

Learning Experience Design Proposal – Final Design

By Donna Davis

The final design blueprint for the lesson titled "A Terrorist Incident in the Shah Cheragh" includes a glossary that provides native-speaker pronunciations of key terms, making it suitable for both online and in-person contexts with minor adjustments. Students are encouraged to review this glossary before engaging in the Learning Experience Design activities.

Feedback will be provided through integrated digital tools, such as prewritten feedback, annotations, and comments for online delivery. Feedback can be delivered directly through verbal interaction or written notes during classroom activities in in-person settings. This dual compatibility ensures the lesson remains flexible and effective, regardless of the mode of instruction.

A Terrorist Incident in the Shah Cheragh

Reading

ILR 3+

Time: 95-120 minutes

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.*

- **Activity 1: Warm-Up**

Instructions (in Farsi):

Instructions (in English, optional to click): Based on the title of the lesson and the images provided, write a caption for each image in Farsi.

| | | | |
|----------------|----------------|----------------|----------------|
| Image 1 | Image 2 | Image 3 | Image 4 |
| Caption: | Caption: | Caption: | Caption: |
| Feedback | Feedback | Feedback | Feedback |

- **Activity 2: Introduction**

Instructions (in Farsi):

Instructions (in English, optional to click): Match the items by identifying the correct definitions found in the right column with their respective highlighted terms in the context in the left column.

| Left Column word | Feedback |
|------------------|----------|
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| Right Column word | Feedback |
|-------------------|----------|
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- **Activity 3: Presentation / Modeling / Demonstration**

Instructions (in Farsi):

Instructions (in English, optional to click): Read the text and select one sentence from the provided options that best represents the main idea and purpose of the article. After completing this exercise, read the Teacher's Note about terrorist groups in the Middle East.

| Options | Feedback |
|---------------|---|
| 1- Farsi text | Why each option is correct or incorrect, Grammer notes, Cultural note |
| 2- Farsi text | Why each option is correct or incorrect, Grammer notes, Cultural note |
| 3- Farsi text | Why each option is correct or incorrect, Grammer notes, Cultural note |

| Teacher's Note |
|--|
| Additional information about terrorist groups in the Middle East (Text and Images) |

- **Activity 4: Scanning, Identifying Supporting Details**

Instructions (in Farsi):

Instructions (in English, optional to click): Read the entire article and select all statements that reflect its content.

Statement 1

| Suggested Strategy |
|---|
| Farsi text that is not directly from the article but related to a paragraph indirectly |
| Feedback on why this option is correct or incorrect, analyzing the article's related paragraph, cultural notes, grammar notes, extra vocabulary explanation, and examples. The LXD designer decides if this feedback must be in Farsi or English. |

Statement 2

| Suggested Strategy |
|---|
| Farsi text that is not directly from the article but related to a paragraph indirectly |
| Feedback on why this option is correct or incorrect, analyzing the article's related paragraph, cultural notes, grammar notes, extra vocabulary explanation, and examples. The LXD designer decides if this feedback must be in Farsi or English. |

Statement 3

| Suggested Strategy |
|--|
| Farsi text that is not directly from the article but related to a paragraph indirectly |

Feedback on why this option is correct or incorrect, analyzing the article's related paragraph, cultural notes, grammar notes, extra vocabulary explanation, and examples. The LXD designer decides if this feedback must be in Farsi or English.

Statement 4

| |
|---|
| Suggested Strategy |
| Farsi text that is not directly from the article but related to a paragraph indirectly |
| Feedback on why this option is correct or incorrect, analyzing the article's related paragraph, cultural notes, grammar notes, extra vocabulary explanation, and examples. The LXD designer decides if this feedback must be in Farsi or English. |

Statement 5

| |
|---|
| Suggested Strategy |
| Farsi text that is not directly from the article but related to a paragraph indirectly |
| Feedback on why this option is correct or incorrect, analyzing the article's related paragraph, cultural notes, grammar notes, extra vocabulary explanation, and examples. The LXD designer decides if this feedback must be in Farsi or English. |

- **Activity 5: Yes-No, Free Response**

Instructions (in Farsi):

Instructions (in English, optional to click): Read the article and determine if the statements are accurate or inaccurate.

1)

| | |
|---|---|
| Farsi's long, tricky question that is indirectly related to the article | |
| Yes | No |
| Feedback/ analysis on Yes in Farsi and English | Feedback/ analysis on No in Farsi and English |

2)

| | |
|---|---|
| Farsi's long, tricky question that is indirectly related to the article | |
| Yes | No |
| Feedback/ analysis on Yes in Farsi and English | Feedback/ analysis on No in Farsi and English |

3)

| | |
|---|---|
| Farsi's long, tricky question that is indirectly related to the article | |
| Yes | No |
| Feedback/ analysis on Yes in Farsi and English | Feedback/ analysis on No in Farsi and English |

4)

| | |
|---|---|
| Farsi's long, tricky question that is indirectly related to the article | |
| Yes | No |
| Feedback/ analysis on Yes in Farsi and English | Feedback/ analysis on No in Farsi and English |

Teacher's Note that will provide any other insight into the article's events, expressions, etc.

- **Activity 6 part 1: Get the Point**

Instructions (in Farsi):

Instructions (in English, optional to click): Write a report that draws conclusions based on the author's recommendations and argument.

Consider answering these questions in your report:

Prompt writing question 1(Farsi):

Prompt writing question 2 (Farsi):

Prompt writing question 3 (Farsi):

This space is designated for the students' report in Farsi.

| |
|---------------------------------------|
| Feedback and example report#1 (Farsi) |
| Feedback and example report#1 (Farsi) |
| Feedback and example report#1 (Farsi) |
| Feedback and example report#1 (Farsi) |

- **Activity 6 Part 2: Writing Reflective Paragraphs on Security Relevance**

Instructions (in Farsi):

Instructions (in English, optional to click): 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.

Students submit their write-ups in this space.