Lebanese American University

Evaluation of the National Lebanese Grade One Social Studies Curriculum

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Evaluation of the National Lebanese Grade One Social Studies Book

A project by
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Dedication

I dedicate this project to my school Eastwood College, and especially to the kindergarten department and staff. My love to my country and to the Lebanese people who belong to different religions and sects inspired me to write this designed unit. I felt the importance of having a Lebanese social studies unit that represents the Lebanese heterogeneous society through a sample of its celebrations and holidays.
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Abstract

Human beings seek to create their social identities to help them belong to a particular group or culture within a diverse society. If the family is the main source of knowledge for children about society, the school should be the second main source. Lebanese educators should be aware that children learn facts about their country, understand the diversified Lebanese population and develop a positive attitude towards their culture through well designed social studies concepts and themes. These goals are reached through several means; one of which is social studies education. Upon examining the national social studies curriculum taught in our Lebanese schools, I find that it does not meet the philosophy and objectives of developing students' social and cultural awareness. My main aim is to determine the importance of social studies education and the capacities it establishes in our children and to highlight the current status of civic education, how it is taught through the national social studies textbooks and what is needed to improve. It is my hope that studying this issue from several perspectives would set concrete guidelines for what to teach in social studies, how to teach it and why. Furthermore, the literature reviewed identifies several ways in which the link between raising a good citizen and social studies curriculum occurs. Practical suggestions for educators can be built on these research findings. Further research can be carried by those who aim to plan social studies curriculum and textbooks that include relevant and well-balanced information. The designed kit includes a list of themes that should be included in a well-rounded social studies curriculum highlighting a unit about national and religious celebrations and holidays in Lebanon, comprising a number of lessons. It provides worksheets, poems, songs and handouts to enrich the curriculum with relevant social studies activities to facilitate the teaching process of this designated unit.
Introduction

Why should we teach social studies? Is it an important subject when compared to other subjects like mathematics, literature, and science? These questions have been at the center of debates among several educators in the field. So what is social studies education?

Social studies education is the integrated study of the social sciences and humanities to promote civic competence (NCSS, 1992). In other words, social studies aim at providing students with adequate knowledge, skills and values to prepare them to be good citizens. According to Ross and Marker (2005) "the main goal of social studies education is to help students understand their nation, its history and their own culture in order to understand the world around them" (p. 188).

Moreover, today’s social studies curriculum aims at preparing students to play an active role in society and raise responsible and tolerant citizens. This is achieved "when students acquire a sense of fair play; respect other's rights, and show a desire to actively participate in a democratic society" (Risinger, 1992. par. 3).

Diversity, in a social context, refers to the presence in one population of a wide variety of cultures, opinions, ethnic groups and socioeconomic backgrounds (Aldridge, 1993). Lebanon is a nation rich in religious groups and a range of sects that reveal diversity in religious practices and celebrations. Lebanese schools should expose students to this diversity in order to promote well-rounded citizens that value diversity and respect the rights and perspectives of the other cultural religious groups within their society. Education is an important means to train our students for the national, religious and global challenges that they will encounter in this world.

Social studies education is one of the subjects in our curriculum that promotes concepts that thoroughly explain multicultural education and citizenship. Activities that stimulate social responsibility, increase examination and knowledge of the other in society and add new diverse materials that are more inclusive of others’ traditions should be included in our curriculum.

According to Frayha (1985), Lebanon's educational system has always been affected by foreign thoughts and approaches. This was due to the French and Turkish colonization. Lebanese schools (public, private, and foreign schools) were mainly
founded by missionaries and political figures. Such a situation affected the social studies curriculum and its textbooks. As a result, Lebanese children studied irrelevant concepts presented to them through imported books that mainly reflected the Western culture. Lebanese educators were aware of the problem and their main concern was to unify the national curriculum. The innovation phase took time and the government kept issuing Decrees until Decree no. 2869 in 1959 that stated that the Ministry of Education is in control of the educational affairs, culture, and fine arts. Moreover, the Ministry asked public schools to adopt books that the ministry agrees upon. Thus greater control was established over private and public schools among all grade levels through a unified curriculum, official exams, and assigned textbooks.

However, nowadays, although the Ministry of Education re-planned the curriculum and new textbooks were issued and supposedly implemented, the private schools curriculum and textbooks are not being monitored and books are still being imported. This problem is magnified when one highlights the overall goals of social studies curriculum and the irrelevant social studies textbooks that lack social skills and civic understanding. According to NCSS report (1992) “social understanding is the integrated knowledge of social aspects of the human condition: how they have evolved over time, the variations that occur in various physical environments and cultural settings, and the emerging trends that appear likely to shape the future” (p. 1). Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs) (NCSS, 1992). Our attempt as Lebanese educators should include making plans designed to improve the focus on social studies education as well as arranging for a well-balanced textbook that meets the developmental and social needs of our children.

My evaluation of the current national grade one social studies curriculum aims to help resolve some of the issues that negatively influence civic education and improve the Lebanese social studies textbooks to replace the national and the imported ones. This issue is highly important because if we are looking forward to build a nation and prepare young children to become responsible citizens, then we need to expose them to adequate knowledge that paves the way to achieve these goals. Therefore, the Lebanese national social studies textbooks and curriculum need to be examined
evaluated and reconstructed. Lebanese schools should enhance the cultural background of children and provide basis to promote citizenship education.

The current national social studies curriculum assumes that Lebanon is a homogeneous society ignoring the sectarian and religious differences that are at the base of our children's practices and beliefs. So rather than reflecting a perfect picture of the Lebanese community, curriculum developers should have included these differences in a clear and honest way. Such a curriculum would make a balance between national and religious ideas and concepts that our grade one children believe in. As a result, children would get to know each other and communicate their differences and similarities in a civilized way.

The following objectives for social studies are set by the Lebanese National Center for Educational Research and Development (1997):

- Strengthening the national affiliation and social coalition.
- Providing the new generation with basic knowledge, skills and expertise with an emphasis on national upbringing and the authentic Lebanese values such as liberty, democracy, tolerance and rejection of violence.
- Bringing up citizens to feel honored in their country Lebanon and boast their loyalty and belonging to it.
- Supporting citizens to personify their spiritual heritage rooted in the heavenly religions.
- Increasing citizens' awareness of their national heritage in order to develop their present conditions and reflect upon their future.
- Asking children to realize the importance of co-existence among all citizens.

These objectives can be achieved through a well balanced national curriculum carried out by well planned social studies textbooks which cover significant notions to be taught throughout the social studies sessions. An adequate textbook should include information about Lebanon and its different aspects. It should also encourage tolerance among the religious groups (as mentioned in the presented objectives) and call for coexistence among different sects to unify the Lebanese citizens and increase their sense of belonging to their nation rather than to their sects. According to Risinger (1992) "knowing about, comparing, and understanding religious beliefs is a key element in developing tolerance and a comprehension of one of the primary motivating factors in human affairs" (p.3). However, as
educators that teach in a Lebanese school that implements an American curriculum we are obliged to teach social studies in English and adapt the books that supplement the curriculum. One of the problems that I faced as a Lebanese teacher was how to teach lessons about "Holidays and Celebrations" to children who had never heard about the 4th of July, Kwanza, Mardi Gras, Veterans Day, Thanksgiving etc... The children could not understand what was being discussed and why we do not celebrate these days even when we learn about them. This unit about Holidays and Celebrations that take place in the United States was among other irrelevant units that do not reflect the Lebanese culture and traditions. Administrators attribute this to the fact that the Lebanese civic books are written in Arabic while the social studies hours should be taught in English as well as that our national social studies books do not cover certain themes that the school finds important to teach because these themes are part of an adequate social studies curriculum such as community helpers, inventors, celebrations... etc. Although Hinde (2005) states that “the focal point” (p.106) of the curriculum should be students’ lives and experiences not the subject matter, yet the school chooses to sacrifice teaching our students the basics of being a Lebanese citizen whilst replacing this knowledge with foreign beliefs and several irrelevant concepts that hold no meaning for the Lebanese student. This situation reveals that social studies education has not really been taken seriously by the school.

Moreover, the activities and concepts are irrelevant to the students’ experience and are more related to the American culture. This created a gap between the students’ own native culture and the curriculum. According to Hinde (2005) “teachers must avoid engaging students in lessons that are foreign and difficult to understand” (p.106).

A literature review is conducted to support the unit on social studies and multiculturalism and how to teach students in grade one to respect the human rights of others and value diversity among their societies through well balanced, creative, hands-on activities.

To conclude, it is not enough to teach children about their country’s history and geography, a Lebanese social studies unit should teach students to recognize and value his or her own cultural differences and similarities. This enables students to relate and communicate with others, share their religious beliefs and respect the other while firmly keeping their own beliefs. Once we start with that then our
students will be able to be proud of their national and religious identity and understand international similarities and differences in higher stages. So, imagine our society with a new generation gaining knowledge of what it is like to value diversity within the Lebanese society. Wouldn’t that make a difference?
Purpose of the study:

Faced with this issue the focus of the study is how to eliminate this problem and teach children familiar and relevant concepts. To achieve this goal, a constructive unit of study reflecting the diversified Lebanese culture and heritage is developed. A curriculum guide, a unit, and additional resources that supplement the national social studies textbook are included. The project aims to improve the focus of social studies education, highlight the possibility of reconsidering our national social studies curriculum, promote citizenship education and present procedures to meet the needs of Lebanese students, considering the unit “Celebrations and Holidays” as an example. The study checks the national social studies objectives presented by the Lebanese National Center of Educational Research and Development as compared to the planned social studies textbook and its content.

To understand and respect others’ traditions, heritage, opinions and religious differences, this unit is designed to teach the Lebanese celebrations and holidays by referring to the historical background, special events, food, customs and other relevant concepts. The outcome of this unit should be that the Lebanese students in grade one will be able to construct concepts through direct application of social studies experiences. Moreover, students will be able to know and respect national and religious celebrations. This approach enables them to experience what people from different religious backgrounds in their country celebrate and how these occasions and events are practiced by Lebanese families. As Lebanese educators our aim is to develop national citizenship in our students and educational system through the social studies curriculum. Based on this case, this kit aims to introduce Lebanese students to aspects, values, and norms relevant to the Lebanese society. The unit is designed to include an aspect of social studies education, national and religious holidays, to supplement the national grade one textbook used in the Lebanese private and public schools. It is one aspect of social studies that introduces students to different groups of people, teaches them to respect others’ differences and provides them with the necessary skills to adapt to diverse environments. Also holidays and celebrations are of great interest to children.
Literature Review on Multicultural Education

Introduction:

If educators consider globalization as a main aspect of the 21st century then they should highlight the issue of race, gender, identity, ethnicity, and religion, which are continuously changing, in the social studies curriculum. One of the aspects that highlights the interrelation and diversity of our Lebanese population is the subject of celebrations and holidays. This subject is of great interest to grade one students. As Lebanese educators, we should not forget the impact that war has had on our culture. These conflicts that we faced in the past have brought about diversity in our classrooms in terms of students’ culture, religions and stereotypes. The role of the teacher in such classrooms has become harder since it is important to be aware of each student’s background and address the cultural issues that have emerged in the schools’ community. Can teachers help students deal with these aspects to better understand their society? Nowadays teachers need to recognize and respond to the ways that children develop their social awareness and its source. Teachers and administrators should rethink some of the most basic assumptions about teaching social studies education, how and what to teach, what is the impact of teaching in a multicultural community and how to develop a competent citizen that responds positively to the diversified Lebanese society.

This chapter states research outcomes that support a realistic approach to the teaching of social studies in early childhood’s level. It summarizes the concepts connected to the Lebanese heritage, tradition and the way to teach it. The different sections of the chapter support the content and strategies that are used to design the manual.

Who is the Good Citizen?

Upon education lie the responsibility of social renovation and the development of new generations that are capable of playing an important role in society. Schools are the major institutions that teach children civic values and norms accepted by their society and introduce multicultural education. The success or failure of this issue is attributed mainly to the social studies curriculum, the instructions given in class and
the textbooks used. So who is the “Good Citizen”? And how can the school instill this notion in their students?

According to Dynnesson and Gross (1990) “a good citizen is one who cares about the welfare of others, is moral and ethical in his dealing with others, ....and is able to make good choices, based upon good judgment” (p. 4). Similarly Davis (2004) defines citizenship as a “certificate regulating the relationship between the individual and the state....between the individual and modern state” (p.3). In other words to create a “Good Citizen” we need to instill in him/her the respect and love of his/her own country and of the people who belong to it regardless of their differences.

Moreover, according to Dynneson and Gross (1990) “citizenship education might be used to help youth confront issues that result from cultural differences and thereby seek resolutions that would lead to a greater degree of social integration and cohesion” (p.8).

Although the national Lebanese social studies textbook under study deals with important themes such as “All about Me”, “Family”, “My Country”, etc...., yet it excludes the diversity that exists in our country. For instance, ethnic, racial and religious issues, people with special needs, inventors and people who had an impact on the Lebanese society are not included in the textbook.

Along with citizenship education a well-balanced curriculum should include multicultural education. Banks (2004) states that multiculturalism aims to aid all students acquire the information, attitudes and skills needed to function in a pluralistic society and communicate with people from diverse groups to create a civic and ethical community. Rosado (1998) sustains that “multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society” (p.2). Risinger (1992) maintains that recognition of diverse and changing societies is linked with the term multiculturalism. That’s why an effective social studies curriculum highlights the diversity in its own society and presents a realistic picture of all the diverse groups that are at the base of its pluralistic communities.

In other words, Bennett (2003) refers to multicultural education as “a tool to teach citizenship for it seeks to help students understand their responsibility to the world community” (p.16). Jones (2004) assumes that if students are not taught about the diversified communities that exist in their own nation, they will not understand the different cultures that they will encounter once they leave school. Risinger (1992)
states that “a true multicultural perspective presents an accurate picture of all the
different groups that comprise a pluralistic society” (p.2). Similarly, Castles (2004)
cites that the multicultural approach is based on the recognition of the internal
differences and on the diversified society as a whole while at the same time preparing
students to be good citizens under their nation’s flag. Taking a closer look at our
national social studies textbook, we see that it deals with social studies as a dull and
lifeless subject eliminating the possibility of including interesting topics or skills that
are needed to raise a good citizen who positively communicates in a pluralistic
society. So, topics such as “Jobs”, “Celebrations”, “Our History” “Using Maps” and
“What is a Leader”, should be embraced to develop skills which help children adapt
to changes in their society. According to the NCSS (1988) children should be exposed
to adequate knowledge, attitudes and skills in social studies education to prepare
effective citizens for the 21st century as early as possible or else it will be hard to
acquire them later in junior and high school years.

The designed kit describes a unit of teaching the unique cultural heritage of
celebrations and holidays that enriches our Lebanese society and reflects the beliefs
and traditions of the different religions and sects that bind us together in our nation. It
aims to reflect a real picture of our diversified society rather than assuming that it is a
homogeneous one.

The impact of multicultural and social studies education

Lebanese students’ behavior and civic knowledge reveal a deficiency in
citizenship and multicultural education, so does improving our social studies
curriculum make a difference in our students’ social understanding?

In view of the effect of social studies education on students’ perspectives and
beliefs, Lynch and Hanson (1998) state that “cultural awareness is typically
established by age five; children learn new cultural patterns more easily than adults”
(p.24). They argue that young children are capable of learning that we are all alike
and all different in certain ways (p.25). According to Saracho and Spodek (1983) the
socialization of young children into the wider society has been considered a major
goal of early childhood social studies education. As a result the child’s social
understanding is enriched rather than diminished during early school years.

Another supportive viewpoint stated by Vold (1992) suggests that “young children
should be engaged in the comparison and contrast of their experiences across groups,
so that not only similarities but also differences in experiences are considered" (p.10). Thus, researchers are not only calling for applying social studies education in higher grade levels, but rather to start from kindergarten to teach the concepts needed through well-rounded social studies themes. Young children will be able to construct new knowledge built upon respecting and valuing the "other" in their culture. Young children can not conceptualize “culture”; however they do notice concrete differences in language, accents, life styles and traditions (Edwards & Ramsey, 1986).

Upon evaluating the Lebanese national textbook educators should ask themselves whether the Lebanese children are learning how to accept and appreciate diversity at this critical age of development? The answer is probably “No”. None of the lessons deals with the issues of race, ethnicity or religion. Semaj (1980) affirms that “interest in and analysis of racial and ethnic differences begins early between the ages of six and nine” (p.76). That’s why Saracho and Spordek (1983) mention that “because culture influences the development of children, cultural differences must be recognized, understood, respected and explained by educators” (p.3). Correspondingly, a research conducted by Gay (1995), on “culturally relevant pedagogy done along with bilingual education research presents how essential it is for all students, especially second language learners, to build their academic skills on everyday life experiences and family-based knowledge” (p.28).

Other studies focus on the outcomes of multicultural education and how it influences students. Anicich and Kirk (1999), report that students who study within a multicultural classroom turn out to value diversity and become aware of how these differences affect the way they and others think and behave. Moreover, students become sensitive to the differences that exist within the wider society. These goals are established in our educational system when Lebanese educators plan for a balanced social studies curriculum that focuses on the Lebanese heritage, which is marked by diversity. Dilg (1999) goes further to cite that “when students identify with their own cultures, they feel that their families, their cultures, their histories, and that of their classmates have become the subject of study by the class and this increases their pride” (p.7). Similarly, Sinagatullin (2003) points out that ‘multiculturalism helps students to develop respectful attitudes toward the ethnic, social and cultural groups represented in the classroom and the community, as well as it instills a sense of pride on the part of students who belong to the same cultural group that is under focus” (p.223).
Since Lebanese curriculum developers tend to exclude the differences that underlie our society from our curriculum, students do not learn to communicate with others who belong to a different group in a civilized way. This problem is attributed to the loss of focus in our social studies lessons on teaching our children to respect the others in their country. According to the NCSS position statement (1992) “the nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world” (p.1). Thus if we want to develop civilized children we have to give them the right type of knowledge which enables them to use what they learn successfully in society.

The designed unit aims at developing these characteristics in our students through including a variety of celebrations in a way that shifts from presenting mere events, to learning more about the Lebanese pluralistic society, and valuing cultural practices that are different from one’s own. According to Rosado (1998), such an approach “enables students to celebrate with the other in a manner that transcends all barriers and brings about a unity in diversity” (p.8). For example, it is important for our students to learn about holidays that other Lebanese students celebrate, giving a chance for others to participate in different cultural rituals. As a result, young children will feel a sense of togetherness in their diversified Lebanese culture. As Lebanese educators our main aim should be to foster responsible and caring citizens that can build nations, societies and families.

Furthermore, a qualitative research was done by Pang (2001) who argues that we need to develop responsible citizens and people who can think and communicate and this goal is achieved through applying a well balanced social studies curriculum. Pang’s Results have shown that children developed “effective interpersonal skills that are used with culturally diverse people in a respectful manner and a positive sense of self and pride” (p.52). As a result, children are likely to be motivated to think and learn new information. This issue is taken into consideration in the unit where the child can identify and recognize at least three or more celebrations and rituals carried out by the community that he/she belongs to. Thus the Lebanese students will relate to prior experience and knowledge that they bring from home. They will make them feel accepted and loved by others and in return children will be ready to learn new information about others and enthusiastically participate in the planned activities.
However, Dilg (1999) confirms that "although we are in the 21\textsuperscript{st} century there are students who still come into school lacking knowledge of those with dissimilar cultural background and lacking the experience of interacting across cultural lines" (p.15). This actually reflects the fact that we as educators are not being able to build a bridge between what the child is receiving at home and between the wider society where he/she is living. Wayne and Marker (2005) state that "although Dewey viewed schools as places to unify the experiences that children bring from their community, nowadays schools are excluding diversities from their curriculum viewing it as a burden and indirectly working on dividing the society" (p. 187). The ways in which our social studies have been described and taught in the Lebanese public and private schools have not reflected a balanced approach to our heritage. The social studies curriculum is generally irrelevant to our students' lives and it is nothing but disconnected facts about an idealistic culture that does not exist. Kornfield and Goodman (1998) suggest that "it is not surprising that many social studies educators believe that the dominant approach to socials studies has little relevance to students' lives" (p.308). Traditionally, Sinagatullin (2003) believes that "social studies include national and world history, national and world culture, national and world geography....neighborhood and community studies, culture and society" (p.141). Hence, a balance between national and international information reflects an effective curriculum. The designed unit as a whole aims at introducing our children to each other or each other's cultures to interact in ways that promote harmony and avoid stereotypes and conflicts. This is achieved when students identify with their own Lebanese culture and feel that their families and their traditions, specifically celebrations and holidays, are valued by their classmates.
Embracing multiculturalism in social studies education

The school is part of the wider society in which it is placed and connected to the community in meaningful and relevant ways. It is the school’s responsibility to educate and develop future devoted citizens. This is achieved through a relevant, meaningful and well-planned curriculum. Since we are examining the national social studies curriculum, it is essential to provide the reader with the main objective of the designed unit which is to re-examine the social studies textbook implemented in our Lebanese public and private schools and focus on the unit “national and religious holidays”.

The Lebanese community is religiously diverse and is becoming more so everyday. Sinagatullin (2003) affirms that “even though religion as an organized system of beliefs, in a supreme being, is separated from school in most countries, it greatly influences educational canons” (p.18). Religious holidays are critical and sensitive concepts that teachers can easily include them in their syllabus planning, to simplify and explain the rituals carried out by one group to others. Also Sinagatullin (2003) adds that national holidays and festive events make a remarkable impact on children’s imagination and personality development, especially when children themselves participate in the relative activity (p.218). In most religious groups in Lebanon, it is expected to invite the young to participate in various religious occasions. So, why shouldn’t our children learn about national holidays that they play a part in? Wouldn’t that enhance their sense of belonging to their country and their knowledge? The unit emphasizes the celebrations and holidays in Lebanon as a starting point, to involve the Lebanese children who come from various backgrounds and sects in different but unifying activities. As a Lebanese educator I believe that it’s necessary for our students to respect and accept each other because even though they are different in one way or another they belong to the same nation, Lebanon. The goal behind social studies education is not to teach children about cultures but rather to help children become accustomed to the idea that there are many life styles, traditions, languages and view points (Ramsey, 1987, p.50).

Furthermore, Nissani (1993) maintains that developmental programs are intended to meet young children’s needs and provide activities that are personally meaningful to each and every child reflecting the child’s family and culture. Therefore, including festivals like Christmas, Eid-Elfitir, Adha, Easter, in a way that fosters children’s
developmental needs (motor skills, language development, cognitive and social skills) and assists them to identify with the planned lesson or activity, has a positive impact on the child’s social awareness.

Moreover, Vold (1992) highlights that “holidays are often used as a way of teaching history because they are concrete and meaningful to children” (p.15). By observing and participating in different cultural rituals, Sinagatullin (2003) believes that “young children begin to feel a sense of togetherness and pride in their culture and acquire skills of communicating with adults and peers from other backgrounds” (p.223). Similarly, Saracho and Spodek (1983) note that “the celebration of holidays presented in early childhood classes, are excellent vehicles for including multicultural concepts in the curriculum” (p.82). The NCSS (1988), state that the classroom provides the child with the opportunity to meet others from different ethnic, social and religious backgrounds. Such an experience paves the way for children to accept and appreciate diversity and carry it beyond the school’s territories. The unit presents concrete experiences that provide literary subjects and materials like art, drama, music, and literature from various religions and cultures, to help children know, understand and appreciate the beliefs and expressions of others.

In addition, by including a unit about Lebanese celebrations and holidays, other social studies concepts and themes are indirectly included and learned by children. Tolerance is one of them. According to Cheptaviene and Urboniene (2005), cultural tolerance is defined as the “toleration towards different cultures and members of different nationalities and ethnic groups without the negative attitude or prejudices in evaluating their traditions, customs, religion, etc” (p.5). For example Grade one student learns to show tolerance and positive attitude to other students from different religious background by participating in art crafts or songs that celebrate an occasion carried out by a certain group in Lebanon. The designed unit comprises relevant art activities and songs that coincide with the celebrations under focus.

Compassion is another theme, which encourages caring for one’s own community and country, which is shared by others from diverse cultures. Young children become aware of the community around them and try to actively participate in it. This concept is included in the designed unit through the field trips designed to visit places that hold certain symbols of festive events and rituals, for example, churches, orphanages, stores and mosques.
Furthermore, respect is at the base of multicultural education and citizenship. Young children need to learn to respect others, their opinions and differences. When presented in a positive climate, Saracho and Spodek, (1983) believe that “explorations of the ways people differ can promote respect and acceptance of diversity” (p.87). The unit suggests bringing a religious figure or community resource person to the classroom to explain about certain issues related to a celebration or other rituals, for instance a priest, a nun, a sheikh, workers and soldiers.

Moreover Chreptaviciene and Urboniene (2005) note that the school age is the most suitable for the education of tolerance, justice as well as respect. That’s why educators need to develop a curriculum that enables students to acknowledge the other, avoid stereotypes and promote respect and love among diverse groups beginning with one’s own nation and moving to the rest of the world. Related to the previous intervention, Cantu (1996) states that “almost any curricular objective and classroom activity, can be integrated into the curriculum, with concepts and themes that validate the language, culture, and values of the children in the classroom” (p.3). This is accomplished when the teacher uses any activity to creatively encourage certain meaningful social studies objectives. For instance, an activity that begins with children reporting and listing how the Lebanese sweet “maamoul” is prepared and at what occasions we serve it, can be made a national study to compare habits and festivals of different groups.

**What would a realistic social studies curriculum look like?**

A Lebanese social studies curriculum that aims to enhance citizenship and multicultural education should include adequate information of students’ families, religious celebrations and national issues. Learning about one’s own country enhances one’s national identity, paves the way for tolerance among diverse groups and increases the sense of belonging.

Stillman and Sleeter (2005) ask what schools should do? What are the basic values and beliefs that young children should know? From what perspective they should view their society and what do adults expect of them as they enter the adult world? In our diversified society, students bring to the classroom prior knowledge, stereotypes and experiences transmitted to them by parents and the community or the religious group that they belong to. Therefore, teachers and administrators must provide “a) a learning environment that supports positive inter racial contact; b) a multicultural curriculum; c) positive teacher expectations; d) administrative support and e) teacher
training workshops” (Bennett, 2003, p.35). However, our social studies textbook is at odds with the needs of the Lebanese learners and their community. This disparity is obvious in the irrelevance of the content compared to the experiences of the students and the community that they come from.

Pang (2001) argues that “curriculum and instruction follow a principle that describes learning as a process that reflects an attitude of care, hands-on activities, meaningful and relevant themes” (p.79). The NCSS (1988) report states that a “well planned K-12 social studies curriculum directs and focuses the energy, curiosity and imagination of young children to help them understand and function in their personal and social worlds” (p.2). The designed unit takes into consideration the four needs of the child (Cognitive, emotional, physical, and social) and includes lesson plans and activities that encourage children to share their cultures and experiences in an interactive and aspiring way. Another important factor in curriculum effectiveness is the coherence of its elements. Curricula coherence entails “sensible connections and co-ordination between the topics that students study in each subject within a grade and as they advance through the grades” (Schmidt, Wang, and Mcknight, 2005, p.528). This indicates that any curriculum’s progression takes time and it needs to be gradual, well planned and adequately applied. Hence the unit is just a part of other units that need to be reconsidered in order for the whole curriculum to make sense for the children within the grade level and as they advance through other stages.

Gorski (2001) states that the essential values of any good curriculum are accuracy, completeness and inclusion. Accuracy and completeness represent the extent to which the information reflects an adequate image of the concept presented through several sources, references and view points. As for inclusion it is the representation of the diversity that is presented in a community. Upon examining our national social study textbook, it becomes obvious that the information is accurate but not complete and not inclusive enough to be taught in the Lebanese classrooms. Actually it does not represent most of the topics that young Lebanese children need to be aware of and acquainted with to understand their society.

Moreover, Comer (1980) confirms that the attitudes, values and behavior of the family and its social network strongly affect the child’s development (p.22). Therefore an effective curriculum enhances a positive attitude toward family and cultural aspects as well as it highlights other cultures that belong to the same nation. The components of a successful social studies curriculum are:
• Personal experiences from children’s lives
• Role models
• Culturally grounded stories, songs, photos...
• Linguistic expressions and phrases from home language
• Formal subject content from traditional areas such as history, art, music, and literature. (Pang, 2001, p.206).

That’s why the unit aims to incorporate an aspect of the Lebanese society “national and religious celebrations” to enable the children to understand their society first and then move in later stages and grades to understand the global picture. The lessons are designed in a way to involve the student actively in all the activities like drama, music, art, group work and fieldtrips. Such activities encourage critical thinking and make a balance between hands on experiences and lecturing. For example, teaching patriotic songs, learning about the Lebanese flag and acting out how the politicians decided to draw it, singing the national anthem, discussing pictures that portray different celebrations or religious symbols and visiting symbolic places will actively involve children and enhance their problem solving skills.

According to Jones (2004) “we should start by teachers who are considered “change agents”. Teachers can model what it is to be a tolerant and responsible citizen (p.5). Teachers should be able to use curriculum materials, several teaching approaches and activities that prepare students to accept the other and act as good citizens who belong to a country not to a particular group. Banks (2004) suggests that it’s the teacher’s job to instill the social skills needed for children to successfully communicate with others from diverse cultural groups. Saracho and Spodek (1983) suggest that “the skills that the teachers need to develop include, knowing how to reinforce home culture, knowing how to adapt curriculum materials to make them more relevant, and knowing how to build a curriculum based on children’s experiences” (p.10). The designed unit deals with adapting the Lebanese social studies curriculum, specifically the entity about holidays and celebrations, to make it relevant to Lebanese students, to bring the diverse groups together and to diminish the gap between various traditions and cultures.

Furthermore, Sinagatullin (2003) affirms that “a socially aware teacher is expected to be an active participant in promoting culturally responsible students, be skillful in using and benefiting from the positive factors of diversity in educating
children and be able to facilitate students' knowledge so that they can successfully function in a pluralistic society” (p.186). Similarly, Vygotsky's sociocultural theory of development recommends that teachers utilize cultural knowledge, carefully develop social interactions and activities to heighten learning (Pang, 2001, p.59). However, Banks (2004) provides several suggestions for teachers who want to reconsider their curriculum and construct a multicultural one. First, he recommends that teachers should include themes that highlights language, culture and compassion; embrace several viewpoints so that children can compare the issues or occasions presented in an analytical and logical way, and teach by example. To apply what Banks has suggested, Pang (2001) notes that for a teacher to develop a multicultural curriculum it is important to “create a cross-cultural bridge” (p.74) between different groups, encourage students to ask questions, emphasize similarities between cultural experiences, and involve students in interactive social activities in order to bring them together and integrate diversity. The designed unit provides lessons, activities and worksheets for Lebanese teachers to use in their social studies teaching practices to encourage a student-centered classroom and to develop the sense of patriotism in their students for the purpose of creating caring and knowledgeable Lebanese citizens. The unit encourages the teacher to be a flexible, creative agent who can extend the topic or lesson beyond the textbook in hand taking into consideration students' needs and interests.

However, in order for teachers to confirm the cultural identities of their students and integrate multicultural education into social studies sessions, they need to receive adequate teacher training and education that prepares them to effectively carry out this mission. Grant and Vansledright (2001) argue that focusing on good citizenship across teachers' training programs results in preparing future teachers who are thoughtful practitioners, eager to update themselves for the sake of their students' needs and capable of raising caring citizens. Staff development training programs should include hands-on experiences, concrete examples, various models of early childhood programs and imaginative activities designed to assist teachers in the development of multicultural programs adequate for early elementary years and environment (Nissani, 1993).

When planning a social studies curriculum for lower elementary, one should take into consideration the cognitive and the social skills of the students. Several social studies arguments focused on the technical side of multicultural education. Nissani
(1993) states that there is no specific notion or approach as to the correct method of teaching a multicultural curriculum. She proposes that opportunities in art, music, small and gross motor activities as well as language arts activities, encourage children to interact purposefully and positively in class.

Harman, Hedrick and Fox (2000) argued for more creative instructional designs and methods that rely less on textbooks and enable the teacher to redesign instructions as he/she sees. According to Derman-Sparks (1992) as children engage in creative and meaningful activities they respond with remarks that are known as teachable instants that later the teacher benefits from when planning for more activities and the cycle continues. The lesson plans and activities provided in the unit are planned to engage children in interesting and creative sessions that leave a room for each child to uniquely express him/herself. Also, the activities are considered preliminary suggestions that open the way for the teacher to begin and then expand her/his activities depending on children’s needs.

The use of art in social studies is important especially to young students. The use of art is one of the media that simplify the concept presented in class. According to Dickinson (1993) art is important for several reasons; it is a symbol system as important as alphabets and numbers, it gives the children an opportunity to express themselves, it helps the child to reflect his/her potentials and it is a way to simplify abstract thoughts. Unfortunately the national social studies textbook lacks the variety of art techniques that promote creativity and restrict the children to coloring, tracing and drawing activities. Most of the lessons included in the designed unit incorporate art ideas, for instance, collage, finger painting and dough play. Moreover, an important step in teaching children to be comfortable with their cultural background is to encourage the use of literature. Vold (1992) maintains that through literature students learn to understand human emotions, view models of several rituals, identify with their heritage, know that their families and celebrations are both alike and different from their own and learn about another culture’s folklore. The designed unit includes a list of stories related to celebrations included in the lessons in addition to a story written about respect and tolerance. According to Horne and Hover (2005) social studies should stimulate children’s active participation. They add to say that reading textbooks only does not allow children to fully understand the concepts taught. The researchers state that whole-class exploration and inquiry, use of technology and presentations, create a meaningful and interesting learning process.
Although the national social studies curriculum was recently planned, yet technology and other media are not taken into consideration. The child is limited to the usage of the textbook which in turn has lots of negative aspects.

Furthermore, music is one of the tools that facilitates the learning process and create an active atmosphere. Brewer (1995) states that “music is important because it changes brain wave state, focuses concentration, increases attention, improves memory and enhances imagination (p.2). Brewer goes further to cite that “when information is put to rhythm and rhyme these musical elements will provide a hook for recall (p.2). The songs and poems provided in the designed unit aim to improve children’s memory of content and add fun to social studies themes through melody and rhyme.

Dickinson (2002) encourages the use of creative dramatics within the classroom to teach any subject or concept. There are opportunities for bringing any subject to life through drama. “Historical scenes may be enacted; scientific or mathematical processes, including story problems, may be demonstrated; stories or poems may be dramatized, all making learning real and memorable” (p.2).

All kinds of arts are important because they hold a universal language that communicates all kinds of messages. Dickinson (2002) confirms that values and beliefs are invariable in a changing globe. According to Dickinson (2002), “arts capture our essence, our purpose and our world, through multi medium experiences that communicate and transcend to all cultures in all languages” (p.3). So instead of considering the textbook as the main instructional source to teach social studies, teachers should always update themselves and look for new approaches to adopt and implement in their classes along with the assigned texts and contents. The arts not only contribute to the learning process, but they offer the way to reach the diversity of children in every school today. It would be easier to achieve momentous educational achievements if everyone learned in the same way, but not everyone does. In all schools today there is an increasing diversity of students with different cultural, social, and economic backgrounds that result in very special ways of thinking, learning, and behaving (Dickinson, 1997).

In conclusion, it is the educators’ job to care about future generations, to make sure that classes are home to each student and provide them with the knowledge and skills necessary for them to live better and fuller lives in a multicultural society. I ask myself questions like; how did people in other countries come to change their attitudes about other ethnic or religious groups in school or work settings? Were they
influenced by the multicultural approach to learning about and appreciating the other? Or did their exposition to a well-planned social studies curriculum helped in that? In sum we can use the current findings to pose lots of questions to those who tolerate and appreciate the other in order to consider the origins of their civilized and tolerant behavior.
Evaluation of grade one national social studies curriculum

Social studies textbooks are important components of the curriculum in most schools. As educators choose a textbook, they are not only selecting what the students will see but also what they will learn and how they will relate the knowledge to their real life experiences.

Basing our evaluation on the national grade one social studies textbook, readers and educators are faced with a dilemma. The reason behind changing or revising a textbook nowadays is to promote a well-balanced educational program that moves along the 21st century's needs that represent diversity and trigger growth in thinking and problem solving skills. Also lessons should be developed to meet both curricular and personal needs. Unfortunately the national social studies textbook understudy does not move along the national and global needs and none of the points mentioned above are included.

Furthermore, educators should ask themselves, how do the children in the class examine the world around them? How does the book help them to experience their society from a realistic point of view? How do teachers use the textbook? How do students use the textbook? How does the textbook affect students' outcome? How do teachers assess students' achievements?

As a matter of fact, the textbook does not cover adequate themes needed for a better knowledge of one's own community, such as, community helpers, geography, holidays and celebrations, inventors, etc. Moreover teachers are asked to develop active and curious children and such characteristics are acquired through a variety of activities that involve art, music, group work, games, field trips and hands on activities without relying all the time on reading writing and listening exercises which is the book's main approach. So it is up to the teacher in such a case to decide what best arrangements serve the students' interests.

According to NCSS report (1988), social studies curriculum should include lessons and activities that are age appropriate and intellectually adequate to children's level and experiences. Taking a closer look at the national grade one social studies book we find that the lessons do not gradually move from simple to more difficult levels. Such a plan does not match grade one students' abilities who at this stage, learn basic reading approaches and their written communication is gradually developed. The book introduces the first lesson in the same manner as the last one bombarding the student with paragraphs, questions and directions to read and vocabulary to recite.
The text book maintains a consistent focus from the beginning to the end. One of the activities on p.59 asks the child to match the crops with the region it comes from, the concept is not previously introduced in class and the children probably at this age are unfamiliar with places such as Kora, Magdoshe and Sahel Akkar. So the teacher has to create materials to compensate for such inadequacy at least at the beginning of the year. Although the content is organized, yet it is represented in a predictable way following the same pattern all through the lessons. For example, the lesson is presented as follows: objectives of the lesson, questions, observe and discover, vocabulary box, follow up activity, and the lesson’s moral and all these are designed on two pages only! So can the student really learn to use the points in the lesson effectively and independently at the beginning of the school year?

Moreover, the instructional materials are limited and do not help to achieve the stated objectives. The materials do not emphasize laboratory work and other instructional aids that help students operate within a knowledge rich environment. Factual materials are supported by structured activities that limit children’s creativity such as name the places that you go to with your friends, state a funny incident that happened to you, finish the drawing of the Lebanese flag (p.65) or choose one of the phrases from the National Anthem and write it in good hand writing (p.67). So instead of introducing drama, new art techniques or games to actively indulge the student, the teacher creates passive students who end up with the same results without reflecting the child’s uniqueness and individuality. According to NCSS (1998) relying only on textbooks, taking tests, listening to lectures, reciting and memorizing exclude the chances of developing citizens with social skills needed for creating a democratic society. The NCSS report states that students view social studies as a difficult and uninteresting subject mainly in classes that introduce the topic through lecture, recitation and text reading. Thus it is time for our social studies classes to encourage exploration, comparison, induction and deduction within age appropriate activities and themes.

Furthermore, the content of the book understudy does not take the exceptional child into consideration, whether as learners or as people living within our society. An inclusion of such an issue helps children understand, respect and accept people with differences. For instance the textbook includes neither the theme “people with special needs” nor pictures of them although they are part of the child’s community whereby he/she can directly relate to. According to MacCree (2005), social studies education
involves several themes like culture, people and places, identity, authority and civics. These disciplines include issues that can be simplified and given more time when taught to special need students, but this is not the case in the Lebanese national social studies book.

Moreover we live in a society that consists of diverse religions, sects and races. So a cultural orientation of the content and illustrations should be taken into consideration. If educators view “cultural pluralism” as a positive aspect of our society then different social and religious view points and issues should be part of the social studies curriculum. According to Hughes (1994) “citizenship is characterized by dispositions such as open-mindedness, civic mindedness, respect, willingness to compromise, tolerance, compassion, generosity of spirit, and loyalty” (p.21). How are we supposed to teach such disciplines if we insist on excluding the diversity of our society from our children’s education and making them view it as a homogeneous one? The NCSS (1988) states that social studies curriculum should help children function in their social and their personal world. This is acquired when the multiplicity of culture is highlighted in schools. Katz (1976) highlights that “acquisition of concepts about racial and ethnic groups is complex, but early planned and structured activities can result in positive attitudes in children” (p.23). Lebanon is rich with different religions, sects, traditions and beliefs. The Lebanese grade one social studies textbook does not include or mention these differences not even through pictures like mosques, churches, religious figures, celebrations or even clothes.

Evaluating the format of the textbook, we find that the book’s layout and so are the pictures and the colors are dull. Taking a closer look at the pages, we find that the textbook designers included few real pictures and relied more on drawings. Moreover, some pictures are either not clear or recycled several times in different lessons above different labels and this is less effective. For example, the picture on page 19, displays a gym session where children are playing different kinds of sports, then on page 41 the same picture is displayed under the title “in school we cooperate to set parties” which the picture does not show. Thus the labels are not accurate in relation to the picture and they are misleading. Also visuals should be clear to make learning easier. Looking at some of the pictures in the book, for instance, we find that at page 55 and 65, there are pictures supposedly showing the Lebanese flag which in fact can be hardly seen.
In addition, labels should be simple, clear and appropriate to children’s age. A label on page 54, states that “my country is the theater of my life”. It is placed under a picture that shows a group of children having a picnic by the river. Such an abstract and complex phrase is not age appropriate so some illustrations are not integral to the text, no relationship between the two and they are not clear and attractive to grade one students.

Furthermore, when the reader looks at the pages he/she sees that the amount and use of white space is rare. Lots of print and pictures fill the pages leaving the student with little space to write the follow up activity, example pages 36-37. Also, the size of the print is rather small and stays the same all through the lesson. Also the book lacks technology based instruction that is considered an important element of the 21st century curriculum. Even simple interactive materials like charts, maps, songs and poems, that motivate children to participate, do not exist in the book.

After evaluating the social studies textbook several questions should be asked and discussed by the teachers using this book. To what extent does the applied social studies curriculum meet the needs of the Lebanese student? Does it develop a good well-rounded citizen with a strong national identity? Teachers and administrators need to consider the concepts missing from their curriculum and emphasize concepts that promote social participation and application of knowledge. Instilling nationalism and multiculturalism in our children should be a priority if we aim to build a unified nation. If Lebanese families develop in their children certain religious beliefs and values, schools need to affirm that but at the same time create in them the sense of nationalism and citizenship. Social studies for young children need to be delivered in an exciting, meaningful, appropriate and creative way to make the whole learning process interesting and applicable.

The following checklist presents an evaluation of the Lebanese social studies grade one book. The reason behind this evaluation is to provide the reader with criteria for evaluating instructional materials to improve the quality and quantity of information to make the learning process more effective.
Sample of a social studies lesson extracted from grade one national social studies textbook:
Unit one: Myself and the Other- lesson # 5

Title: *I Protect Myself and Others from Danger*

Objectives:
- I stay away from danger to keep myself safe
- I protect others
- I organize my eating and sleeping time
- I play sports for the sake of my physical and mental growth

Vocabulary:
- Stay away from danger: stay away from things that hurt
- Organize: follow a certain way
- Play sports: exercise

Presenting the concept:
- Why is the mom holding the tea pot with a piece of cloth? (*there isn't any piece of cloth in the picture*)
- Should we be careful in order to protect ourselves and others? How can this be done?

At home?  
At school?  
In the playground?  
On the street?

Observe and explore:
Activities and exercise:

- Imagine that you are a dad or a mom, what would you advise your child to do in order to stay safe before he/she leaves to school?
- At home lots of things threaten your safety and that of your family. How do you stay away from dangerous things? And how you protect others from these threats?
- Put an X next to the correct answer:
  I grow when:
  • I sleep a minimum of 8 hours
  • I eat vegetables, fruits, beans and meat
  • I exercise frequently
  • I stay up late and wake up late in the morning
  • I eat lots of candies
  • I drink water not soft drinks

The activities are repetitive as if only through repetition the child learns. Moreover there is no space for the student to write the answers. There is no creativity in the activities presented. The lesson does not include any art, music, physical fitness activities even though they aid the teacher in explaining the concepts.

Evaluation:

- You are home alone, what are the things that you should stay away from so that you would not hurt yourself?
- Your mom gave you the responsibility to look after your young brother while she is away, what are the things that you keep him away from in order for you and him to stay safe?
- What are certain dangerous behaviors that you need to stay away from in the playground so that you and your friends are safe?
- If you are in the car with your family or in the school bus would you put your head out of the window? Why?

In this section four questions are asked and they hold the same meaning stated in different phrases. Moreover, they are direct questions that do not trigger children’s thinking skills and do not teach problem solving skills, they are almost the same as the previous ones in the section “activities”. Also there is no space left for the children to write there answers.

Our words and our deeds:

I stay safe by staying away from danger and protecting others.
### Criteria for evaluating instructional materials

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<th>Criteria</th>
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<td>1. Content, scope &amp; sequence should align with the national curriculum.</td>
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<td>2. Content must be accurate and timely</td>
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<td>3. Content should be organized for effective learning</td>
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<td>4. Level of difficulty should be appropriate for student users</td>
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<td>5. Access to the subject matter content for special education</td>
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<td>6. Instructional materials should help students reach stated objectives</td>
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<td>7. All sides of a controversial issue should be presented.</td>
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<td>8. Factual materials should come with instructional aids</td>
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<td>e.g. bibliographies, glossaries, &amp; suggested activities, helpful for students and staff.</td>
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<td>9. Format, type size, color and quality of paper, and binding should be appropriate.</td>
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<td>10. Pacing should be regulated enough to convey content to the intended audience.</td>
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<td>11. Narration and dialog should be clear, precise and appropriate to the content.</td>
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<td>12. Audio levels should be consistent and in synchronization with visuals.</td>
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<td>13. Color, graphics, music, and other sound effects should be used</td>
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<td>In a manner that enhance rather than detract the content.</td>
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<td>14. Visuals should be appropriate, accurate, sharp, and properly exposed and should creatively enhance the presentation.</td>
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<td>15. Labels or captions should appear as needed and must be clear and accurate.</td>
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<td>16. Program design of technology-based instruction must be effective and appropriate.</td>
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<td>17. Illustrations and content should address diversity.</td>
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<td>18. Cultural orientation of the content, e.g., social and religious viewpoints.</td>
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<td>19. Simplicity of sentences, appropriateness of vocabulary, amount and use of white space, and the size of the print.</td>
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<td>20. Illustrations should be integral to the text, enhance meaning, One-to-one relationship between the illustrations and the text, clear, and attractive.</td>
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<td>21. When appropriate the materials should have a management system for tracking student achievement.</td>
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<td>22. Interactive materials should provide appropriate and effective feedback to the users.</td>
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1-2-3-4: (from best to worst), N/A: not applicable
العنوان:

أنا من أسرة المدرسة

الأهداف:

- أنعرف إلى أسرة المدرسة.
- أنعرف إلى عمل كل فرد من أفراد هذه الأسرة.

الدروس:

- المدير: منظم عن إدارة المدرسة وتلبية النظام.
- المعلمين: يساعدون المديرين ويدقق التلاميذ.
- الطلاب: هم كل من يمثلون ويعملون والمعلمين والتلاميذ.
- يراقب التلاميذ: يراقب فرصتهم وسلوكهم ويساعدهم.

طريقة الموضوع:

1. من تنتمي الأسرة في البيت؟
2. اسم أفراد أسرتك.
3. ما اسم معلميك والمراقب والمدير؟
4. اسم رفاق صفتك.
5. من تنتمي أسرة المدرسة؟

 الاستثمار والبشي:

- لماذا يعمل مدير المدرسة؟
- ما هو دوره؟

덴ex: 

- من يراقب التلاميذ في المدرسة؟
- من يساعد المديرين؟
- من يشرف على النظام؟
نقولنا والعمل

أسرة مدرستي هي رفاق
المدير والناشئ والملحن والمعلم.
كل منا عملة في المدرسة.
المَحَوَّر الخامس
بلادي
المدخل
جمال بلادي

تنوع طبيعة بلادي ونتاحها.

بلادي مسرح حياتي.
النماذج الرياضية تنمي أجسادنا وعقلنا.

1. أنت وحيد في المنزل، ما هي الأمور التي يجب أن تتخيل عنها كي لا تؤذي نفسك؟
2. كلفتك أمه الاهتمام بأخيك الصغير أثناء غيابها. عم بنجد له حماية على سلامته وسلامته أيضًا؟
3. ما هي التصرفات التي يمكن أن تشكل خطراً عليه وعلى رفاقه في الملعب وفي الصنف؟
4. وأنت في السيارة مع أهلك، أو في باص المدرسة، هل تقترد رأسك من الناينزة؟ لماذا؟

قالنا والعمل
أحذى على سلامتي
فالإنعدام من الخطر
وأحذى على سلامة الآخرين.

هل هناك مخاطر أخرى في البيت، والشارع، والمدرسة؟ ما هي؟ وكيف نتجنبها؟

نصيحة أخبار أم أو أم اللطيف، ما هي النصائح التي تتعلق بإيجاد معلم للمدرسة للحفاظ على سلامته وسلامته الآخرين؟

في البيت، أشياء قد تهدد سلامتك وسلامة أسرتك. كيف تتجنب خطيرها؟ وكيف تتجنب الآخرين أيضاً خطيرها؟

ضع على علاقة: 1. أمام الأزهار الصحيحة.
1. أحسن نفسك سعيدًا عندما:
1. أقام 8 ساعات على الأقل يوميًا.
1. زرعت الحمضيات والحليب واللحوم والفواكه.
1. أمارس الرياضة باستمرار.
1. أشرب كميات كبيرة من الماء في النوم صباحًا.
1. أقوم أكثر من أجل السكاكين.
1. أشرب الماء لا المشروبات الغازية.
قولنا والعمل

التعاون مفيد، يوفر الوقت.

انتعاون مع رفاقك واقوم بدورك كاملاً.

أنتعاون في تحضير الحفلات.

بتعاون كشفة المدرسة على نصب الخيام.

بقوم تلاميذ السنة الأولى الأساسية ينظفون صفهم وترتيبه وترتيبه.

بتقوم التلاميذ بتنظيف ملعب المدرسة من الأوراق والمهمال.

بتظام التلاميذ معرضاً لرسومهم وأعمالهم اليدوية.

يحرص التلاميذ حفلة صغيرة في صفهم بتعاونهم على إحيائها.
قانوناً والعص

علمَ رمز بلادنا.

ترفعه احتراماً فوق المدرسة.
 فوق العلم الرسمي.
وفي بيوننا.

نحتاج على العلم اللبناني بين مجموعة أعلام
 صغيرة. أعلام النمسا، لبنان، الهند...

تصنع العلم اللبناني بواسطة أجزاء ورقية
محضرة بهذه الغاية.
أنشطة وتمارين

أما سهماً بين الرجل والمرأة التي تقابلها في درجة القرابة:

العم، الجد، الخال، الحفيد، الحنيدة، الخالة، أختي، أختي.

أصل الفراغ بالاسم المناسب:

الجد، جدتي
عمتي، عمتي
خالتي، خالتي

قولنا والعمل

أسرتي هي:
أبي وأمي، والأخواتي، وجدتي وجدتي.

تربطني بهم علاقة قرابة ومحبة.
نَحَفَظُ عَلَى الْأَشْجَارِ وَالْبَنَاتِ: نَنْزَعُ وَلَا نَقْطُعُ

أَشْحَاطُ وَتَخَتَّارُ

أَيْنَ تُرِدُّ أَشْجَارُ بَلَادِي؟
أَصِلُّ يَخْطُ الثَّمَرَةَ بِمَكَانٍ إِنْتِجَاهَا فِي بَلَادِي:

1. ما هي أَشْهَرُ الْخَضْرَاءِ وَالْفَواكِهِ الَّتِي
تَنْتَجُهَا بَلَادِي؟

2. كَيْفَ تَتَنْفَدُ فِي الْشَّتَارِ؟ مِثْلَ تَنْفِلَ أَنَّ
tَقْطَعَ الْأَشْجَارَ لَتَتَنْفَدُ ذِيَّبَهَا؟
أَمْ هُناكَ وَسَائِلٌ أُخرَى لِلدَّخْفَاة؟

قوُلْنَا وَالْعَمْلِ
طَبِيعَةُ بَلَادِي مَنْسَوَةٌ، وَغَنِيّةٌ
بِالأَشْجَارِ وَالْخَضْرَاءِ وَالْفَواكِهِ.
اِحْفَظُ عَلَيْهَا لِلْإِسْتِفْقَادِ مِنْهَا.
أحبيّة وقتارين

يقسم التلاميذ إلى ثلاث فرق: كل فرقة تؤكِّب آلّة التسجيل في إنشاء مقاطع من مقاطع الشهيد الوطني الثلاثة.

يرتِّب التلاميذ بالدرجات بطاقات على أقسام من النشيد: «لَعَلَّيْنَّ الْفَنِّيْنَ، شَيْخُنا وَالْفَنِّيْنَ، وَرَبْنَا الشَّرْقِينَ، عَنْدَ صَوتِ الْوَطَنَّ، بَحْرَهُ بَرَّة، سَارَتْنا النَّفْنَ.»

شيْخُنا والْفَنِّيْنَ، عند صَوتِ الْوَطَنَّ

1. أخطار واحدة من الجمل التالية:
   وأكتبها بخط جميل في هذا المخطيط:
   كُلَّنا للْوَطَنَّ، عند صَوتِ الْوَطَنَّ، لِلْحَلَّمِ، لِلْفِنِّيْنَ، بَحْرَهُ بَرَّة.

2. أحب الأميّ، أعني لها. وإذا كنت أحب وطني فماذا أفعل؟ هل أنسدّ شيدْه؟ هل أكتَب اسمه؟

أحبيّة وcountry

أحبي وطني لبنان، وانشدّ نشيدنا.
قولنا والعمل
أعتمد على ذاتي في عملي
عندما أستطيع ذلك
أقوم بترتيب أغراضي
في البيت وفي المدرسة.

أتحمل مسؤولية عملي
وأصبحي ما نستثنى به من خطأ.

لا نتم أعمالنا بفرح أكبر
حين نعتمد على ذاتنا؟

تذكر الأعمال التي تقوم بها يوميًا بمحفظة:
دون مساعدة الآخرين:
في البيت:
في المدرسة:

تذكر الأعمال التي تحتاج فيها إلى مساعدة
الأخرين:
في البيت:
في المدرسة:
أعتمّ على ذاتي

الأهداف

- أتمّ عملي بمحفظتي عندما أستطيع ذلك.
- أجهز لأنّ أتعلم كل ما أجهزه.
- أحمل نتيجة عملي.

طريقة الموضوع

1. هل احتاج هذا الولد إلى مساعدة أهله لإتمام أعماله المبينة في هذه الصور؟
2. ألا يمكننا أن نفعل مثله؟
3. من متيكّن يتعلّم بسرعة، ويتناول فطوره بمحفظته؟

نلاحظ ونكتشف

أعتمّ على ذاتي.

أجهز لأنّ أتعلم ما أجهزه.

أرني المصري بمحفظتي
تنوع طبيعة بلادي ونتاجها

الأهداف

- أعرف إلى تنوع طبيعة بلادي.
- أعرف إلى غنى بلادي وتنوع نتاجها.
- أحافظ على الأشجار والنباتات.

الطريقة الموضوع

هاتان الصورتان تمثلان طبيعة بلادي.

1. ماذا ترى فيها؟
2. هم فيهما سهول، وأنهار، وجبال، وسقّوق، ووديان، وبحر.

حِظَّة ونْكَشْف

إنتاج بلادي متنوع.

nature.jpg
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The kit

Upon relying on the reviewed literature that is presented in the previous section of the paper, the manual presents a social science unit designed to be used for Grade one students to learn about the national and religious celebrations carried out by different religious groups and sects that are at the foundation of our Lebanese society along with a variety of activities and skills to be explored. It is a motivating unit that aims to develop students’ skills of using and extracting knowledge and information about their own heritage, symbols and holidays. It consists of multiple instructional styles that are suitable for children’s developmental stage. The unit’s main objectives are to:

- Develop a sense of patriotism through learning about national holidays.
- Teach children different celebrations that contribute to the Lebanese culture.
- Let children discover, read, see and hear view points placed in various contexts and traditions.
- Expand children’s civic knowledge that is at the base of social studies curriculum.
- Develop students’ communication skills through interactive activities.
- Prepare students to deal with cultural and religious differences. Collaborate effectively as a member of a group through whole group activities and team work
- Increase their emergent reading and writing skills through adequate reading and writing activities.
- Expand children’s imagination and problem solving skills through literature and drama.
- Increase student’s fine and gross motor skills through activities like art and games
- Help children learn about, compare and understand different religious traditions and rituals.
- Show children how to be tolerant citizens who respect and accept differences and similarities among people.
- Teach students to identify certain national and religious signs and symbols.
- Help children to express themselves freely verbally and non-verbally through art, drama, games and physical movement.
• Teach children to understand, appreciate and apply knowledge relevant to the topics under focus.

The unit covers community celebrations, customs related to the celebrated festivals, a brief history of the events and its related symbols along with the importance of knowing who the other is in order to create understanding citizens. Thus several activities are included in the unit to achieve those objectives like, drama, art, music, literature, games and discussion activities.
References:


Social Studies Unit

National and Religious Celebrations

and

Holidays
Let’s Celebrate

Hello all let’s celebrate
Let us all open the gate
Let’s go out to play on
all those special days
Religious and national celebrations
all throughout the year
in fall, winter, spring or when
the sky is clear
If you want to celebrate all these
days with us
Come on let’s dance and sing
and make a loud fuss

By: Mayssam Ezzeddine
Social Studies Handbook

Social Studies Skills:

- Reading
- Thinking
- Studying

Look at pictures
Ask yourself questions
Read carefully the text
Think of what you have learned
INTRODUCTION

This designed unit is intended to be part of grade one national social studies textbook. Teachers in the classroom who teach social studies throughout the school year can have access to the "Teachers' Handbook" that includes information and suggestions that can be extended so they would be suitable for the intended age group.

I have provided activities for work in all curricular areas because the materials presented have something to offer concerning extending children's capacities and meeting their needs. With the very young, such activities simplify national and religious concepts and make them easier to grasp.

I have chosen national and religious holidays as two units to be included in the Lebanese national social studies book. The two units can be worked through from the beginning of a school year. Teachers can choose any one
theme to be taught in isolation or they can be taught in any sequence.

I have suggested several stories, songs, poems and other activities for each lesson. In selecting the celebrations, I tried to keep in mind the children in grade one level and the range of their abilities. My aim behind including stories is to increase children’s love of reading and enhance their knowledge of each other’s culture and traditions. Such knowledge leads to a greater understanding of people’s differences and similarities.

The activities I have suggested give the teacher the chance to extend the activity and include visual displays, musical instruments, costumes and techniques appropriate for the lesson and age group. The suggestions included have been successfully carried out with children of Grade one. However the teacher should take into consideration the number of children involved, the physical setting and the equipments available. I view these suggestions as starting points which educators can adapt and manipulate in order to meet their own objectives.

In this way learning about the Lebanese national and religious celebrations and holidays becomes part of the whole curriculum and develops children’s social and cultural awareness.
Why should Lebanese educators include national holidays in the curriculum?

First, in general celebration of holidays is a great opportunity for kids to learn any concept through fun and exciting activities.

Second, introducing children at an early age to national incidents and occasions, teaches children to respect and love their own country. Finally, it's easier for children to know their country's history through concrete activities and experiences that simplify abstract ideas.
NATIONAL HOLIDAYS AND CELEBRATIONS

Unit One

WORDS TO KNOW:

CELEBRATE: TO CELEBRATE MEANS TO DO SOMETHING SPECIAL.

HOLIDAY: A HOLIDAY IS A SPECIAL DAY.

Independence Day (November 22nd)

Tree Day

Labor Day (May 1st)

Martyrs' Day (May 6th)

Teachers' Day (March 9th)
It is a special day in Lebanon. It is celebrated on the 22nd of November each year. On this day in 1943 Lebanon became independent and sent all the foreign troops away.

On this day we honor our country. We celebrate with parades and songs. We fly the Lebanese flag and sing the National Anthem.

At school we make many great activities and crafts to help us celebrate this special day in Lebanon.
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Independence- celebrate- honor- Lebanon- flag- songs- anthem.
All of us for our country, for our flag and glory
Our courage and our writings are the envy of the ages
Our mountains and our valleys, they give brave men
To perfection all our efforts we devote
All of us, for our country, for our flag and glory

Arabic Version

للعالم للوطن
سيفنا والقلم
منبت للرجال
يسئب الكمال

كلنا للوطن
ملء عين الزمن
سهلنا والجبال
قولنا والعمل

شخنا والفتي
سوارتنا الفتى
غاب متي
شرقناقلبه
نمدوا الأزمان

عند صوت الوطن
ابدا للبنان
صانه ربه

بحره ده بره
رمازه بره
ماله القطبين
اسمها عزه
مجدده ارزه
رمازه للخلود
Wave (tune: row, row, row your boat)

Wave, wave, wave your flag
    Hold it very high
Watch the cedar gently wave
Way up in the sky
March, march, march around
Hold the flag up high
Wave, wave, wave the flag
Way up in the sky.

Art activity  Lebanese flag wreath

Materials: red and white circles- pre-cut green cedar tree- white string- glue.
Procedure: cut 5 red and 5 white circles. Glue the circles in a way to make a big wreath with red circles at the top and the bottom and the white at the sides. Then staple the white string in the middle and hang the cedar from it to dangle in the center of the wreath. Write on the cedar tree why do you love your country. You can use the wreath to decorate doors and windows.
Labor Day is celebrated on the 1st of May. It is a day dedicated to the workers in Lebanon. Workers have different jobs like nurses, doctors, police officers, teachers, plumbers, librarians, fire fighters, carpenters, garbage collectors and many other careers that help our country be a better place to live in.

HAPPY LABOR DAY!

It is a national holiday that we usually celebrate by taking the 1st of May off. Workers take this day off to celebrate it with family and friends.
Put the following jobs in alphabetical order.

Teacher
Doctor
Librarian
Bus driver
Garbage man
Dentist
Fire fighter
Plumber
Nurse
Judge
Soldier
Pilots
Astronauts
• Choose five jobs from the list above and write how important each job is for the community.
Write and Draw

When I grow up I want to be a/an ____________________________ because

________________________

________________________

________________________

________________________

________________________
Directions:

The teacher divides the class into two groups (A&B). She chooses a child from group A and show him/her a job’s label on a flash card. Then she asks the child to act it out in front of group B who has to guess the job.
This is the way (tune Mulberry Bush)

This is the way the baker’s bake
Baker’s bake, baker’s bake
This is the way the baker’s bake
Early in the morning

This is the way drivers drive
Drivers drive, drivers drive

This is the way drivers drive
Early in the morning

(Plumbers fix, teachers teach, builders build .....)
Martyrs' Day is a holiday. On May 6 we honor all the people who fought and died for the sake of our country's independence. To honor Lebanon's martyrs the government built a sculpture of three men holding a torch as a symbol of freedom.

The sculpture is placed in Beirut city in a region named after the martyrs it is called "Martyrs' Square".
• Use a word from the box to complete each sentence.

Martyrs’ - independence- sculpture

1. ____________ Day is on May 6.

2. The martyrs died for the sake of Lebanon’s ____________

3. The government built a ____________ to honor Lebanon’s Martyrs.

Field Trip!

Go on a field trip with your classmates and teacher to Martyrs’ Square in Beirut to take a closer look at the sculpture. Take pictures and notes of what you see to discuss later in class.
Clay Sculpture:

Materials: Clay- plastic table cloth cover-cardboards-markers.

Instructions: give each child a piece of clay. Ask the children to sculpture a figure that symbolizes Lebanon's martyrs. Place each child's work on a cardboard and write his name on it. Leave children's work for a minimum of four days to dry.
On March 9, we celebrate Teachers' Day. Every year on this day we honor the teachers in Lebanon and their hard work.

Schools close and the teachers take a day off to celebrate with family and friends. Thank you teachers!
Why do I love My Teacher?

Directions:
Write three sentences to tell your teacher why you love him/her. Then decorate the heart using colored markers or other materials that your teacher provides.
Every year in Lebanon we celebrate Tree Day. What good is the tree for? A tree is good for many reasons. A tree gives us shade, its roots keep the soil from drifting away with the rain, it's a house for animals like birds, squirrels, monkeys and many others, it gives us fruits and keeps the air clean.

For all that and much more we should plant trees everywhere to keep our country a beautiful and healthy place to live in.
Where Does Our Food Come From?

Materials

Water cans- picture of the sun- picture of rain- precut fruits with masking tape at the back to stick on children's clothes- musical tape- plastic bags.

Warm up

The teacher divides the class into two groups, a group to be trees and a group to be gardeners.

Did you know that the tree needs care to grow and to be fruitful. The gardener needs to water it, pull out the weeds and give it lots of sunshine. Children in the trees group should sit on the floor and when the gardeners start to water them they should start to grow (accompany that with music.)
Game

As the trees grow the teacher sticks on them (on their clothes) the fruits and then asks the gardeners to come and collect the fruits from the trees (by taking them off their clothes) when you give the start signal by playing music. When the music stops they need to stop picking. The child with the highest number of fruits wins. Swap the groups so that all the class gets a turn.
Write a letter to a friend to tell him/her why they should plant a tree. Then paint a picture of a tree.

Dear ____________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Signature: ____________________
Why should Lebanese educators include religious holidays in the curriculum?

Since social education aims to enhance children’s cultural and social awareness, educators can include in its curriculum critical and sensitive issues like religious celebrations. This issue enables educators to teach religious concepts in a sensible and professional way. It also teaches children adequate knowledge needed to know the other without relying on stereotypes.

Moreover according to the First Amendment Center (2007) when students learn about various religions they start to value and respect the religious practices taught and increase their cross-cultural knowledge and understanding.

As a result national standards concerning religious concepts should be issued for educators and curriculum planners to follow and plan textbooks accordingly. In this way religions are properly taught and the gap between different religious groups is minimized.

Furthermore a curriculum that represents the diverse groups in society teaches children to celebrate their uniqueness, share their feelings with others, and acknowledge the similarities and differences in a civilized way. Educators should put the religious practices in a certain context to give it more significance in our children’s lives.
Religious Celebrations and Holidays

WORDS TO KNOW:

- Religion: is a system of beliefs of worshiping and praying usually to one God or more.
- Celebrate: to mark a special day by enjoying oneself through parties and special events.
- Holiday: a holiday is a special day where people take a rest from work to celebrate an occasion.

(Longman Dictionary of English Language and Culture 1992)
Christmas is celebrated all over the world on December 25. It celebrates the birthday of Jesus, who Christians believe was the son of God. Christmas is a time of joy, kindness and gifts.

People decorate trees with electric "fairy lights" as a symbol of life and a star at the top as a symbol of the big star that led the shepherds to see baby Jesus in Bethlehem. Christmas is important especially for kids because they get many gifts.
Characters: Mary - Joseph - the inn keeper - the shepherds - angels - the three wise men - soldier - various animals.

Scene 1
Soldier: toototoo (blowing a horn) I have a message from the king "all the people should travel to their home town and stay there".
Mary and Joseph went to their home town Bethlehem but they didn't find a place to stay in until they saw an inn.
Joseph: please do you have a room for me and my wife.
Inn keeper: sorry the place is full but I still have the stable.
Mary and Joseph: ok we will rest in the stable tonight.

Scene 2
While Mary and Joseph were in Bethlehem, some shepherds were looking after their sheep.
Shepherd 1: listen can you hear singing?
Shepherd 2: Maybe some people are singing over the hills.
Shepherd 3: no it isn't! Look at the sky!
The shepherds saw lots of angels singing and dancing.
Angel: don't be afraid we are here to tell you that a new King is born in a stable in Bethlehem.
Shepherds: let's go and see him.
Scene 3
In Jerusalem three wise men came to look for the new born king in the castle. They brought with them lots of gifts and gold.
Wise men: we are looking for the new born king.
King: he is not here, but if you find him please tell me so I can go and give him my gifts as well (but he was lying he wanted to kill him and this is another story).
Scene 4
In the stable Mary and baby Jesus were surrounded by all the animals, by the shepherds, by the wise men and their gifts. Merry Christmas.
Drama: each child takes a role to act out in the play as the teacher finds appropriate.
Mary had a baby,
Yes, Lord,
Mary had a baby yes my Lord,
Mary had a baby,
Yes, Lord
Let us all celebrate the king is born

Mary named him Jesus,
Yes, Lord
Mary named him Jesus, yes my lord
Mary named him Jesus
Yes, Lord
Let us all celebrate the king is born

Born in a stable,
Yes, Lord
Born in a stable, yes my Lord

Born in a stable
Yes, Lord
Let us all celebrate the king is born.
Mary had a baby

Introduction

Mary had a baby,

Yes, Lord. Mary had a baby,

Yes, my Lord.

Mary had a baby,

Yes, Lord. Let us all celebrate.

F Dm Am F

Last time

The King is born.

C7 F
Bell Card

Materials: cardboards (green-red-yellow)- pipe cleaner (metallic green)- staple- 2 small jingle bells- glitter paint (gold and silver).

Procedure:
• Cut out the bell shape cardboard that your teacher gives you through both layers of the card. Don’t cut along the folded edge.
• Glue your photo to the front of the bell.
• Use the glitter paints to paint a design below the photo.
• Bend the pipe cleaner into a bow shape. With the teacher’s help staple the bow to the card.
• Write a message to someone special inside the card

Merry Christmas
Easter is an important festival in the Christian year. In Easter people remember the story of how Jesus came to Jerusalem for the last time, was crucified, and rose from the dead. Christians celebrate Easter by going to church to pray.

Easter is a time to praise God’s power and the promise of a new life. People paint and decorate eggs to symbolize the new life that Jesus has promised. Each year on the morning of Easter Sunday children hunt for eggs in the garden or in the house.
This game is played with hard boiled eggs. Each child takes an egg and a spoon. The teacher divides the class into two teams. Each player must carry the egg to a set point and back to the basket without touching it. If the egg is dropped the team loses the egg. The first team to finish with the biggest number of eggs wins.
Poem:
Wouldn't It Be Funny?
Wouldn't it be funny
If a bunny
Had three ears instead of two?

Wouldn't it be funny
If a bunny
Could fly through the sky so blue?

Wouldn't it be funny
If a bunny
Had pizza on his menu?

Wouldn't it be funny
If a bunny
Went to school like me and you?

Read the poem at the top then on an egg shaped paper draw the part that you liked the most. Decorate the egg edges and pinch a hole on the top of the egg and tie a string. Hang the egg from the ceiling to decorate your class in Easter time.
The Easter Story:

Once there lived a man whose name was Jesus. He spent his time telling people about God, showing them how to be kind to each other and love others even if they were different. He was a good man and people listened to him and he had twelve special friends.

The king didn't like that and was angry with Jesus. One night Jesus was with his friends when the soldiers took him. They said that Jesus should be crucified (nailed to a wooden cross +). In the morning Jesus was taken to a hill and was hung on a cross to die. At night his friends took him and placed his body in a cave and covered the doorway with a big stone. The next morning two friends of Jesus came to the cave and saw that the stone had been rolled away and Jesus disappeared. Jesus had come alive again. Happy Easter!
Eid-ul-fitr comes at the end of Ramadan, the month of fasting. This Eid is like a reward for those who fasted, prayed and read the Qur'an during Ramadan and were kind to others.

In this Eid Muslims enjoy their time after the fast. Early in the morning men go to the mosque to pray.

Ramadan Mubarak

Children are given presents and new clothes. People send cards to their special friends with greetings “Eid Mubarak” written on them and gifts of sweets. Families visit each other and have fun together. It’s a time to remember the orphans and send gifts for them; it’s a time for giving.
Let's sing a song

He's Got the Whole World (Traditional)

He's got the whole world in his hands
He's got the whole world in his hands
He's got the whole world in his hands
(Repeat, substituting "you and me", "all the orphans", "everybody".) + note(scanned)

Activity:

Make a Party Banner

• Fold your paper in half
• Draw a picture about what you like to do in celebrations.
• Hang your pictures on string to decorate the classroom and celebrate with your classmates.
He's Got the Whole World

He's got the whole wide world in His hands. He's got the whole wide world in His hands. He's got the whole wide world in His hands.
Muslims all around the world celebrate the birth of Prophet Mohammad. Prophet Mohammad was chosen by God to teach people in Makkah (in Saudi Arabia) about God and Islam the religion that teaches about kindness, fairness, looking after the poor and respecting their parents.

He wanted people to pray for God everyday and help the others as much as they can. People celebrate Prophet Mohammad’s birthday by prayers and buying gifts and sweets to family members.
Kindness Certificate

I was kind to ____________________________________

I helped ______________________________________ in ____________________

I am proud of myself and I will keep on helping the others.

Date: ____________________

Signature: ____________________
Make a Class Friendship Circle

Since Prophet Mohammad wanted people to be good and kind to each other make a friendship circle to design your class with and to show that hand in hand you grow together as one.
- Trace a friend’s hand. Cut out the shape.
- Write a sentence about the importance of being friends
- Paste the hands in a big circle. Add the sentences in the middle.
Eid- el-Berbara

It is celebrated by Christians on December 4 of each year. On this day a girl named Berbara died. This girl wanted to be a Christian but her dad said “No” and wanted to lock her at home but she ran away.

While she was running she passed by a field of wheat and saw some shepherds. She told them “please I need to hide from my dad because he wants to punish me”. She painted her face so that no body would know her. But one of the shepherds went and told her dad who came and punished her and then she died.

Christians celebrate this day by wearing masks to hide their faces like Berbara did and they cook wheat and nuts.
Mask Activity

Materials:
A pattern of an animal or any character that your teacher provides- rubber strings- coloring markers.

Procedure:
Cut the pattern and ask your teacher to punch a hole on both sides. Then tie the rubber string. Decorate the mask with the coloring markers.
Rhyme:
The Ghost:
I’m a big white ghost with black Scary eyes.
Watch out now for a big surprise.
I’ll fly through the sky until I find you.
And quietly sneak up and whisper, “Boo!”

Writing activity:
Write a poem using the following words:
Surprise- creepy- small- mask- black
Every year Muslims all around the world celebrate Eid-ul Adha when it is time to go to Hajj. Hajj for the Muslims means going to Saudi Arabia to Makkah just as what God told Prophet Mohammad to do in order to pray and go around the Kaaba.

When Muslims do this, they believe that they get rid of all the bad things that the people have done. During this time people kill the sheep to give its meat to the poor people.
Class Mural:

The teacher divides the classroom into groups.
- A group to make the sheep and the lambs (glue cotton on a sheep shaped cardboard)
- A group to set the green grass field (use green crepe paper and glue)
- A group to draw the people
- A group to make and decorate the Kaaba model (on black cardboards)

The teacher covers one of the classroom walls with butcher papers and tells each group to work then its all added together to make a class mural.

Happy Eid
If you are a rich person what would you do to help the poor and to make them happy?
Teacher's Handbook

Contents:
UNIT ONE:
Theme: National Holidays and Celebrations.
The five national holidays presented in Unit one are just a sample of the many that celebrate and honor our country.
Lesson 1 - Independence Day
Lesson 2 - Teachers' Day
Lesson 3 - Labor Day
Lesson 4 - Martyrs' Day
Lesson 5 - Tree Day

UNIT TWO
Theme: Religious holidays and Celebrations
The eight celebrations presented in Unit two are just some of the many that celebrate special occasions or they are related to special religious individuals who contributed to their religion in a way or another, or they are opportunities to pray and thank God.
Moreover, fasting is a common ritual carried by many religions. So, often there is a celebration either before or after a fast. Adding to this, there are celebrations of new beginnings and new starts that come each year.
Lesson 1- Christmas
Lesson 2- Easter
Lesson 3- Eid-ul- Fitir
Lesson 4- Eid- al-Adha
Lesson 5- Halloween
Lesson 6- Prophet's Birthday

Teachers should be able to adjust these themes in a way to meet their students' needs and work according to the resources provided. After all the main objective behind teaching about celebrations is to teach how we celebrate friendship and love all around the world between people of different race, culture and belief.
Every unit has important and useful features and teaching ideas:

**Art Activities:**
Clay- collage- drawing and coloring- cutting-painting.
Children in art activities should be ready to be creative, independent and self-confident to be able to show in an indirect way what they have grasped from the lesson and to have the chance to reflect their individuality and uniqueness. It's a way to introduce the child to several art techniques in a variety of ways.

**Music activities:**
Songs- poems- dances.
Children during these activities should always be calm, settled and ready for these listening activities. Let them listen to the song / poem / music, before discussing it. Try to provide them with visual stimulus such as pictures, puppets, customs or even instruments. These equipments help you set the mood or scene for active music sessions.
Drama:

Read the story for children first then discuss the characters in the play so that children have a clear idea of the nature of the role they are going to play. Drama activities encourage role play; it built the child's self-esteem, and develop his/her language and expressive skills.

Field trips and parents' involvement:

The concepts behind many Celebrations are rather abstract and needs simplification from the teacher's part. In Lebanon teachers may be unfamiliar with presented religious celebrations. If this is the case, it is a good idea to ask or invite members of a family or a religious figure whose festival you are celebrating. In this way the children receive adequate and credible information of what really happens. Moreover, fieldtrips are good for direct exploration and it will be an opportunity for an interactive experience between the child and the community.
All the activities included in the designed unit are based on the following beliefs:

- Children’s creativity should be encouraged. Teachers must invite children to explore and express their uniqueness through art. Although some activities include cutting and pasting but these increase children’s developmental skills.
- Teachers must believe that the process is more important than the end results.
- Children learn through playing and by doing. Teachers must avoid structured learning activities that create passive and spoon fed students.
- All activities are occasions to help children respect their country and the different people who live in it. Such an attitude brings people together and puts an end to stereotypes.
- The activities included are not expensive and need minimal materials because they are simple.
Objectives

Unit one

Lesson 1- flag wreath develops children’s:
- Self-expression skills through art
- Independence
- Appreciation of own country
- Knowledge of the flag and what it symbolizes

Lesson two- worksheet + job guessing game children learn that
- There are many kinds of jobs that people do
- Every career and every worker are important
- We can successfully work in a group

Lesson three- field trip + clay sculpture teaches children to:
- Appreciate people who died to liberate Lebanon
- Encourage critical thinking
- Develop respectful attitudes
- Express themselves creatively through art
- Increase their fine motor skills
Lesson four - writing activity
- Develops children's spelling skills
- Enhance the teacher-student relationship

Lesson five - musical game
children will
- Learn to actively participate through drama
- Increase their self-confidence
- Appreciate nature and trees in particular
- Develop respect for the environment
- Learn to work within a group

Unit two
Lesson 1 - Christmas: children will learn that
- Christmas is a national religious holiday celebrated on December 25 each year.
- Christians celebrate the birth of Jesus on Christmas
- Red, green and yellow are Christmas colors
- Christmas is a time for giving and sharing
  - People should appreciate individual beliefs whether they are similar or different.
- Drama is one kind of active representation that tells a story
Lesson two - Easter: children will
• Learn that Easter is a holiday that comes in spring
• Learn that the egg symbolizes new life at Easter
• Respect celebrations that other religious groups celebrate
• Enhance their team work
• Increase their fine and gross motor skills
• Increase eye-hand coordination
• Increase children's love for reading

Lesson three - Eid-il-Fitr: children will
• Learn that Muslims around the world celebrate Eid-il-Fitr after the month of Ramadan.
• Learn that Eid-il-Fitr's date of celebration is determined by the vision of the full moon
• Enhance their creativity
• Appreciate their own cultural heritage and that of the other
Lesson four- Prophet's Birthday: children will
- Learn that Prophet Mohammad is an important figure in Islam and Muslims celebrate his birthday each year
- Enhance their ability to work in team
- Increase their self-expression through writing
- Develop helpful attitudes toward their friends

Lesson five- Eid-el-Berbara- children will
- Learn that Christians in Lebanon celebrate Eid-el-Berbara each year
- Enhance their creative writing skills
- Appreciate and respect cultural differences

Lesson six- Eid-el-Adha: children will
- Learn that Muslims all around the world celebrate Eid-el-Adha each year
- Learn some of the traditions and what they symbolize
- Learn to work in a team
Extra Activities:
Design a Dance
Materials:
Taped music or a drum-colored plastic hoops or large circle shape cardboards.
Procedure:
On a cleared space on the floor place distribute the hoops or the circles all over the space. First tell the children that in the red hoop they can hop, in the blue they can shake. Then let them design the dance by suggesting an action for each color. (They can wiggle, clap, stomp or spin for each rhythm or drumbeat that they hear).
This dance can be used in any of the celebrations mentioned in the unit.
Christmas cookies Recipe:

Ingredients:
- 1 cup of sugar
- 1 cup of soft butter
- 3 tablespoons of milk
- 1 teaspoon of vanilla
- 1 egg
- 3 cups of all purpose flour
- 1 1/2 teaspoons of baking powder
- 1/2 teaspoon of salt

Preparation:
In large bowl, combine first 5 ingredients; blend well. Stir in remaining ingredients; blend well. Chill dough for easier handling. Roll dough on a floured surface. Cut with flour cookie cutter. Place 1 apart on an ungreased cookie sheet and sprinkle with colored sugar. Bake at 400 degrees F for 5-8 minutes, or until they are lightly brown. Immediately remove from the cookie sheet.
Independence: the time when a country becomes free.
Country: a country is a land and the people who live in it. Lebanon is our country.
Flag: is a piece of material with colors and picture on as a sign of a country. In our country our flag has three colors that hold a special meaning. Red stands for the blood of martyrs who died for our country. White stands for peace. The Green cedar tree stands for our strength and pride.
Labor: is the work that someone does to gain money. For example, teacher, soldier, judge, pilot.
Martyr: someone who dies to help others in his/her country.
Sculpture: to shape solid pieces of animals, people or objects. It can be made of wood, metal, or clay.
Torch: a cup shaped piece with burning things inside tied to a stick and carried by hand to give light.
Joy: great happiness
Shepherds: people who take care of the sheep.
Crucify: to kill by nailing someone to the cross
Praise: to speak in a nice way about someone.
**Glossary:**

**Ramadan:** is the ninth month of the Islamic year, and a time when Muslims are asked to keep a fast.

**Fast:** to eat little or no food for many hours during the day.

**Qur’an:** is the holy book that was sent by God to Prophet Mohammad for all the Muslims to read and follow its words.

**Orphans:** children who had lost one of their parents or both of them.

**Mosque:** a building where Muslims pray.

**Fairness:** to be honest and treat people in a nice way.

**Pray:** to speak to God and to show love and thanks for the things you have.

**Christians:** are the people who believe in the teachings of Christ and the Bible.
Stories:

References:

