

Lesson Plan Details
The Persian Gulf War: Lesson 7 Part A

Geography and Vocabulary

A Social Studies Lesson Plan Developed for
Upper Elementary Students (4th-6th grades)

Created by Melody Greene, Greystone Elementary School

Lesson Title: An Introduction to the Persian Gulf War, Geography and Key Vocabulary

Curriculum Area: Social Studies

Grade Level: 4-6th grade

Estimated Time: Two or more Class Periods

Standards Connections:

Alabama Courses of Study Social Studies Standards

SS.4.15 Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

SS.6.8 Describe how the United States' role in the Cold War influenced domestic and international events.

Alabama Course of Study ELA Standards

4th Grade:

4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.16 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (RI.4.7)

6th grade:

6.32 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)

Students Will...

- 1.) Create pictowords for key vocabulary relating to the Persian Gulf War.
- 2.) Identify countries of the Middle East on a map.
- 3.) Illustrate key events leading up to the Persian Gulf War.

Evaluation of Student Learning:

Teachers will use formal observations during discussions and the end of lesson processing assignment to assess student understanding.

Learning Design/ Activity Plans:

Prior to the Lesson: Resources needed

*Blank pieces of white paper (enough for every two students to have one piece to use when illustrating the pictoword in the Preview)

*Print for each student: [Doodle Notes Student Handout](#)

Print for cutting into strips:

*[Vocabulary Activity Word Strips](#): print 1-2 copies depending on class size. There are 6 word strips on this page. The page needs to be cut into the strips prior to the lesson. Each group of 4 students will be given one word strip to use for making pictowords.

*[Doodle Notes Challenge Strips](#). These need to be cut and like questions put in stacks for students to get and share during this part of the lesson. Every group needs every question. So, 15 copies would be enough for a class of 30 students.

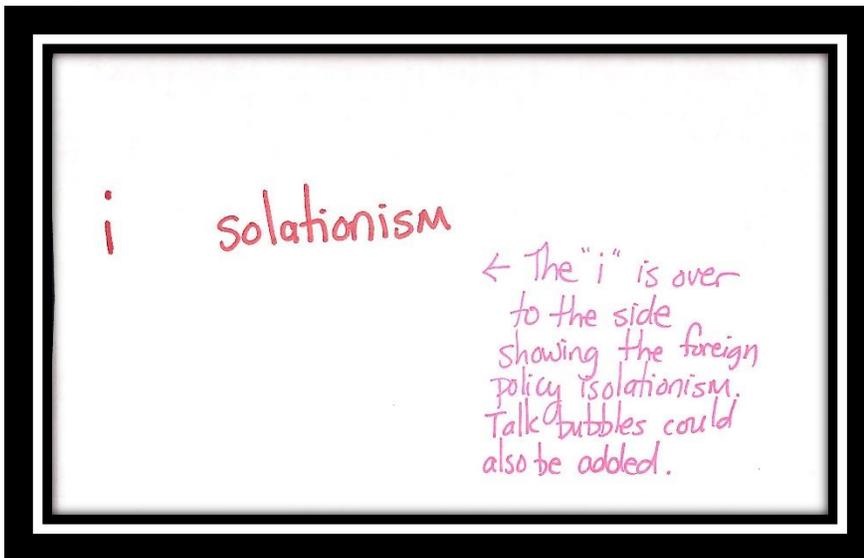
Lesson Procedures:

*Prior to the lesson, place students in pairs.

Part I- Preview:

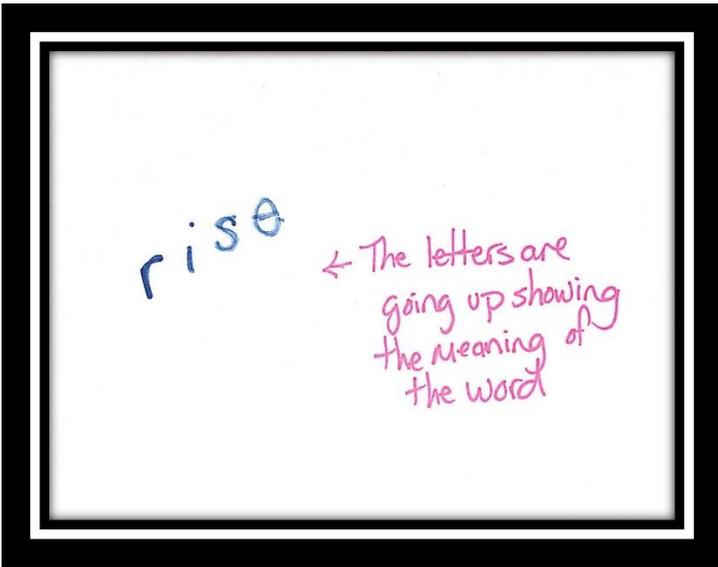
1.) Show students the picture of isolationism found below in the example. Cover up the explanation. Ask students to turn to talk with their partner about what the first "i" is doing in the word picture. Below is an example.

*Note: A non-tech option would be to write the word on the board in the same configuration as the example.



Ask students how the organization of the letters shows the meaning of the word. What might isolationism mean based on the letters in the picture? (The "i" is by itself. Isolationism is a foreign policy where a country is staying out of conflict with other nations. This is an example of a pictoword.)

***A pictoword is a word picture that shows the meaning. Another example is below ...



2.) Pair two pairs together to make a group of 4. Each group of 4 will be given one of the word strips from the Vocabulary Activity and two pieces of blank paper. Ask students to create a pictoword to show the meaning of the word that they have been given. Students may work as a group of 4 and draw two illustrations of the pictoword (so that you don't have kids just sitting while one colors) or each pair may design their own pictoword of the word that their group of four was assigned.

*Sometimes it is easiest to make the letter act as characters or people. They can hold up flags or talk. Other times, the letters might be an object or be grouped in a way to show meaning.

3.) Allow 10 minutes for each group to decide and illustrate (more time if needed). Call on one group at a time to show their pictoword. Ask groups to discuss the meaning of the word based on the picture. Hang up each word to use as a reference during Part II of the lesson.

Part II: Doodle Notes Challenge

- 1.) Students will work with their partner for this part of the lesson. Make sure every student has a "Doodle Notes Student Handout" and that the Doodle Notes Challenge strips are cut and placed in stacks in the front of the room.
- 2.) Project the Map of the Middle East found in the link below. Students can use any map of the Middle East for this activity. <https://www.worldatlas.com/webimage/countrys/asia/meoutl.htm>
- 3.) Students will follow the procedure below:

Student Directions

- a) **Send one partner to the front of the room to take Questions 1 and 2.**
- b) **Work with your partner to complete the task on the question strip.**
- c) **For every two question strips completed, check in with the teacher.**
- d) **Continue working until you have complete all question strips.**
- e) **If you finish before the rest of the class, work on adding color to your Doodle Notes.**

*You may choose to complete the first question strip with the class. This is a teacher best-practice and suggested.

- 4.) When most groups have finished, review your Doodle Notes Handout. [Doodle Notes ANSWERS](#) are in a separate document for teachers.
- 5.) Ask students to turn to the back of their Doodle Notes Handout and divide the paper in half (as shown in the example below). Students will create two illustrated dictionary entries for important vocabulary learned in this lesson. The “non-example” and the “My Words” should show a deeper understanding of the term than earlier in the lesson. “My Words” is the student’s explanation of the word.

The examples below show how a teacher might ask students to set up their illustrated dictionary entries and two suggested words to use. The parts written in purple are what the student might write. They would also illustrate in the blank box. However, the teacher may choose two different words from the lesson.

The image shows two examples of handwritten dictionary entries on a piece of paper divided into two horizontal sections. Each section contains a word, its definition, a 'My words' explanation, a 'non-example', and a box for an illustration.

Top Section:

- Word:** dictator
- definition:** a political leader with complete control over a nation. The people of the country have no voice in decisions of the country.
- My words:** a leader with all of the power
- non-example:** an elected president
- illustration:** (indicated by a red line and a blank box)

Bottom Section:

- Word:** sovereignty
- definition:** the right to independence; the right to have power over itself.
- My words:** when a country is free
- non-example:** a communist country
- illustration:** (indicated by a red line and a blank box)