

# Learning Experience Design Proposal (First Part)

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## Part 1: Learning Experience Description

### Learning Experience Title:

A Terrorist Incident in the Shah Cheragh

### Abstract:

This article is about the Shah Cheragh terrorist incident. This Farsi reading lesson introduces learners to the topic of security events and incidents through an authentic text. The lesson focuses on enhancing learners' interpretation of an opinion piece on the Shah Cheragh terrorist incident by concentrating on metaphors and cultural references. Through guided reading and exercises, students will improve their ability to read and interpret complex texts in Farsi while also gaining exposure to specialized vocabulary and advanced grammar structures.

### Learner Audience / Primary Users:

Intermediate Farsi adult learners, particularly those interested in military, political, or strategic language contexts.

### Educational Use:

This learning experience design is supplemental material for language acquisition (reading comprehension, grammar, and vocabulary) within the framework of Farsi instruction.

### Language:

Farsi (Persian)

## Material Type:

Text, Audio, Vocabulary, and Activities

## Keywords:

Media, unrest, propaganda, terrorist incidents, shaping of ideas, identified tone and attitude, conjunctive functions

## Time Required for Learning Experience:

95-120 minutes

## Targeted Skills:

- Reading comprehension in Farsi
- Mastery of the usage of idiomatic expressions
- Understanding and usage of conjunction functions and rhetorical devices
- Understanding tone/attitude related to security terminology

## Learning Objectives:

By the end of this lesson, learners will be able to:

- Identify and correctly use conditional sentences in Farsi.
- Understand and apply idiomatic expressions from the reading.
- Recognize and use specialized, low-frequency vocabulary within the context of security.
- Improve overall reading fluency and comprehension in Farsi through engagement with authentic texts.

## Prior Knowledge:

Learners should have an [Interagency Language Roundtable \(ILR\)](#) level 3 language skill of Farsi reading, including intermediate grammar structures and everyday vocabulary.

## Required Resources:

- Printed or digital copies of the reading text
- Audio of the text for the pronunciation
- Vocabulary list and grammar exercises
- Worksheets for activities' practices

## Part 2: Learning Experience

### Instructional Strategies and Activities:

#### Warm-Up (5-10 minutes):

Start by activating prior knowledge about security issues by showing students some images related to security and have them come up with a caption for each image.

#### Introduction (10-15 minutes):

Briefly introduce the lesson's objectives by having students match some words by identifying the correct definitions found in the right column with their respective highlighted terms in context in the left column.

#### Presentation / Modeling / Demonstration (20-20 minutes):

The objective of this part is to identify the main idea and the purpose of the piece. Students skim the entire passage and select one sentence from the provided choices that best identifies this piece's main idea and purpose. Targeted linguistic difficulties are metaphors, complex-compound sentences, idiomatic passive, discourse markers/cohesive devices.

#### Guided Practice (30-35 minutes):

##### 1- *Scanning:*

*Objective:* Identify the supporting details presented by the author in this analysis section.

*Task:* Read the entire article and select all statements that reflect its content. Consult the suggested strategy to obtain additional information.

##### 2- *Yes-No, Free Response:*

*Objective:* Explore the analyst's conclusive arguments about hybrid warfare.

*Task:* Read the article and determine if the statements are accurate or inaccurate.

Copy excerpts from the article and paste them into the provided fields to validate the accurate statements and correct the inaccurate ones.

### Assessment (15-20 minutes):

*Activity: Get the Point*

*Objective:* Review the article and summarize the key ideas.

*Task:* Write a report that draws conclusions based on the author's recommendations and argument.

### Application (15-20 minutes):

Have students reflect on the relevance of terrorism and national security in today's world by writing a short Farsi paragraph incorporating topical phraseology, metaphors, complex-compound sentences, and discourse markers/cohesive devices they learned.

## Part 3: Supplementary Resources & References

### Supplementary Resources:

- Providing a list of glossaries with their pronunciations.
- Provide background information, images, or short videos in the "Teacher's Note" or "Additional Information" sections.
- Articles on security in Farsi and English

### References:

Include any external resources or articles that were used to prepare the lesson, especially those providing the reading materials or additional vocabulary. This information includes the article's original author, the date of publication, the publisher's website address, and a link to the article.