

Unit Study on the Topic of the Middle East



Flag of Jordan

Welcome to this unit study on the topic of charity, culture awareness, all framed in the country of Jordan and the Middle East. All of the lessons include the learning goals and



Flag of Palestine

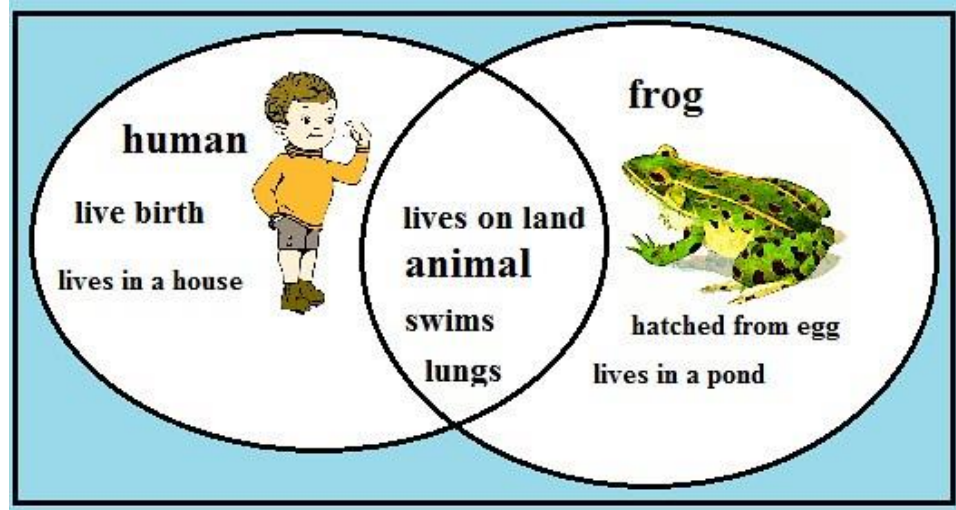
suggested age or grade levels. But you will soon discover ways to adapt to all levels of learning. I chose this topic for the reasons listed below. You can use this material for your older students to do further research.

The country of Jordan has several significant Biblical connections, as it is mentioned in the Bible and is associated with several important events and figures in Judeo-Christian history:

1. **River Jordan:** The most prominent Biblical connection is the River Jordan, which serves as a central element in the Bible. The River Jordan is where Jesus was baptized by John the Baptist, marking the beginning of his public ministry. This event is mentioned in the New Testament, specifically in the Gospels of Matthew, Mark, and Luke.
2. **Promised Land:** In the Old Testament, the Promised Land is a key concept, and Jordan is part of this land. The Israelites, led by Moses, wandered in the wilderness for 40 years before crossing the River Jordan to enter the Promised Land. This event is described in the Book of Joshua.
3. **Mount Nebo:** Mount Nebo, located in modern-day Jordan, is believed to be the place where Moses viewed the Promised Land before his death. According to the Bible (Deuteronomy 34:1-4), God showed Moses the land of Canaan from the summit of Mount Nebo.
4. **Ammon and Moab:** The biblical territories of Ammon and Moab, which are mentioned in the Old Testament, were located in what is now modern-day Jordan. The descendants of Lot, the nephew of Abraham, settled in these regions.
5. **Cities and Places:** Several cities and places in Jordan are mentioned in the Bible, including Rabbah (the capital of Ammon), Heshbon, and Zoar. These places often appear in the context of historical events, battles, or as locations mentioned in the travels of biblical figures.
6. **The Exodus:** While much of the Exodus narrative takes place in Egypt and the wilderness, the journey of the Israelites also involves passing through parts of modern-day Jordan, such as the eastern side of the Jordan River.
7. **The Decapolis:** The Decapolis was a league of ten cities in the Roman period, and several of these cities were located in what is now Jordan. These cities are mentioned in the New Testament in the context of Jesus' travels and ministry.

Overall, Jordan's biblical connections are significant, particularly in the context of the Old and New Testaments, and the country's geography played a role in many important biblical events and stories. As a result, Jordan holds religious and historical significance for Christians, Jews, and Muslims.

Our heroine from the book, *From Orphan to Missionary*, has ties to both Palestine and Jordan. Students need to learn how to compare and contrast in all topics and on all subjects. This page maybe helpful in guiding them through that process.



The relationship between Palestine and Jordan is complex and historically rooted. Both territories are located in the Middle East, and their relationship has evolved over time in response to various political, social, and geopolitical factors. Here's an overview of the historical and contemporary aspects of their relationship:

Historical Context

In the aftermath of World War I, and the collapse of the Ottoman Empire, the League of Nations granted Britain the mandate to govern Palestine and Transjordan (now Jordan) in 1920. These territories were under British control until the mid-20th century.

In 1921, the British separated the territory east of the Jordan River, known as Transjordan, from the western portion, which would become modern-day Israel and the West Bank. Transjordan eventually gained independence in 1946 and became the Hashemite Kingdom of Jordan.

The Arab-Israeli conflict and the establishment of the state of Israel in 1948 led to a significant number of Palestinian Arabs becoming refugees. Many Palestinians sought refuge in neighboring Arab countries, including Jordan, which played a role in shaping the demographics and politics of the region.

Jordanian Control of the West Bank: During the 1948 Arab-Israeli War, Jordan took control of the West Bank, and the two territories were united. Jordan administered the West Bank until the Six-Day War in 1967 when Israel occupied the territory.

In 1988, the Palestinian Liberation Organization (PLO) declared the establishment of the State of Palestine, with East Jerusalem as its capital. Jordan, under King Hussein, relinquished its claims to the West Bank in favor of Palestinian self-determination.

Jordan signed a peace treaty with Israel in 1994, becoming only the second Arab country, after Egypt, to do so. This peace treaty recognized the sovereignty and independence of Jordan while also addressing issues related to water resources, borders, and security cooperation.

Following the Oslo Accords in the 1990s, the Palestinian Authority (PA) was established to govern parts of the West Bank and Gaza Strip. While Jordan maintains an interest in the Palestinian issue, it does not have direct control over these territories.

It is important to study topics from the middle east because, history, prophecy and archeological findings continuously point us to an ultimate conclusion.



Where in the World is Amman, Jordan?

Grade Level: Adaptable K-8

Subject: Geography

Objective: Students will be able to identify the location of Amman, Jordan on a world map, recognize key landmarks and features in Amman, and gain an appreciation for the culture and people of Amman.

Materials:

- World map
- Pictures of key landmarks and features in Amman
- Notebook paper so students can generate questions
- Arts and crafts materials (construction paper, markers, glue, scissors, clay)

Learning Activity:

1. Geography

- Show students the world map or globe.
- Point out the location of Jordan on the map and ask if they know the capital of the country Jordan.
- Ask students to look at a Bible map and see if they can find the general area of Jordan.
- Ask students find picture of Jordan in an encyclopedia, library, online and bring their findings back to the group.
- Have students draw a map of Jordan and label as many features as is appropriate for their age.

3. Key Landmarks and Features

- Ask students to find or draw pictures of key landmarks and features in Amman such as the Roman Theatre, the Citadel, and the Dead Sea.
- Discuss each landmark and feature and ask students to identify them on the map of Amman.
- Have students create their own pictures or 3-D models of these landmarks and features using arts and crafts materials.

4. Culture and People

- Show pictures of people and food in Amman and discuss the culture of Jordan.
- Have students complete a worksheet that asks questions about the culture and people of Amman.
- Optional: Have students try some Jordanian food or listen to Jordanian music.

5. Conclusion

- Review what the students have learned about Amman's geography and culture.
- Ask students what they would like to see or experience if they visited Amman.

Assessment:

- The completed student research and the arts and crafts projects will be used to assess the students' understanding of Amman's geography, culture, and landmarks.



Extension:

- Have students create a brochure or poster about Amman, including pictures of the key landmarks and features, information about the culture and people, and reasons why someone should visit.

Vocabulary:

- Encourage your students, once they are able to write, to keep a vocabulary journal. This task alone increases scores on standardized tests.

Patty Cake, Patty Cake, Make Some Bread

Grade level: Adaptable K-8

Subject: Home Economics/Culinary Arts (The Traditional Bread of the Middle East)

Duration: 2 hours

Objective: By the end of the lesson, students will be able to make their own pita bread from scratch, understand the science behind bread-making, and practice kitchen safety.

Materials Needed:

- All-purpose flour
- Yeast
- Salt
- Warm water
- Measuring cups and spoons
- Mixing bowl
- Rolling pin
- Baking sheet
- Oven



Introduction:

Begin by asking students if they have ever had pita bread before and what they know about it. Discuss the history and origin of pita bread. Have older students research and do this section of the lesson.

Safety rules:

Remind students about the importance of kitchen safety, such as washing hands, tying back hair, and wearing an apron. Explain the dangers of using sharp objects and hot surfaces, and the importance of being cautious and aware of their surroundings. With young children around ask everyone to make sure they are safe. Put in highchair or playpen.

Ingredients:

Introduce the ingredients needed to make pita bread, emphasizing the importance of measuring accurately. Explain that yeast is a living organism that eats the sugar in the dough and produces carbon dioxide, which makes the dough rise. (You can do a Chemistry lesson just on yeast)

- 2 cups lukewarm water

- 4 tsp active dry yeast
- 1 tsp sugar
- 6 cup all-purpose flour, divided
- 2 to 4 teaspoon kosher salt
- 4 tbsp extra virgin olive oil

1. Mixing the dough (20 minutes)

Instruct students to mix the flour, yeast, salt, and warm water in a mixing bowl until the dough forms. Encourage them to use their hands to knead the dough until it becomes smooth and elastic. Explain that kneading helps develop the gluten in the flour, which gives bread its structure. Young children can help with this step.

2. Letting the dough rise (30 minutes)

Cover the mixing bowl with a damp cloth and let the dough rest for 30 minutes in a warm place, such as near a window or on top of the stove. Explain that the yeast will continue to produce carbon dioxide, causing the dough to rise.

3. Shaping the dough (10 minutes)

Once the dough has risen, instruct students to punch it down and knead it for a few minutes before rolling it out into circles using a rolling pin. Explain that the dough should be about $\frac{1}{4}$ inch thick.

4. Baking the pita bread (15 minutes)

Preheat the oven to 500°F. Place the rolled-out dough onto a baking sheet and bake for 5-10 minutes until the bread puffs up and is lightly browned.

Conclusion

Once the pita bread is finished baking, allow it to cool before enjoying. Have students reflect on the process of making bread and the science behind it. Encourage them to experiment with different ingredients and flavors in the future.

Assessment:

- Observe students during the lesson to ensure they are following safety rules and using proper techniques.
- Have students reflect on the process of making bread and the science behind it in a short oral or writing assignment based on their age.
- Ask for analogies (deeper meanings or metaphors for what they have experienced)

From the Top of My Head

Grade level: Adaptable K-8

Rationale: This type of lesson helps students understand the idea of balance. It also serves as a vestibular exercise. Note: Vestibular exercises help students become and stay alert. It activates the brains learning processes. Kids' vestibular systems need exercises and stimulation every day. I would recommend integrating vestibular exercise in all subjects.

Subject: Physical Education (in the Middle East people often carry things on their heads)

Objectives:

- Students will be able to demonstrate their ability to balance an object on their head while running.
- Students will be able to work cooperatively with others to complete a relay race.
- Students will be able to practice their running and coordination skills.

Materials:

- Bowls
- Beanbags or similar objects to use as weights
- Cones to mark the start and finish lines

Activity #1:

For 8 to 12 students

1. Divide the class into teams of 4-6 students.
2. Explain the relay race to the students. Each team will line up behind their designated starting cone with a bowl on their head. On "go," the first person in each line will run to the designated turnaround cone, then return to their team and pass the bowl to the next person in line. The team that completes the race first wins.
3. Demonstrate how to properly balance the bowl on your head. Encourage students to hold the bowl with their hands at first until they feel comfortable balancing it without support.
4. Have students practice balancing the bowl on their heads by walking slowly around the designated area. Once they feel comfortable, have them try running while balancing the bowl.
5. Once all students are comfortable balancing the bowl while running, begin the relay race.
6. Encourage students to work together and communicate with each other to ensure a successful race.

7. After the race, have a class discussion about what worked well and what could be improved upon for next time.

Activity #2 adapted for multi-aged children:

1. Every student has a bean bag to balance on their head (I've used chalk board erasers you can have the older children balance books).
2. Let students practice balancing before they begin to play.
3. The game is played like Freeze Tag. One or two people are it. They try to catch the others while balancing the bean bag/book on their head.
4. If the one chasing drop his/her object he must freeze, replace his object, count to 10 before he/she can resume the chase.
5. If the one being chased drops his/her object they are automatically frozen until someone comes and frees them.

Note: I've required students to hand in their work by balancing it on their head while they walk around the room and then hand it in. While this may seem silly it goes along way to making learning fun. It also keeps the students wondering what will happen next.

Assessment:

Assessment can be done through observation. Look for proper form and technique while balancing the bowl on their head, as well as teamwork and communication within the teams.



While a younger child may struggle with the balance of the bean bag, the older child may feel challenged by trying to balance a book.

To Do or Not To Do

Grade Level: Adaptive K-8

Subject: Life Skills (children are taught to work hard in developing countries)

Objective: Students will learn about responsibility and develop a sense of ownership by creating and following a chore list.

Materials Needed:

- Whiteboard or chart paper
- Markers or colored pencils



Introduction (Note: Research indicates that children who have chores become better students):

Ask students to share what chores they do and how they feel about doing them. Explain to the students that doing chores is an important part of being responsible and helping out around the house. Note: Research indicates that children who have chores become better students.

Brainstorm about all the types of chores.

Group Work:

Have the students work in pairs or small groups to create the perfect chore list for their home. Next, have them categorize the chores by level of difficulty. And then indicate who should do that chore.

Once the students have created their chore lists, ask them to share their work with the class. Have each group present their list and explain the reasoning behind the tasks they included and how they assigned responsibilities.

Last, ask the students to think of ways to organize who does what on the list. For example, they might pick so many chores to do each week but the next week would be a different set of chores. Or they might make it into a game.

Wrap-up:

To wrap up the lesson, ask the students how they feel about creating and following a chore list. Emphasize the importance of being responsible and helping out around the house. If you are teaching this in a co-op, micro-school, encourage the students to take their chore list (and fun ideas of doing them) home and implement it with their families.

Assessment:

Assess the students based on their participation in the group activity and their ability to create a comprehensive and age-appropriate chore list. Additionally, you can ask them to reflect on what they learned during the lesson and how they plan to implement the chore list at home.

One is Shaped through their Decisions

Grade level: Adaptive (6-12)

Subject: Life Skills/Personal Development (the characters of our books learned to make good choices)

Objectives:

- Students will understand the importance of making good choices in their lives.
- Students will learn strategies for making good choices.
- Students will practice decision-making skills through group activities.

Materials:

- Whiteboard and markers
- Cut out the decision-making scenarios found in #2
- Note-taking materials (paper and pencils/pens)

Introduction:

Begin the lesson by asking students what they think it means to make a good choice. Write their responses on the whiteboard. Ask follow-up questions to clarify their answers and ensure that they understand the importance of making good choices in their lives.

Activity:

1. Discuss the following strategies for making good choices:

- Identify the decision that needs to be made
- Gather information and consider the options
- Think about the consequences of each option
- Make a choice based on what is best for you and those around you
- Reflect on the outcome of your choice and adjust accordingly

2. Divide the class into small groups of 3-4 students. Provide each group with a handout with a scenario that requires a decision to be made. Examples include:

- You are at a friend's house and they offer you drugs. What do you do?
- You have the choice to cheat on a test to get a better grade. What do you do?
- You are invited to a party on a night before a big test. What do you do?
- Your mom and dad have decided to separate, they want to know who you want to live with. What do you do?
- You are a camp counselor and the other counselors are going to go skinny dipping in the camp pool. What do you do?

- You want a summer job but you also want to go to the beach with your family. What do you do?
- A guy likes you but your parents say you can't have a boyfriend until you are old enough. What do you do?

3. Instruct each group to discuss the scenario and come up with a decision. Encourage them to use the strategies discussed earlier in the lesson.

4. Once each group has made a decision, have them share their decision with the class and explain the reasoning behind it.

Assessment:

Ask students to reflect on what they have learned during the lesson. Have them share one strategy for making good choices that they learned and explain how they plan to use it in their own lives.

Observe student participation during the group activity and take note of the strategies they use to make decisions. Additionally, collect the handouts from the group activity to assess their decision-making skills.



When Birds Fly Low

Grade Level: Adaptive K-8

Subject: Science (air pressure)

Objectives:

- Students will understand the concept of air pressure and its effects.
- Students will learn how to measure air pressure using a barometer.
- Students will be able to explain how changes in air pressure affect weather patterns.

Materials:

- Barometer
- Balloon
- Plastic bottle
- Straws
- Paper
- Scissors
- Tape
- Markers
- Water

Introduction:

1. Begin by asking students what they know about air pressure. Do a KWL chart (see last page).
2. Help them come to the definition that air pressure is the force that air molecules exert on the surface they come into contact with.
3. Brainstorm all the different things that may affect air pressure. (temperature, altitude, and weather conditions).

Activity 1: Barometer

1. Show students a barometer and explain how it measures air pressure.
2. Demonstrate how to use the barometer and have students practice using it.
3. Ask students to record the air pressure readings and note any changes over time.

Here is a link to how to make your own barometer.

<https://www.amnh.org/explore/ology/earth/make-your-own-weather-station/make-a-barometer>

Activity 2: Air Pressure Experiments

1. Divide the class into small groups.
2. Instruct each group to perform the following experiments:
 - Inflate a balloon and release it. Observe what happens.



- Cut the top off a plastic bottle and invert it in a container of water. Observe what happens.
- Use a straw to blow air over a piece of paper. Observe what happens.

3. Have each group report their observations and explain how they relate to air pressure.

Activity 3: Weather Patterns

1. Ask students how changes in air pressure affect weather patterns.
2. Explain that high pressure systems are associated with clear skies and good weather, while low pressure systems are associated with cloudy skies and bad weather.
3. Show students a weather map and ask them to identify areas of high and low pressure.
4. Have students make predictions about the weather based on the pressure systems they see on the map.

Conclusion:

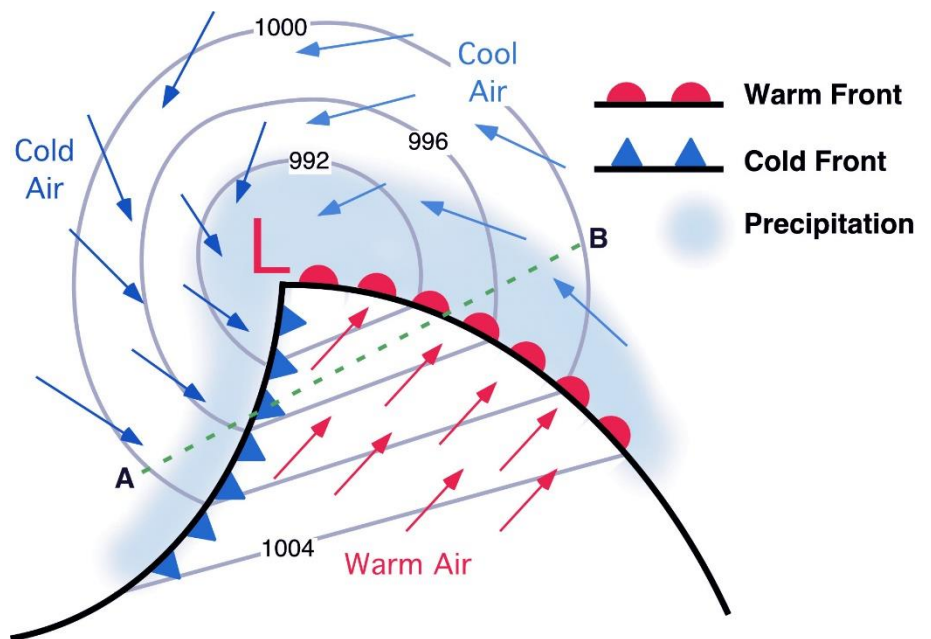
1. Recap what students have learned about air pressure.
2. Ask students to reflect on why air pressure is important and how it affects their lives.
3. Encourage students to share any questions they still have about air pressure.

Assessment:

Observe students as they use the barometer and perform the experiments to gauge their understanding.

Ask students to write a short essay explaining how air pressure affects weather patterns and give examples of how this can impact daily life.

If students made and used their own barometers, then assess them on that.



It's a Plane

Grade Level: Adaptive K-8

Subject: Science (How airplanes fly)

Objective:

- Students will be able to identify and describe the different parts of an airplane and their functions.

Materials:

- Pictures of airplanes
- Diagrams of airplanes
- Whiteboard
- Markers
- Handout with labeled airplane parts
- Video of airplane takeoff and landing

Additional Resources:

<https://www1.grc.nasa.gov/beginners-guide-to-aeronautics/paper-airplanes-plans/>

<https://www.education.com/download/worksheet/125446/airplane-parts.pdf>

<https://www.youtube.com/watch?v=sULLq6tqd0Y>

Introduction:

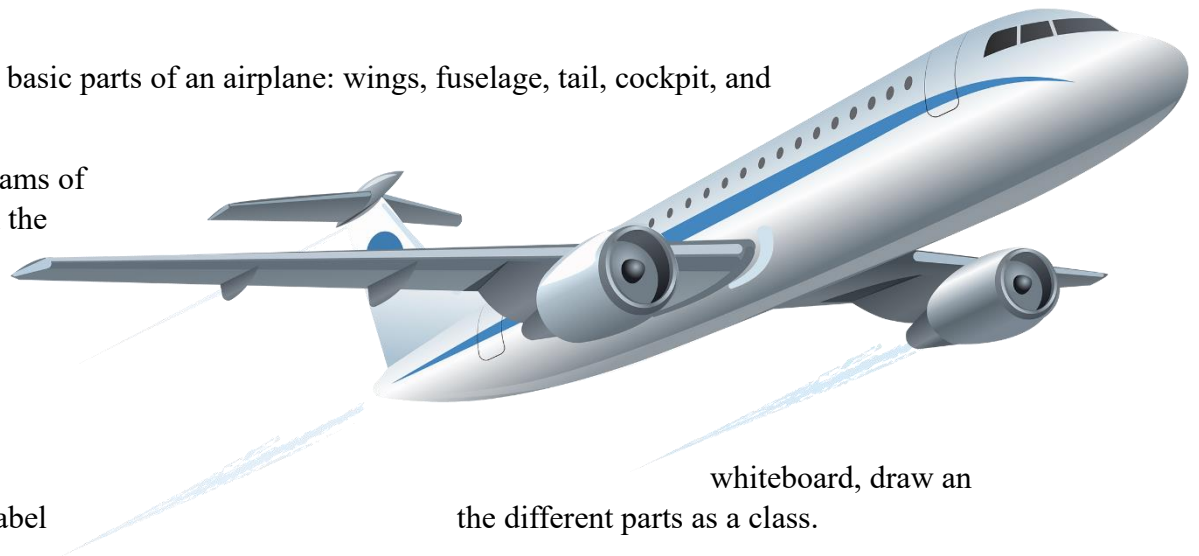
Begin the lesson by asking students if they have ever been on an airplane or seen one in person. Ask them to describe what they saw and what they remember about it. Show pictures of different types of airplanes and ask students to identify them.

Instruction:

1. Explain the basic parts of an airplane: wings, fuselage, tail, cockpit, and engines.

2. Show diagrams of airplanes with the different parts labeled and explain their functions.

3. Using the airplane and label



whiteboard, draw an the different parts as a class.

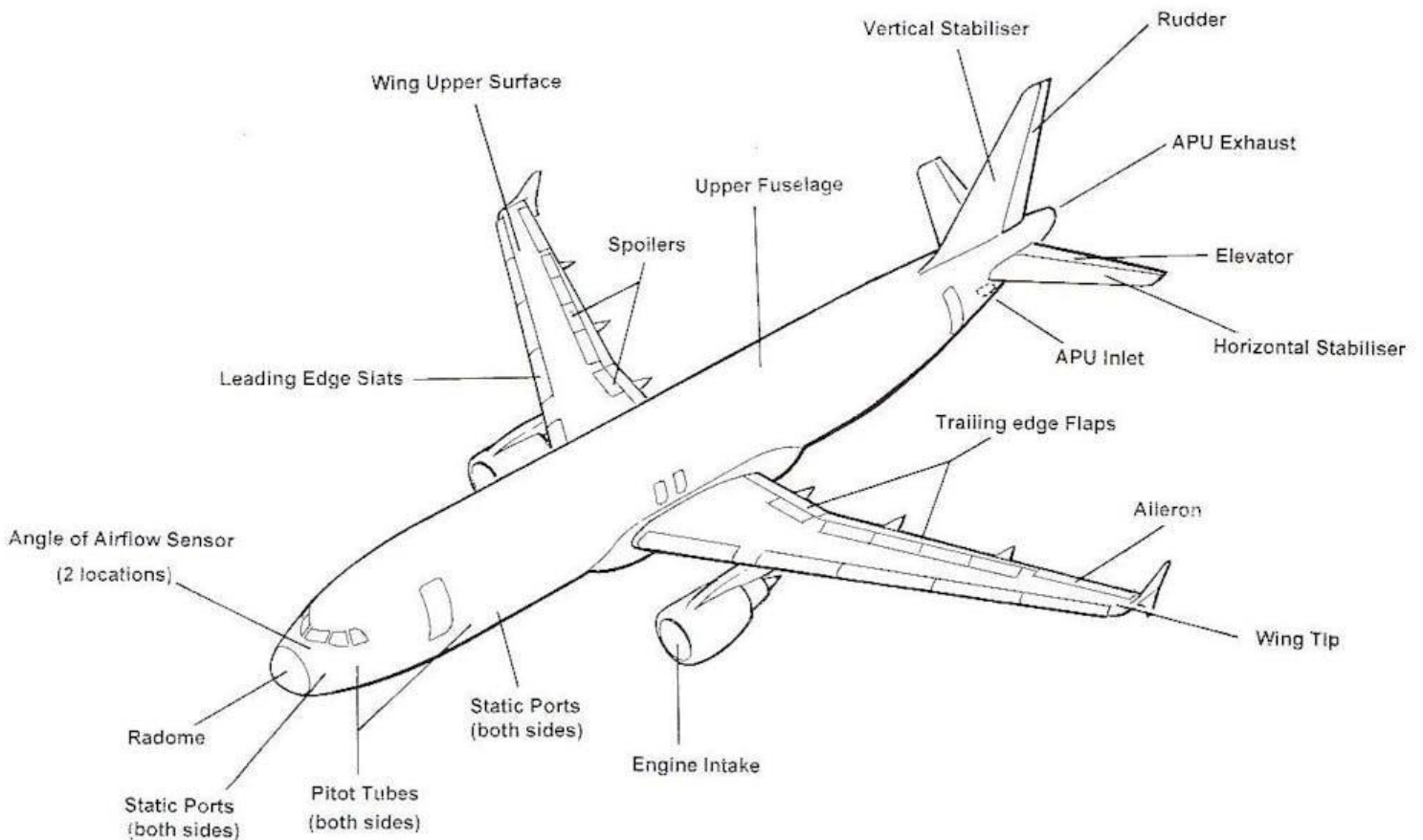
4. Play a video of an airplane takeoff and landing, and have students identify the different parts of the airplane as they see them in action.

5. Distribute handouts with labeled airplane parts and have students fill in the blanks with the correct parts of the airplane.

Assessment:

Have students draw their own airplanes and label the different parts. Check for understanding by asking students to explain the function of each part as they label it.

Review the different parts of an airplane and their functions. Ask students to share what they learned and any questions they still have. Encourage them to think about the science and engineering that goes into designing and building airplanes.



Germs

Grade Level: Adaptive K-8

Subject: Science

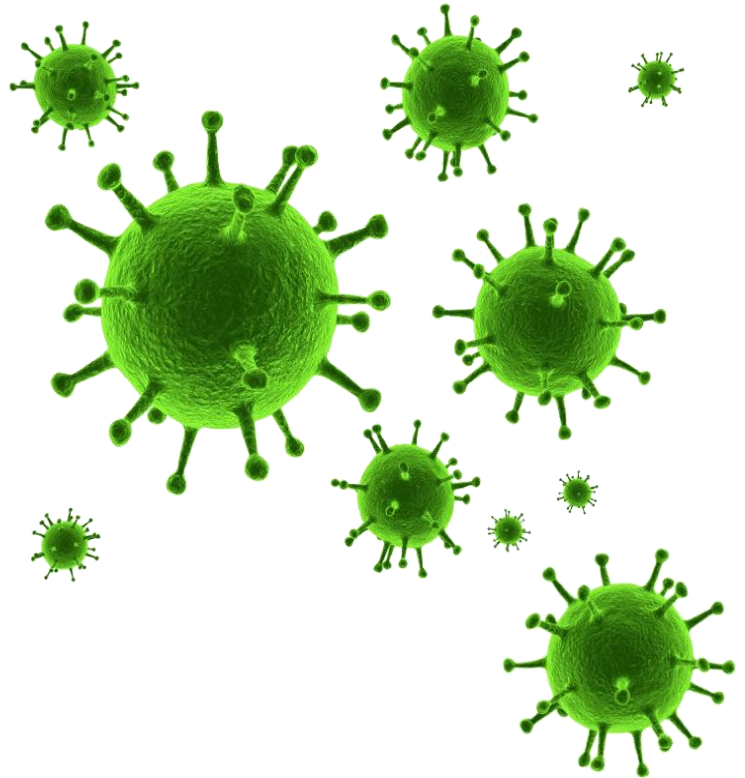
Topic: Viruses

Objectives:

- To understand what viruses are and how they can make people sick
- To identify different types of viruses and their characteristics
- To learn how to prevent the spread of viruses

Materials:

- Whiteboard or blackboard
- Markers or chalk
- Pictures or diagrams of viruses
- Videos or animations on viruses
- Hand sanitizer
- Tissues



<https://www.youtube.com/watch?v=GFm45J8d7HI>

https://www.researchgate.net/figure/Structure-of-a-Virus_fig1_260683286

Introduction:

Begin discussion by asking students if they have ever gotten sick before. Ask them what they think made them sick. Explain that sometimes, people can get sick because of viruses.

Learning Activity:

1. Definition of Viruses: Write the word “virus” on the board and ask students if they know what it means. Explain that viruses are tiny organisms that can make people sick.
2. Ask students to research Types of Viruses: Then have them share pictures or diagrams of different viruses and explain the different types of viruses that can cause different illnesses. For example, the flu virus causes the flu, and the cold virus causes the common cold. For older students this is a good opportunity to explore the viruses that cause STDs.
3. Characteristics of Viruses: Explain that viruses are very small and cannot be seen with the naked eye. They can only be seen under a microscope. Also, viruses cannot reproduce on their own. They need to invade a living cell and take over its machinery in order to reproduce.

4. How Viruses Spread: Explain that viruses can spread from person to person through the air, through contact with contaminated surfaces, and through bodily fluids such as saliva and mucus.

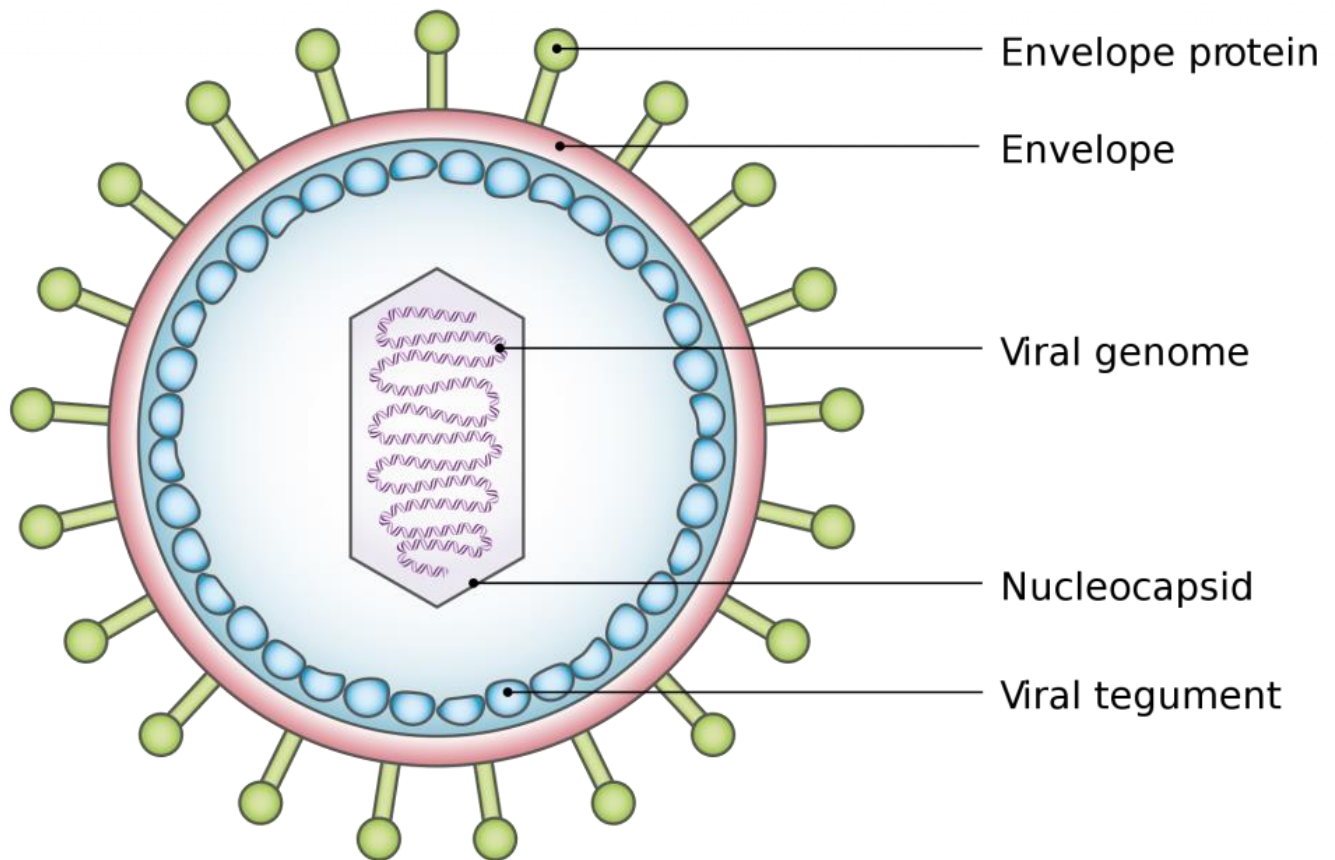
5. Prevention of Virus Spread: Discuss with students' ways to prevent the spread of viruses, such as washing hands with soap and water, using hand sanitizer, covering your mouth and nose when you cough or sneeze, and avoiding close contact with people who are sick.

Wrap-up

Review the main points of the lesson and encourage students to ask any questions they may have. Reinforce the importance of good hygiene habits to prevent the spread of viruses.

Assessment:

Give students a short quiz to assess their understanding of the lesson. Ask questions such as "What is a virus?" "How do viruses spread?" and "What are some ways to prevent the spread of viruses?"



Additional Suggestions to Add to Your Unit Study

1. Coloring Maps:

Provide simple maps of Jordan and Palestine for coloring. Highlight major cities, landmarks, and geographical features.

2. Storytelling:

Share age-appropriate folktales or stories from Jordanian and Palestinian culture. Encourage students to draw pictures related to the stories.

3. Traditional Crafts:

Introduce simple traditional crafts from both regions, such as making Palestinian embroidery patterns or Jordanian-inspired crafts.

4. Research Projects:

Assign small research projects on famous landmarks, historical events, or cultural aspects of Jordan and Palestine. Encourage students to create presentations or posters.

5. Culinary Exploration:

Explore Jordanian and Palestinian cuisine by organizing a class cooking day. Students can help prepare and enjoy traditional dishes.

6. Language Lesson:

Introduce basic words and phrases in Arabic, the official language in both Jordan and Palestine. Create flashcards and practice common greetings.

7. Current Events Analysis:

Assign research tasks on current events in Jordan and Palestine. Discuss how these events impact the people and the region.

8. Debates:

Organize debates on historical or political topics related to Jordan and Palestine. Encourage critical thinking and research skills.

9. Virtual Tours:

Take virtual tours of significant historical sites using online resources. Discuss the historical and cultural significance of each location.

10. Collaborative Projects:

Foster collaboration by assigning group projects. Students could create multimedia presentations, websites, or documentaries on various aspects of Jordanian and Palestinian culture.

11. Pen Pals:

Establish pen pal connections with students in Jordan or Palestine. This promotes cultural exchange and helps students understand daily life in these regions.

General Instructional Ideas:

1. Cross-Curricular Integration:

Integrate lessons about Jordan and Palestine into other subjects such as math, science, and literature. For example, explore the math behind traditional geometric patterns or study the ecosystems in these regions.

2. Field Trips:

If possible, organize virtual or real field trips to cultural centers, museums, or local events that showcase Jordanian and Palestinian heritage.

3. Guest Speakers:

Invite speakers, either in person or virtually, who can share personal experiences or expertise on Jordan and Palestine.

4. Reflection and Discussion:

Encourage open discussions about cultural differences, similarities, and global citizenship. Foster empathy and understanding among students.

These activities aim to engage students at different levels, providing a well-rounded understanding of Jordan and Palestine. Always adapt the activities to suit the specific needs and sensitivities of your students and their families.

Annotated Bibliography

Here's an annotated bibliography of books that offer a mix of fiction and non-fiction, with themes and settings that provide valuable insights into Middle Eastern life, including the culture, traditions, and daily experiences in Jordan.

1. *The Day of Ahmed's Secret* by Florence Parry Heide and Judith Heide Gilliland

Annotation: This beautifully illustrated picture book tells the story of Ahmed, a young boy in Cairo, who has a special secret that he reveals by the end of the day. While not set in Jordan, it offers a culturally rich narrative that provides a glimpse into Middle Eastern life, which can be relatable for children interested in the broader region, including Jordan. The book's vivid illustrations and engaging story help children appreciate daily life in the Middle East.

Publisher: HarperCollins

Year: 1995

ISBN: 0064434824

2. *My Father's Shop* by Satomi Ichikawa

Annotation: Although this story is set in Morocco, it presents a culturally rich narrative that can help children understand Middle Eastern markets, which are also prevalent in Jordan. The story follows Mustafa, a young boy who works in his father's rug shop. Through his adventures, readers get a sense of the bustling market life, something they would also experience in Jordanian cities.

Publisher: Kane/Miller Book Publishers

Year: 2006

ISBN: 1929132990

3. *Kingdom of Jordan (Countries of the World)* by Mervat F. H. Hattem

Annotation: This non-fiction book provides an in-depth look at the country of Jordan, its geography, culture, history, and people. It's designed for older children and offers a comprehensive overview that can help children gain a deeper understanding of Jordan's place in the world.

Publisher: Chelsea House Publications

Year: 1990

ISBN: 0791404552

4. *Sitti's Secrets* by Naomi Shihab Nye**

Annotation: This picture book tells the story of Mona, a young American girl, who visits her grandmother in a Palestinian village. The book highlights the bond between different generations and the cultural heritage of the Middle East, which can be quite similar to the Jordanian experience. It's an excellent resource for children to understand the region's cultural and familial values.

Publisher: Simon & Schuster Books for Young Readers

Year: 1997

ISBN: 0689817061

5. *Time to Pray* by Maha Addasi**

Annotation: This picture book follows Yasmin, a young girl visiting her grandmother in an unnamed Middle Eastern country, which could easily be Jordan. The story revolves around the theme of prayer and Islamic traditions, providing an intimate look at cultural practices that are also prevalent in Jordan. It's an excellent introduction to understanding the significance of religion in daily life in Jordan.

Publisher: Boyds Mills Press

Year: 2010

ISBN: 1590786118

6. *The Butter Man* by Elizabeth Alalou and Ali Alalou**

Annotation: This story is set in Morocco, but it shares themes of family, tradition, and resilience that are relevant to Jordanian culture. It tells the story of Nora, who learns about her father's childhood during a time of scarcity. This book helps children understand the broader Middle Eastern culture and the importance of family stories and traditions.

Publisher: Charlesbridge

Year: 2008

ISBN: 1580891277

7. *From Orphan to Missionary: The True Story of Norma Nashed* by Giselle Imperio

Annotation: This is a true story of a young Palestinian girl, who first became a refuge in Jordan and later became an orphan. The activities in this book follow the events as told in the story. Students will learn about shelter, chores, and how to make pita bread. Norma is expected to get married at the age of 13 but she has other dreams, dreams of learning to fly. Because of generous benefactors Norma realizes her dreams and goes on to give to orphans world-wide.


Publisher: Restore a Child

Year: 2024

ISBN:

These books offer a mix of fiction and non-fiction, with themes and settings that provide valuable insights into Middle Eastern life, including the culture, traditions, and daily experiences in Jordan.

KWL



What do I Know?	What do I Want to know?	What did I Learn?