

Subject/Grade: Grade 6 **Lesson Title:** Changing Culture - Arabian Peninsula
Teacher: Mrs. M **3-Day Lesson**

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

- a. Compare and represent the kinship patterns, cultural traditions, and traditional worldviews of Saskatchewan First Nations, Métis, and Inuit people, and of other cultural groups residing in a selection of countries bordering the Atlantic Ocean.
- c. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture.
- e. Compare and contrast social and cultural diversity in Canada with that of a selection of countries bordering the Atlantic Ocean, and assess the significance of cultural diversity.

Key Understandings: ('I Can' statements)

- I can ... compare and represent the similarities and differences between Saskatchewan culture and Arab culture
- I can ... explore and understand different aspects of Arab culture
- I can ... explain the importance of cultural diversity

Essential or Key Questions:

- **What are similarities between Saskatchewan, Canadian, and culture in the Arabian Peninsula and Iraq?**
- **What are differences between Saskatchewan culture and culture in the Arabian Peninsula and Iraq?**
- **How is culture in the Arabian Peninsula and Iraq changing?**

Prerequisite Learning:

- Students should know what the term "culture" means and some of the factors that it involves (religion, traditions, male and female roles, art forms)
- Students should know how to compare similarities and differences between locations/cultures (Saskatchewan/Canadian culture with Arabian Peninsula and Iraq culture)
- Students should have a general awareness of the countries and where they are located within the Arabian Peninsula.

Instructional Strategies:

Day One:

- Vocabulary discussion
- Photo Gallery Walk through textbook
- Show physical location of countries located within Arabian Peninsula on map and globe
- Think-pair-share
- Group discussion/brainstorms
- Chart for photo gallery walk to write down visual cues and explanations

Day Two:

- Jigsaw learning (give separate topics to students (individually or in pairs) to explore)
- Venn diagram (comparing Saskatchewan, Canadian, and Arabian Peninsula culture)
- Slide show with pictures

Day Three:

- Jamboard with basic questions
- Journal response

Stage 2: Determine Evidence for Assessing Learning

Diagnostic Assessment:

- Ask students “what is culture”
- Vocabulary discussion will allow me to see what words they know and do not know

Formative Assessment:

- Think-pair-share, jigsaw responses, and group discussions will be used to track effort and participation. You can use Appendix A: Pre-Assessment Rubric to track this effort and their understanding.
- Photo gallery walk – will help to gauge depth of understanding and level of insight
- Exit Slip – Arabian Peninsula
- Jamboard responses

Summative Assessment:

- Journal response to the question, “How is culture in the Arabian Peninsula and Iraq changing?”

Stage 3: Build Learning Plan

Set (Engagement): DAY ONE

Length of Time: 1 Hour

Materials/Resources:

1. Go over the big question “How is culture in the Arabian Peninsula and Iraq changing?” (5-7 mins)

- Ask: What key word or important word is in that question? (Culture)
- Ask: What is culture?
- Have them do think-pair-share in groups of two to brainstorm.
- Have them share what they discussed in their pairing with the class

Day One:

- [Arabian Peninsula](#) Google Slide
- Globe and/or map
- Paper and pencil to make mind map
- Appendix A: Pre-Assessment Rubrics
- Appendix B: Photo Gallery Walk Handout
- Appendix C: Arabian Peninsula Exit Slip

2. Vocabulary Discussion (5-7 mins)

- Explain: There are a few terms that are going to be important for you to know as we learn about the Arabian Peninsula.
- List words: Religion, Arabian Peninsula, dominant, minority, Muslim, Islam, Christian, Hindu, Buddhist, Globalization, Migration, Colonization, Decolonization, Calligraphy, Traditional, Diversity.
- Go over words with them. Ask which words they know and do not know.
- Sort words on chart. Have them explain the words they know. If they actually do not know the word, move it to the list of unknown words.

Videos:

- [Intro to Islam: The Muslim faith explained in 90 seconds](#)
- [The Sunni and Shia divide explained – in 90 seconds](#)
- [What’s the Difference Between Shia and Sunni Islam?](#)

3. Have class gather around globe and/or map (5-7 mins)

- Ask: Do any of you know where the Arabian Peninsula or Iraq are located? (Remind them of latitude and longitude lesson from Wednesday’s class when they found Iraq)
- Show countries that are included in the Arabian Peninsula. Also show location of Iraq. (Iran, Turkey, Israel, Cyprus, Lebanon, Jordan, Syria)
- Ask: Keeping in mind of the vocabulary that we previously looked over, what do you think we are going to be talking about as we look into the culture of the Arabian Peninsula?
- Give them a minute to share their ideas.

Day Two:

- [Arabian Peninsula](#) Google Slide (vocabulary words slide)
- Jigsaw materials
- Venn diagram

Day Three:

- [Jamboard](#)
- Computer (word document)

**Possible Adaptations/
Differentiation:**

- Provide subtitles on videos for students that are auditory learners.
- Work one-on-one with a student or join group if they are showing signs of struggling.
- Provide examples if students need assistance or inspiration to get on the right track

4. Photo Gallery walk – Appendix B: Photo Gallery Walk (15-20 mins)

- Provide handout chart
- Look at different pictures or maps.
- Have students write down what they see or notice, and then write down what the picture is trying to tell them or what is happening.
- Go through each picture and have students share their responses or insight with class.

Management Strategies:

- Pair up students that will work the most effectively together

5. Watch videos about Islam (5-7 mins)

- Before video, tell them to take note about facts, and people or groups that are mentioned. Have students make their own mind map (example shown on board – draw it).
- After video, brainstorm/mind map (use brainstorm google slide): Have them share what they learned or noticed from the videos.

6. Exit slip (5-7 mins) – Appendix C: Arabian Peninsula Exit Slip

- Explain exit slip questions and expectations for responses.
- Exit Slip Questions:
 - 2 thing that you learned about the Arabian Peninsula
 - 2 things that stood out to you or was interesting to you from class today
 - 1 question you still have about the Arabian Peninsula

Take Home Task:

- Find or take 3 pictures of:
 - Your favorite outfit
 - Your house
 - Your favorite hobby or activity (sports, playing a musical instrument, hunting, video game, etc.)

Development: DAY TWO

Length of Time: 1 Hour

1. Start off by reminding students of the focus question

2. Ball Refresher Game

- Have students get into a circle and share something that they remember from yesterday's lesson about the Arabian Peninsula.
- Pass ball around and the person that catches ball needs to share something.

3. Vocabulary Discussion

- Go over vocabulary slide again (move and shift words that they know and do not know)

4. Jigsaw: Put students into groups (Jayde; Issac & Leif; Nixon and myself)

- Give each group a topic (Issac & Leif – Religious Diversity, p. 39-41; Jayde – The Arabian Peninsula and Iraq in the Modern World, p. 42-44;
- Have students write down main points listed under each heading in their teams collaboration notebook page.
- Have students take turns sharing their findings with the rest of the class

5. Brainstorm: Culture in Saskatchewan

- Have students share what they feel makes up Saskatchewan culture (farming, hockey, multi-culturalism, hunting as examples)
- Add to a google slide presented on smart board for students to see
- Show slideshow pictures to help students think of more ideas

6. Comparisons between Canada & Saskatchewan and Arabian Peninsula & Iraq

- Venn diagram – pair work – do a 3-way with Canada, Saskatchewan, and Arabian Peninsula
- Have students write differences and similarities between Canada, Saskatchewan and the Arabian Peninsula in appropriate places on Venn diagram.

- Walk around to each student and pairing to track their progress and to be available for questions.
- Ask students who are quieter to provide answers in order to gauge their understanding

Safety Considerations:

- Provide clear instructions on group work so that students use their time effectively.
- Promote encouragement of all ideas to increase student desire to participate

<p>Learning Closure: DAY THREE</p> <p style="text-align: right;">Length of Time: 1 Hour</p> <p>1. Jamboard</p> <ul style="list-style-type: none"> • Have students share responses to questions in Jamboard. Have students share a couple responses and then work on it together to add more. Questions from page 44. <p>2. Journal Response</p> <ul style="list-style-type: none"> • Using answers from Jamboard along with their own knowledge and insight, have students respond to the question, “How is culture in the Arabian Peninsula and Iraq changing.” • Go over with them what should be included into the criteria of the response. • Criteria: <ul style="list-style-type: none"> i. Use 2-3 vocabulary words, ii. Focus in on culture and how culture has changed. iii. Share at least two different aspects of culture iv. Content is most important. v. Paragraph should be at least 5 sentences long. • Use resources but in your own words!!! • Remind them of ACE: Answer, citing (an example) and explain. 	
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Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)

N/A

Personal Development Goals:

Classroom management: Work on finding ways to bring class back to topic at hand when they get off topic or ask a lot of questions (especially if they are irrelevant to current topic)

Communication: Try to ask quieter students questions to gain better understanding of what they know. Encourage responses from all students but work to get as equal of an amount of responses from each student as possible.

Appendix A: Pre-Assessment Rubric

0 responses	U	Unsatisfactory (seems to not content/little to no effort)
1 response	S	Satisfactory (slightly seems to understand content/low effort)
2 responses	P	Proficient (somewhat understands content/some effort)
3 or more responses	E	Excellent (understands content/good effort)



Appendix B: Photo Gallery Walk

Picture & Page Number	What do you see? What details do you notice?	What is happening? What is the picture trying to tell you?
Children – Pg. 38		
Map – Pg. 39		
2 Pictures – Pg. 40		
3 Pictures – Pg. 41		
Top Picture – Pg. 42		
Bottom Picture – Pg. 42		

Appendix C: Arabian Peninsula Exit Slip

2 things that you learned about the Arabian Peninsula

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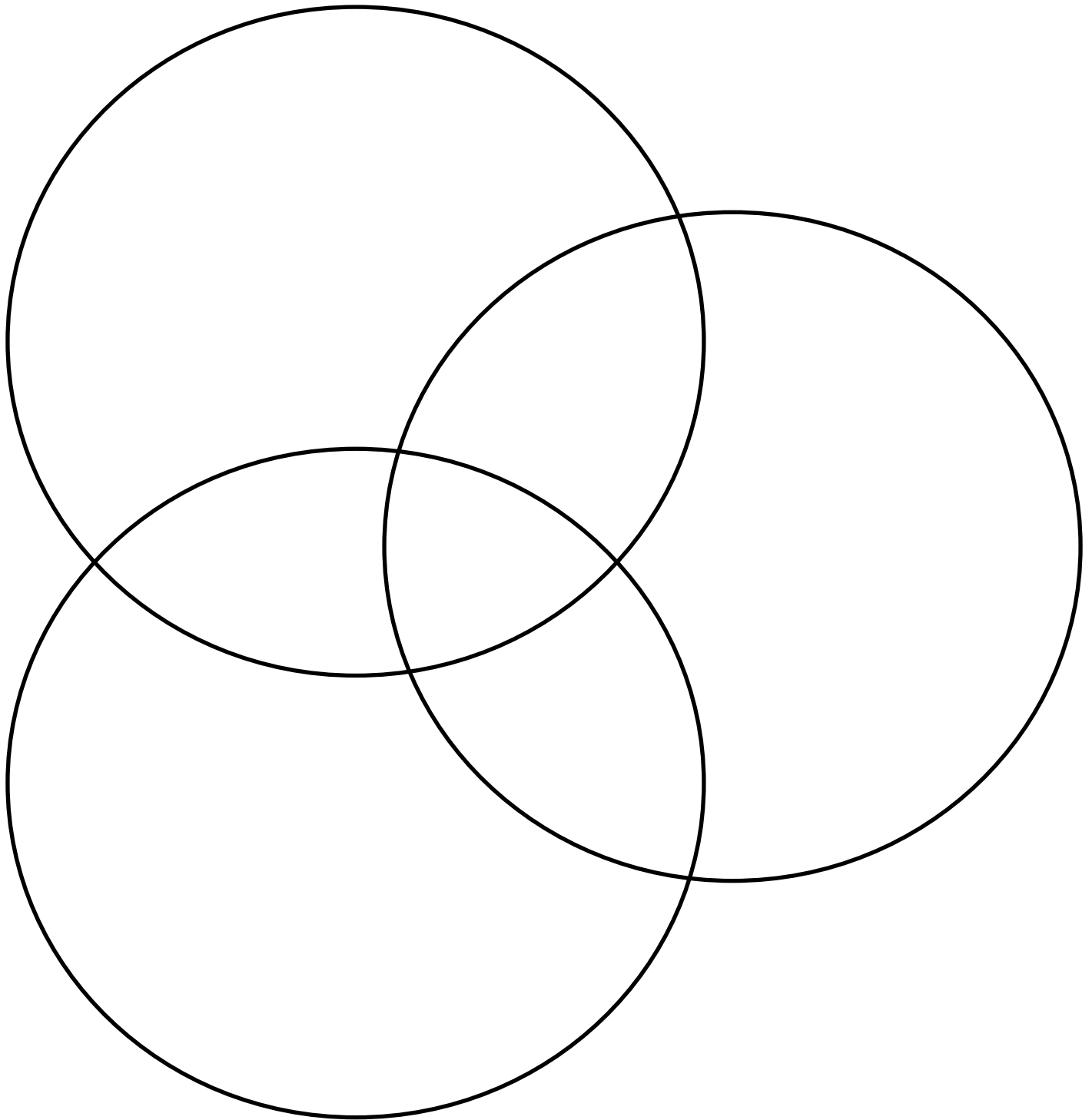
2 things that stood out to you or was interesting to you from class today

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1 question you have about the Arabian Peninsula

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RUBRIC

Content		
Meeting	Attaining	Beginning
Focuses in on culture and how culture has changed. Thoroughly shares two or more different aspects of culture. Information is written using their own words.	Somewhat focuses in on culture and how culture has changed. Shares limited information about one or two aspects of culture. Information is somewhat written in their own words.	Does not focus in on culture and how culture has changed. Shares limited information about an aspect of culture. Information is not written using their own words.
Feedback:		

Structure		
Meeting	Attaining	Beginning
Uses 3 vocabulary words. Paragraph is 5 sentences long. Uses ACE method completely.	Uses 2 vocabulary words. Paragraph is 2-3 sentences long. Somewhat uses ACE method.	Uses 1 or less vocabulary words. Paragraph is less than 2 sentences long. Does not use ACE method.
Feedback:		

Content		
Meeting	Attaining	Beginning
Focuses in on culture and how culture has changed. Thoroughly shares two or more different aspects of culture. Information is written using their own words.	Somewhat focuses in on culture and how culture has changed. Shares limited information about one or two aspects of culture. Information is somewhat written in their own words.	Does not focus in on culture and how culture has changed. Shares limited information about an aspect of culture. Information is not written using their own words.
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Structure		
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Feedback:		