ran its course, contrite

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.
- mp3 player/recorder



Context Building

Ask the students:

- How do we learn to know ourselves? Do we learn by self-reflection, by asking others, or through our relationships?

Presentation (Teachers)

1. Now that the students have some background for the moral of the story, play the whole story for an overview, without stopping.
2. Play the recorded story again.
3. Play the recorded story a third time and pause at the following parts in order to emphasize their importance:
 - what the generous man was doing with his friends
 - what the poor woman asked the generous man
 - how she responded
 - how the friends responded
 - how the generous man replied
 - what the friends did in the end
4. Read the moral out loud: “Unless I give her what I am able to, I won’t be happy. She may not know me, but I know myself.”

Practice/Application

1. Retell the story with the students. Start a story chain. Use the new vocabulary in the retelling.

Use sequence markers, for example:

first of all, second, third
in the first place, for one thing , then, next
before, now, after, while
into, until, last, during
since, always, later, earlier, in the end, finally

2. Help the students use descriptive adjectives and interesting verbs.
3. Make sure the lesson of the story is clear.

Assessment

Use a dictation to give the students assessment questions. The dictation sequence is: listen, listen and repeat, listen and write, listen and check.

They can write the answers individually and then share with a partner.

1. Describe the generous man.
2. Describe his friends.
3. What did the poor woman ask?
4. What was the man's response?
5. Why did his friends say he was foolish?
6. Why were they so indignant?
7. Why did the man give the poor woman so much money?
8. Why were his friends contrite?
9. Have you ever felt this kind of generosity?
10. Were you the giver or the receiver?
11. Explain the man's self-reflection.

Extension

Reading into Writing

1. Ask the students:
 - Have you ever been treated generously? What was your response?

- Have you ever given generously to someone else? What was the other person's response? How did you see yourself?

2. Tell the students:

- Think about your own story and brainstorm with a partner about a significant event of generosity where you were the giver.
- Tell your partner what happened.
- Record this story.

3. Tell the students:

Use this practice storytelling and your recording to write your story. Divide the story in this way:

- Describe a situation where someone needed you.
- Write about your decision to help that person.
- Write about the other person's response.
- Write about your feelings afterward.
- Describe what self-knowledge is.

4. Follow standard writing process to guide the students into editing and redrafting their stories.