



Teachers of Critical Languages Program

关键语言教师项目

برنامج معلمي اللغات الحرجة





TCLP Outreach idea Bank 2018-2019

Eighty outreaches about the Egyptian Culture

CREATED BY:

Ibrahim Ibrahim Gouda Ibrahim
Arabic Language Educator

[John W. Lavelle Preparatory Charter School](#)

A- EGYPT TOURIST ATTRACTIONS	<h2 style="text-decoration: underline;">Action Plan and Procedures</h2> <p>Target Audience: interested students,parents,fellow teachers and laymen.</p> <p>Place: School Library-Computer Laboratory- Public Library</p> <p>Resources: Youtube - Powerpoint</p> <p>Technique: Elicitation and Critical Thinking Skills</p> <p>Pre presentation:</p> <ul style="list-style-type: none"> ➤ What do you know about this place? ➤ What do you expect to know about this place? <p>Presentation:</p> <p>Present some information about the tourist attract</p> <p>Present the speciality of this place.</p> <p>Watch a video or some pictures about this place.</p> <p>Post presentation: Critical Thinking Questions:</p> <ul style="list-style-type: none"> ➤ What do you think of this place? ➤ Did you admire it ?Why? ➤ Would you like to visit it?Why? ➤ Why do you think it is special? ➤ What is the most interesting thing about the place that appeals to you?
A1-Pyramids of Giza	
A2-Luxor's Karnak Temple and the Valley of the Kings	
A3-Islamic Cairo	
A4-Christian Egypt	
A5-Aswan	
A6-Abu Simbel	
A7-Egyptian Museum	
A8-White Desert	
A9-Siwa Oasis	
A10-Alexandria	
A11-St. Catherine's Monastery	
A12-South Sinai	
A13-Abydos Temple	

B-CINE CLUB	Action Plan and Procedures
B1-Meraty modeer aam[My wife is a General Manager	Target Audience: interested students,parents,fellow teachers and laymen.
B2-AI-Zawja Al-Thaniya [The Second Wife]	Place: School Library-Computer Laboratory- Public Library
B3-Shaie men alkhawf [Bit of Fear]	Resources: Youtube
B4-Doaa alkarawan [The Call of the Nightingale or The Nightingale's Prayer]	Technique: Elicitation and Critical Thinking Skills
B5-Saghera ala alhob[Too young to love	Prewatching : An introduction about the Film,telling the audience a synopsis about the film,spotlighting the stars of the film,and the plot of the story.
B6-Om Elarosa [The Bride's Mother]	During watching: An interval every fifteen Minutes to interpret the incidents of the film and making sure that the audience are following the story and understanding it.
B7-Almotasawel[Tje Beggar]	Asking the audience the following critical thinking questions:
B8-Matloob Fedeeha[A scandal Wanted]	<ul style="list-style-type: none"> ➤ Why do you think... ➤ What is the problem? ➤ Why did the character... ➤ What can you conclude about... ➤ What is most likely true about...? ➤ Predict what would happen if... ➤ What would happen in a sequel to this part?
B9-Bein Alsama Walard[Beteen the Sky and the Earth]	
B10-Lebet Elset [The woman's Toy]	
B11-Tamr Henna	
B12-Dahab	After Watching:
B13-Hassan and Morqous	<ul style="list-style-type: none"> ➤ What lesson does this text teach? ➤ How does the author feel about...? ➤ How did the character feel when...? ➤ What generalization can you make? ➤ What lesson did the character learn? ➤ From this story, you could probably guess... ➤ What would happen in a sequel to this film?
B14- Afwah we Araneb [Mouths and Rabbits]	

C-Egyptian CELEBRITIES	<u>Action Plan and Procedures</u>
C1-Salah Jahin [The Grand Parade]Ellela Elkebeera	<u>Target Audience:</u> interested students,parents,fellow teachers and laymen.
C2- Mohamed Salah	<u>Place:</u> School Library-Computer Laboratory- Public Library
C3-Abdallahman Alabnody	<u>Resources:</u> Youtube - powerpoint
C4-Naguib Mahfouz	<u>Technique:</u> Elicitation and Critical Thinking Skills
C5-Magdy Yaqoub	<u>Pre Questions:</u> <ul style="list-style-type: none"> ➤ What do you know about this character? ➤ What do you want to know about this character?
C6-Ahmed Zweil	<u>Presentation:</u> 1- A biography about the character 2-The character's achievements and works. [powerpoint or video] 3- A video about the character 4- A video of people talking about the character.
C7-Farouq Albaz	<u>Post Presentation:[Discussion] Critical Thinking Questions</u>
C8-Om Kulthoum	<ul style="list-style-type: none"> ➤ What do you think of this character? ➤ Why do you think this character is special? ➤ What lesson does this text teach? ➤ Did you admire this character ?Why? ➤ Would you like to know more of this character?

D-FOLKLORE	<u>Action Plan and Procedures</u>
D1-Horse Dance-Folklore Songs Tabassam Lelnaby	<u>Target Audience:</u> interested students,parents,fellow teachers and laymen.
D2- Egyptian Folkloric Proverbs [Amthal Shabia]	<u>Place:</u> School Library-Computer Laboratory- Public Library
D3-Christian hymns and Muslims Ibtehal	<u>Resources:</u> Youtube - powerpoint
D4-Arabic Words from English Etymology	<u>Technique:</u> Elicitation and Critical Thinking Skills
D5-Folklore Singers Mohammed Taha-Abdalmottaleb- Abdalghany Elsayed	<u>pre-Questions:</u> What do you know about this Folklore? What do you expect to know about it?
D6-Types of Musical Instruments Alqanoon-Mozmar Balady-Tabla Balady-Alsemsemia-.....	<u>Presentation:</u> A hint about the folklore. A video about the folklore. Features of this Folklore.
D7-Festivals Songs[a new trend of songs]	
D8-Monologue Stars Ismail yassin- Shokoko (Alaragouz)	<u>Post Presentation:Critical Thinking Questions</u>
D9-Oases songs-Sinai Songs-Bedwin Songs Sayed Elesnawy-Sayed Almoghazy-Aboaqila	<ul style="list-style-type: none"> ➤ What lesson does this folklore teach? ➤ Did you admire it ?Why? ➤ Would you like to know more of this kind of folklore? ➤ Do you have something similar in you own culture?Tell us about it. ➤ Would you recommend this kind of folklore to someone else? ➤ What lesson does this text teach?
D10-Folklore Stories [Elskeikh Ahmed Megahed]	
D11-Cartoon Songs Yerdiq ya Omda-Elgouz Elkheil	
D12-Egyptian cartoon Bakkar	
D13-Egyptian Singers sing English Song[Hany Mostafa and Dalida]	
D14-Egyptian Caricature from Egyptian Caricature Association	

E-EGYPTIAN FEATURES	Action Plan and Procedures
E1-Voluntary Charities in Egypt	Target Audience: interested students,parents,fellow teachers and laymen.
E2-Egyptian values[visiting patients,helping the weak....	Place: School Library-Computer Laboratory- Public Library
E3-Body language in the Egyptian culture	Resources: Youtube -Powerpoint
E4-Village Life in Egypt + Farming in the Past and Now	Technique: Elicitation and Critical Thinking Skills
E5-Egyptian Food Recipes	Pre presentation:
E6-Family Concepts in Egypt + Reproduction Culture	What do you know about this cultural Feature? What do you expect to know about this cultural Feature?
E7-Inviting a guests from different Arab countries to talk about their countries	Presentation: Present some information about the cultural Feature Present the speciality of this cultural Feature Watch a video or some pictures about this place.
E8-Educational System in Egypt	Post presentation: Critical Thinking Questions:
E9-Egyptian Woman and Men Traits	<ul style="list-style-type: none"> ➤ What do you think of this cultural Feature? ➤ Did you admire it ?Why? ➤ Would you like to know more about it?Why? ➤ Why do you think it is special? ➤ Do you have something similar in you own culture?Tell us about it. ➤ What lesson does this text teach?
E10-Extinct Jobs in Egypt [Dated jobs]	
E11-Children Games in Egypt Hide and Seek-Hopscotch-making dolls out of mud and cushions.....	
E12-Egyptian Crafts[Baskets- Pottery-Tapestry]	
E13-Markets in Egypt	
E14-Ramadan Events and Celebrations	
E15- prophets who lived in Egypt	
E16- Egyptian Customs[Bride’s Henna-Baby’s Sebooa- Marriage]	

F-ANCIENT EGYPTIANS	<u>Action Plan and Procedures</u>
F1-Ancient Egyptian Writing [Hieroglyphs]	<u>Target Audience:</u> interested students,parents,fellow teachers and laymen.
F2-Ancient Egyptian Proverbs	<u>Place:</u> School Library-Computer Laboratory- Public Library
F3-Arabic Words with Ancient Egyptian Language Etymology	<u>Resources:</u> Youtube - powerpoint
F4-Ancient Egyptian papyri - Lotus Effect	<u>Technique:</u> Elicitation and Critical Thinking Skills
F5-Feasts at the era of the Ancient Egyptians	<u>Pre presentation:</u> What do you know about this cultural Feature? What do you expect to know about this cultural Feature?
F6-Mena the establisher of the Modern Country in Egypt	<u>Presentation:</u> Present some information about the cultural Feature Present the speciality of this cultural Feature
F7-Maat	Watch a video or some pictures about this place.
F8-Shamelnessem	<u>Post presentation: Critical Thinking Questions:</u>
F9-Inventions invented by Ancient Egyptians	<ul style="list-style-type: none"> ➤ What do you think of this cultural Feature? ➤ Did you admire it ?Why? ➤ Would you like to know more about it?Why? ➤ Why do you think it is special? ➤ What lesson does this text teach? ➤ Would you like to know more about it?Why?
F10-Women Role at the era of the Ancient Egyptians	
F11-Kings of the Ancient Egyptians - Hoor Moheb	

G-ARABIC POETRY	<h2 style="text-decoration: underline;">Action Plan and Procedures</h2> <p>Target Audience: interested students,parents,fellow teachers and laymen.</p>
G1-The Foolish Fig Tree and by Elia Aby Mady	<p>Place: School Library-Computer Laboratory- Public Library</p>
G2-Give me the flute and Sing by Gobran Khalil Gobran	<p>Resources: Youtube , powerPoint</p>
G3-The willing for Life by Aboelqassem Elshaby	<p>Technique: Elicitation and Critical Thinking Skills</p>
G4-Quatrains of Ibnaroos	<p>Presentation:</p> <ol style="list-style-type: none"> 1- A hint about the poet 2-Read out the poem out 3-Play the poem on Youtube 4-Ask volunteers to read some lines of the poem. 5-Explain the most important words. 6- Paraphrase the lines. 7-Spotlight the figures of speech
G5-Quatrains of Omar Elkhaiam	<p>After the Presentation:Ask critical thinking questions:</p> <ul style="list-style-type: none"> ➤ What lesson does this poem teach? ➤ How does the poet feel about...? ➤ How did the poet feel when...? ➤ What generalization can you make? ➤ What lesson did you learn? ➤ From this poem, you could probably guess...

<p>H-TALES FROM HISTORY</p>	<p><u>Action Plan and Procedures</u></p> <p><u>Target Audience:</u> interested students,parents,fellow teachers and laymen.</p>
<p>H1-Denshawai Incident</p>	<p><u>Place:</u> School Library-Computer Laboratory- Public Library</p> <p><u>Resources:</u> Youtube , Powerpoint</p> <p><u>Technique:</u> Elicitation and Critical Thinking Skills</p> <p><u>Presentation:</u></p>
<p>H2-The eloquent Peasant</p>	<p>1-Tell the tale part by part,after each part take intervals to ask comprehension questions: Who are the main characters in the story?</p> <ul style="list-style-type: none"> ➤ Tell about the problem in the story. ➤ Tell about some of the important events in the story. ➤ Tell how a character changes throughout the story. ➤ What do you remember most about the story?
<p>H3-Muhammad Ali's Giraffe Present to france</p>	<p>2-Ask volunteers to retell the tale 3-Dramatize parts of the tale changing the text into a dialogue..</p> <p><u>After the Narration:</u> critical Thinking Questions:</p> <ul style="list-style-type: none"> ➤ How does a character from this s remind you of someone in your life? ➤ Who is the most interesting character and why? ➤ What did you learn from <u>[name of a character]</u> in the story? ➤ Were the characters believable? Why or why not? ➤ What were some of the choices that the main character had to make? ➤ How did the main character solve his/her problem? ➤ If you were the main character, what would you have done and why? ➤ Which character are you most like and why? ➤ How were you reminded of something in your own life when you read this story? ➤ What did you wonder about when you heard this story?