

Unit 1

Daniel's Appointment



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Task 1

**Language Objectives:**

- to **introduce** ourselves
- to **activate** background knowledge
- to **share** personal information about name, origin
- to **find** places on a map

Approx. Time: 60 min

Materials:

- **World Map SLIDE**
- **World Map Worksheet** for each learner
- **Map A, B, C, D** for each group

Text:

Daniel 6:1-3

Introductions

Instructions:**Part A: Instructor and Learners**


1. Greet the learners and then introduce yourself:
e.g. *I am Gail Tiessen.*
Show them your name card and put it at the front of your desk.
e.g. an 8½x11 paper folded in half twice for the name card
2. Hand out blank name cards and indicate that they are to write their name on the card and place the card in front of them on the desk.
3. Go around the room and have each person say:
I am ...
4. Project the **World Map SLIDE** onto a white board. (or have a map on the wall)
5. Indicate where you are from by pointing to the map.
e.g. *I am from Toronto, Canada.*
6. Ask each learner to come to the map and point to their place of origin.
7. Introduce yourself again using first the complete words and then the contracted form.
e.g. *I am Gail Tiessen. I am from Toronto, Canada.*
I'm Gail Tiessen & I'm from Toronto, Canada.
8. Have the learners line up alphabetically by their first name and then ask each learner in turn to say "Hi, I'm *their name*; I'm from *their place of origin*." {Encourage them to use the contracted form, *I'm*.}
9. Each learner should put the name of their classmates and their home country on the map in their **World Map Worksheet**.



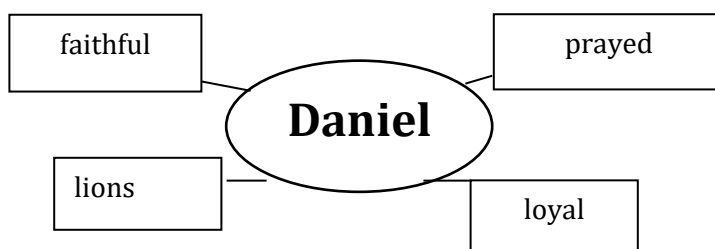
www.worldfreemaps.net

World Map SLIDE

Part B: *Daniel*

1. Project the **Daniel SLIDE**. Explain that this is an artist's picture of Daniel from the Bible. Leave the picture displayed for the next task.
2. Hand out large sheets of paper with Daniel written in a circle in the middle. Ask  each group to write any words, or draw pictures of what they know about Daniel or what they would like to know about him. Illustrate on the white board with a couple of words and pictures.

Example:




3. Have each group explain their picture to the other groups as best they can.
4. Summarize and/or add the following information:
Daniel, along with many other young men, was carried off from Judah to **Babylon** in 605 B.C by Nebuchadnezzar, the Assyrian, but was still living when Assyria was overthrown by the Medes and Persians.
5. Project the **World Map SLIDE** again and point out where Daniel lived in Israel and where he was taken in 605BC. The present day Iran was the centre of the Persian Empire.
6. Ask the learners to mark on their **World Map Worksheet** where Daniel lived – Israel and Iran.



Daniel SLIDE

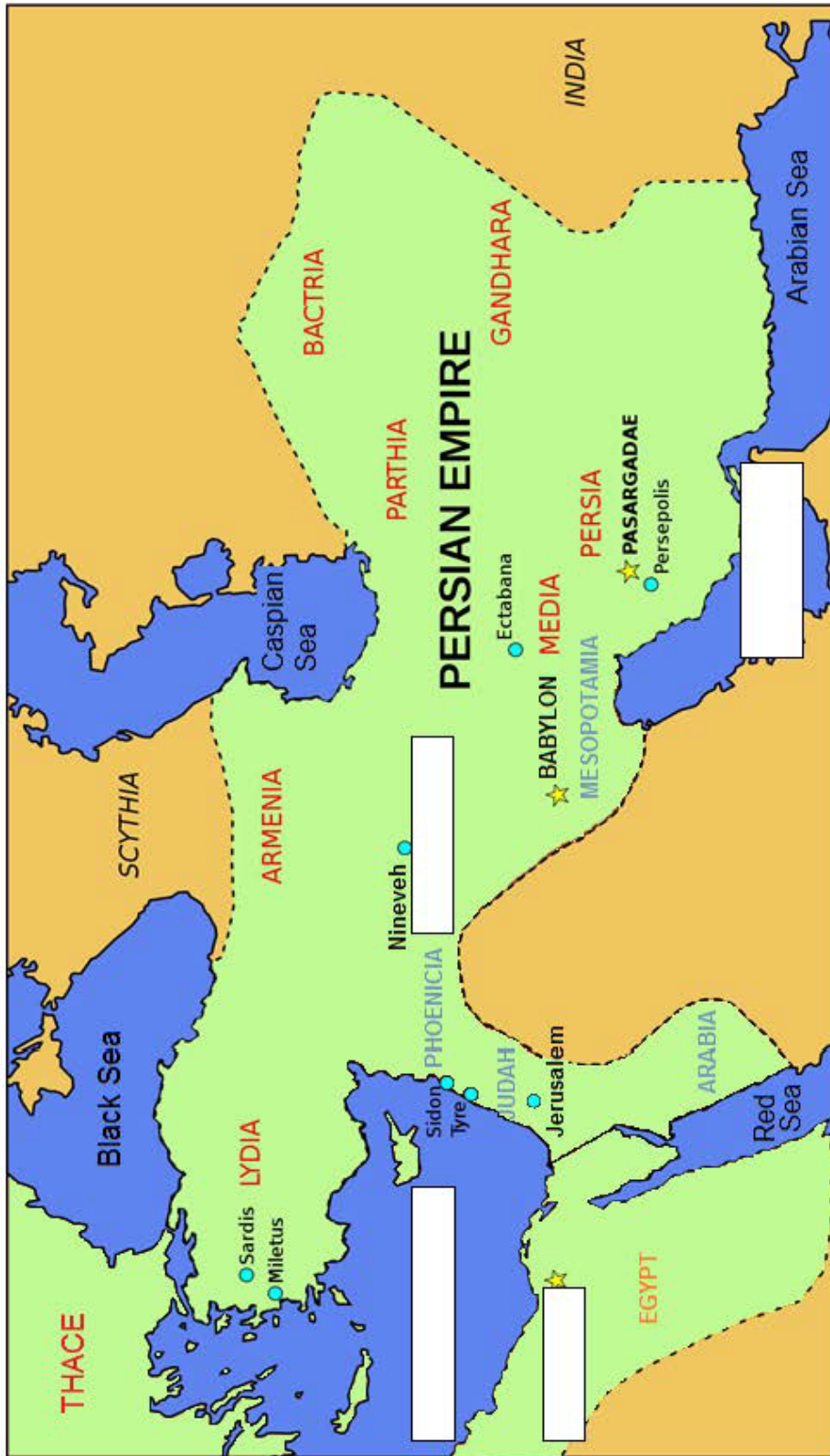
Part C: *Medo-Persian Empire*

1. Lead the class in an information gap activity.

- Divide the class into their equal ability groups (4 per group). 
- Hand out a set of the **Where is That Place? Worksheets** to each group (A,B,C,D). Point and say the names on the map (page 11) and have the learners repeat after you.
- Tell them that they need to travel to different places in the Empire but there are some missing names on their map.
- The first person asks the person to their right if they know where one of the places (at the bottom of their worksheet) is located.
Do you know where . . . is? or what is next to ... Demonstrate this.
- The person on the right must answer: ***yes, it is.....or that is***
- The other 3 people can check for accuracy.
- The questioner should then fill in the name on the line.
- Then the person who just answered should ask the person to their right for one of their missing places.
- Continue until all have found their place names.

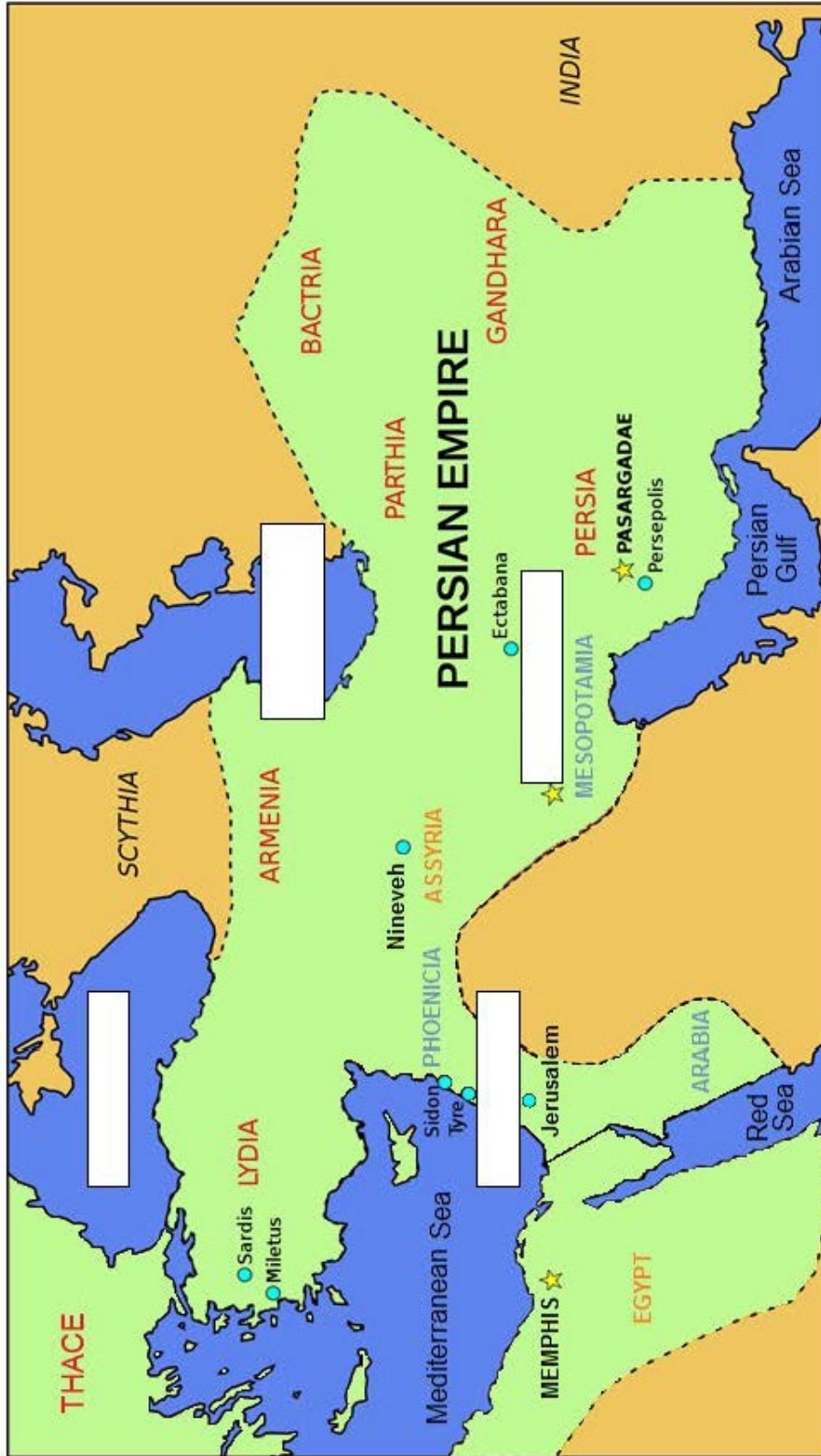
2. As a whole class, ask about where each place is.

Map A



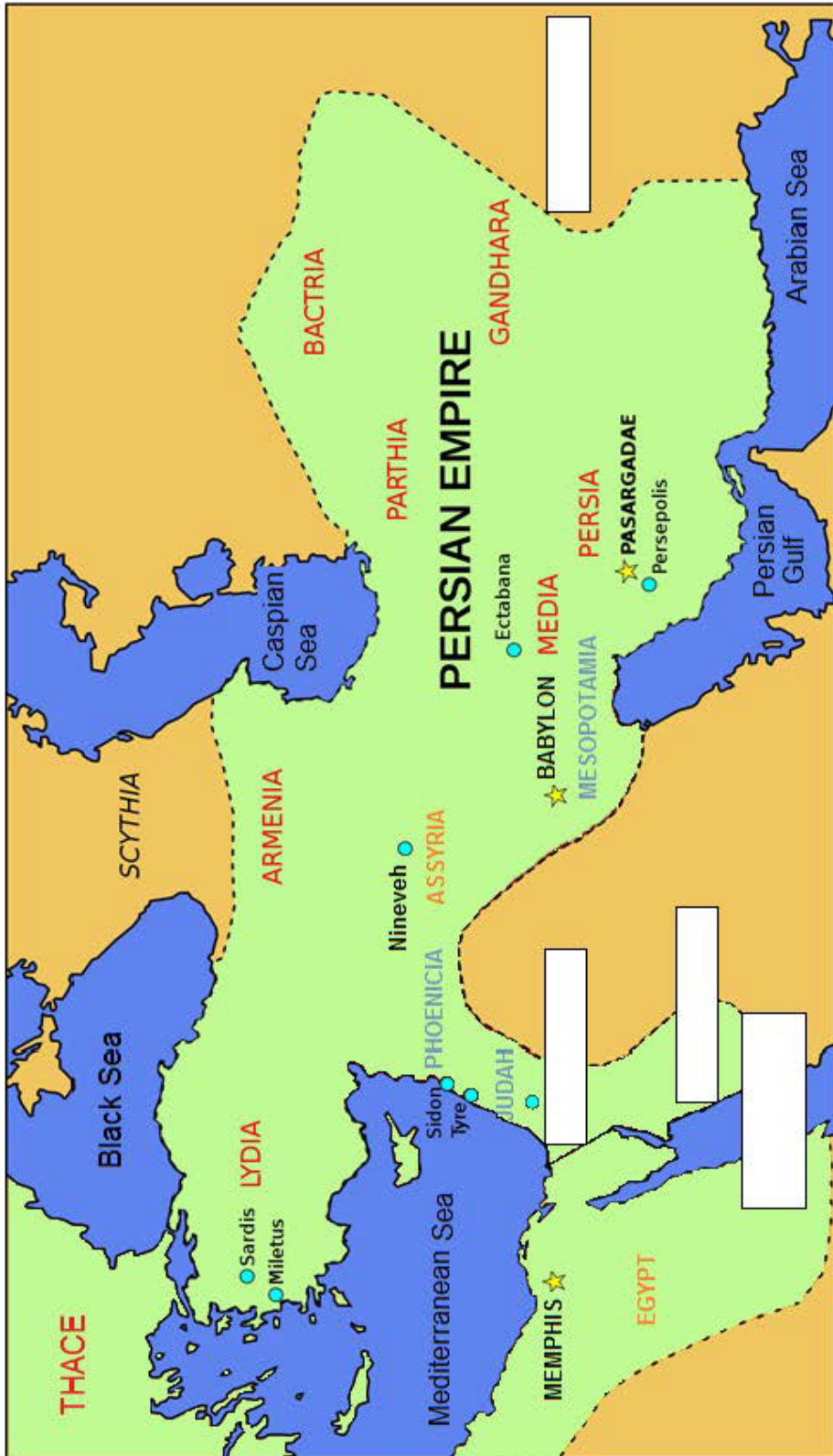
- 1) Assyria
- 2) Mediterranean Sea
- 3) Memphis
- 4) Persian Gulf

Map B



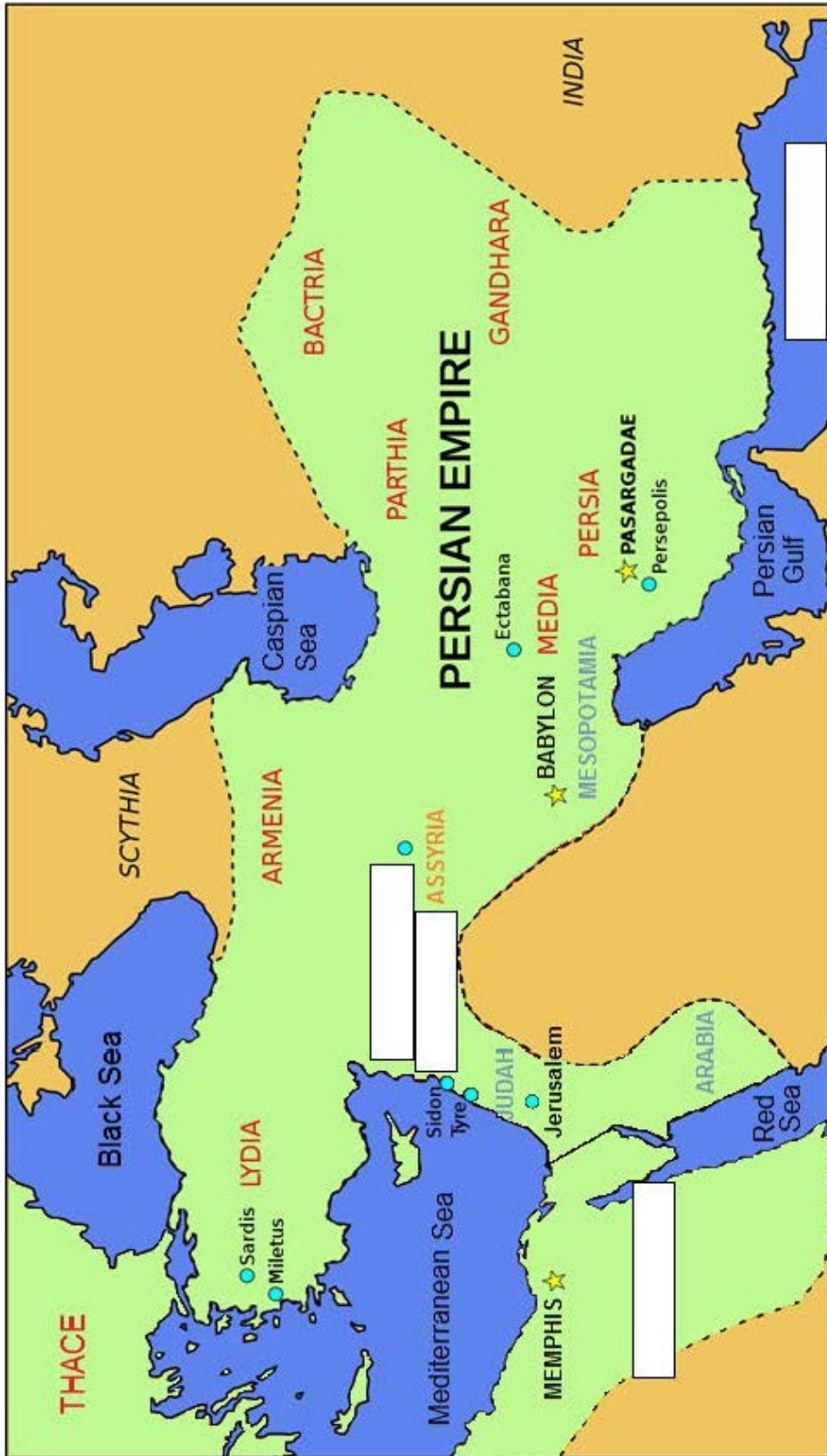
- 1) Babylon
- 2) Black Sea
- 3) Caspian Sea
- 4) Judah

Map C



- 1) Arabia
- 2) India
- 3) Jerusalem
- 4) Red Sea

Map D

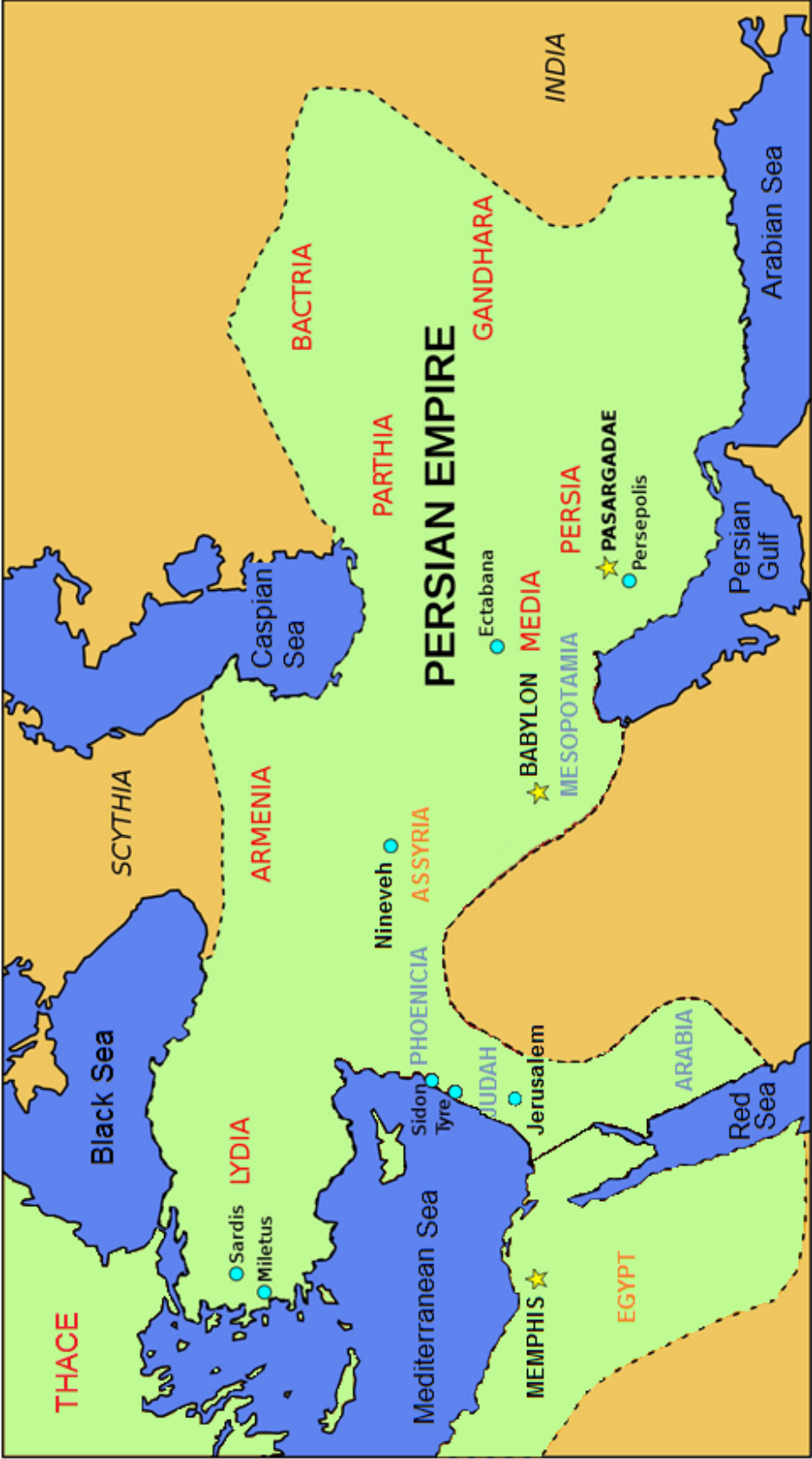


- 1) Arabian Sea
- 2) Egypt
- 3) Nineveh
- 4) Phoenicia

Daniel in the Lions' Den

Unit 1: Daniel's Appointment

Answer Key



Task 2

**Language Objectives:**

- to **listen** to the text for main ideas
- to **sequence** pictures according to the text
- to **read** and **match** summary statements with pictures
- to **retell** the main ideas using the pictures as cues

Approx. Time: 40 min

Materials:

- **Unit 1 Audio**
- **Picture Set** shuffled for each pair
- **Summary Statements** for each pair
- **Unit 1 Text** for each learner

Text:

Daniel 6:1-3

Kingdom Order

Instructions:**Part A**

1. Give each pair of learners a **Picture Set**. Let the learners discuss the pictures and what they think is happening in them. Then, ask each pair to predict what order the pictures will occur in the script by placing them on the table from left to right. **DO NOT 'CORRECT' PREDICTIONS.**



2. Have the learners watch and listen to the **Unit 1 Audio SLIDE Set #1**. **DO NOT GIVE A COPY OF THE TEXT.**

Instructor Note: the **Audio SLIDE Set** is embedded in the **Unit 1 Instructor SLIDES**. *(The slides advance automatically)*







3. Ask them to revise their order of their pictures, if necessary.
4. **Play the Audio SLIDE Set #2**. **DO NOT GIVE A COPY OF THE TEXT.**
5. Have each pair of learners compare their picture sequence with another pair of learners. Have them explain the reasons for their ordering and try to come to a common agreement.
6. Play the **Audio SLIDE Set #3** for confirmation. **DO NOT GIVE A COPY OF THE TEXT.**
7. Choose a pair of learners that has an appropriate ordering. Ask them to retell the story in brief points (do not expect complete sentences) showing their pictures to the class.

Part B

1. Hand out a set of **Summary Statements** to each pair of learners.
2. Have the learners place the Summary Statements beside the corresponding picture card.
3. Hand out the **Unit 1 Text** to each learner. Have the learners check the sequencing of their statements. Do NOT ask the learners to read the cards aloud.



Darius reorganized his kingdom.	He appointed one hundred twenty governors to administer all the parts of his realm.
The governors reported to the vice-regents, one of whom was Daniel.	The vice-regents made sure that everything was in order for the king.
Daniel outclassed the other vice-regents and governors.	The king decided to put him in charge of the whole kingdom.

<i>Answer Key:</i>	
1. Darius reorganized his kingdom. ¹	
2. He appointed one hundred twenty governors to administer all the parts of his realm. ¹	
3. The governors reported to the vice-regents, one of whom was Daniel. ¹	
4. The vice-regents made sure that everything was in order for the king. ¹	
5. Daniel outclassed the other vice-regents and governors. ¹	
6. The king decided to put him in charge of the whole kingdom. ¹	

Daniel's Appointment



Daniel 6:1-3

Darius reorganized his kingdom. He appointed one hundred
2 twenty governors to administer all the parts of his realm.

Over them were three vice-regents, one of whom was Daniel.
4 The governors reported to the vice-regents, who made sure that
everything was in order for the king.

6 But Daniel, brimming with spirit and intelligence, so
completely outclassed the other vice-regents and governors that
8 the king decided to put him in charge of the whole kingdom.

Notes

Task 3



Language Objectives:

- to **understand** key words related to government

Approx. Time: 20 min

Materials:

- **Words SLIDE**
- **Medo-Persian Empire Organization Chart** for each learner
- **Picture and Job Description Cards**

Text:

Daniel 6:1-3

Kingdom Division

Instructions:

Part A

1. Have the learners scan the text (Task 2) for the following names using the **Words SLIDE**:

realm
King Darius
governors
vice-regent
Daniel

Answer Key:

realm *line 2*

governors *line 2, 4, 7*

Daniel *line 3, 6*

King Darius *line 1, 5, 8*

vice-regent *line 3, 4, 7*

realm

King Darius

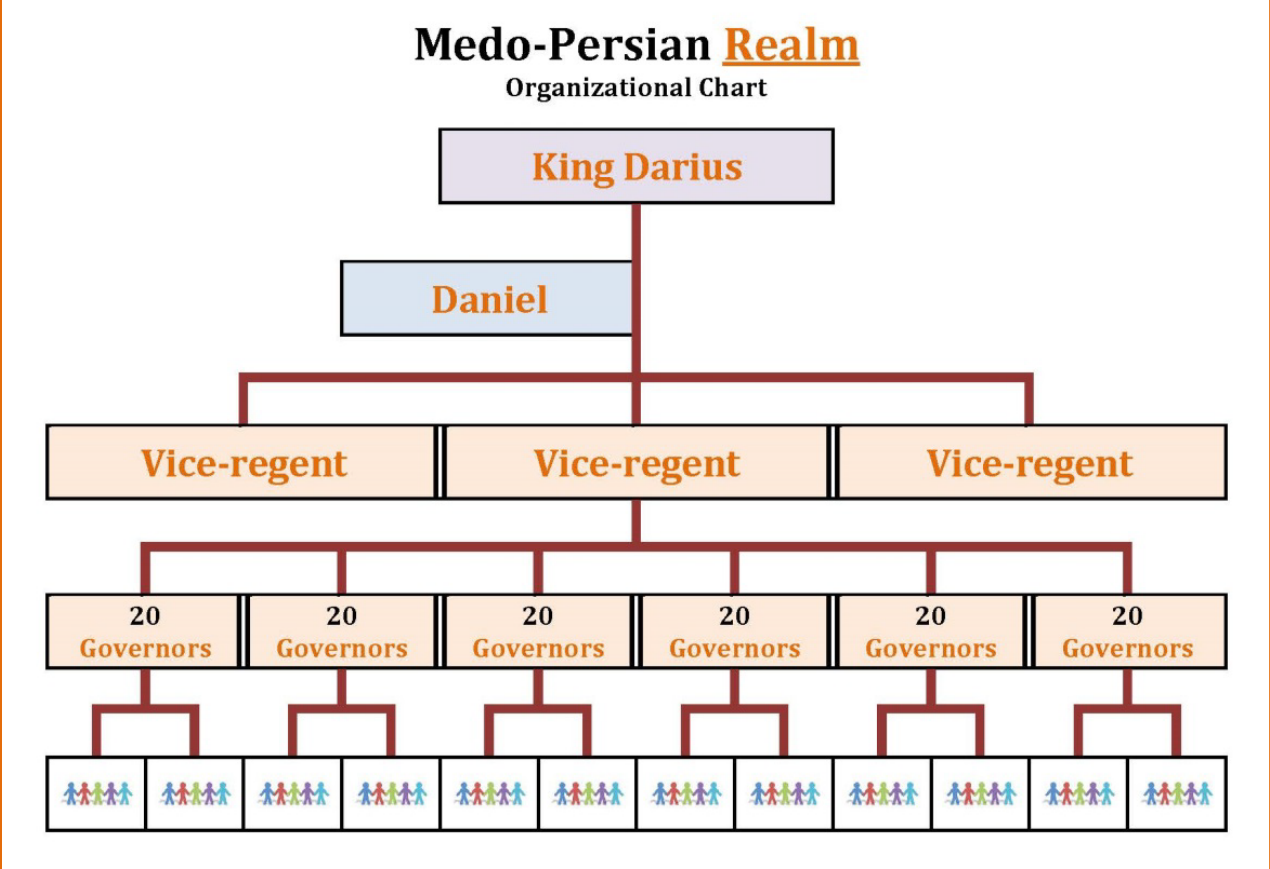
governors

vice-regent

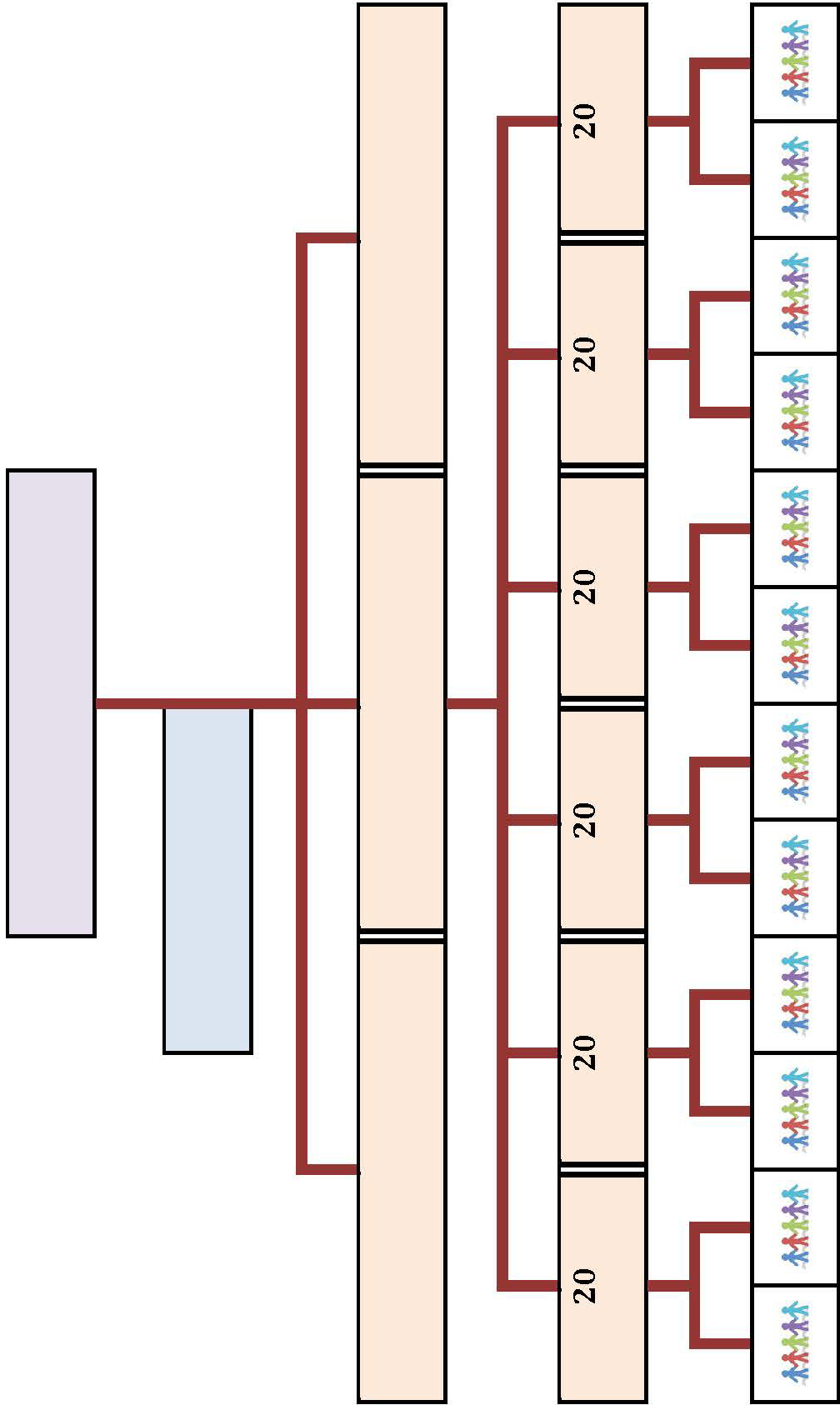
Daniel

- 2. Hand out the **Medo-Persian Realm Organizational Chart** to each learner.
- 3. Have the learners fill in the missing information with the correct name.

Answer Key: answers are in orange





Medo-Persian
Organizational Chart



Organizational Chart

Part B

1. Give out one **Picture Card** or **Job Description Card** to each learner. If you have more than 16 learners, make more Governor matches.
 - Read the Job Description Cards to the learners.

Job Description <small>DPEU.ET.18</small>	 <p>King</p>	 <p>Daniel</p>	 <p>Vice-regent</p>	 <p>Governor</p>
	<ul style="list-style-type: none"> ▪ Organize a kingdom ▪ Subdivide a realm into parts ▪ Appoint governors ▪ Appoint vice regents ▪ Choose good leaders 	<ul style="list-style-type: none"> ▪ Appointed by the King ▪ Supervise 40 Governors ▪ Look after the king's interests ▪ Keep order in the kingdom ▪ Three positions available 	<ul style="list-style-type: none"> ▪ Appointed by the King ▪ Administer a part of the Kingdom ▪ Report to a Vice Regent ▪ One hundred and twenty positions available 	<ul style="list-style-type: none"> ▪ Supervise 3 Vice Regents & 120 Governors ▪ Be enthusiastic ▪ Be intelligent ▪ Be hard working ▪ Be outstanding

2. Have the learners find the person that matches their card either a Picture Card or Job Description Card.
3. Have each pair report to the class about the job description of their match.

Answer Key

 <p>King</p>	<ul style="list-style-type: none">▪ Organize a kingdom▪ Subdivide a realm into parts▪ Appoint governors▪ Appoint vice regents▪ Choose good leaders
 <p>Daniel</p>	<ul style="list-style-type: none">▪ Supervise 3 Vice Regents & 120 Governors▪ Be enthusiastic▪ Be intelligent▪ Be hard working▪ Be outstanding
 <p>Vice-regent</p>	<ul style="list-style-type: none">▪ Appointed by the King▪ Supervise 40 Governors▪ Look after the king's interests▪ Keep order in the kingdom▪ Three positions available
 <p>Governor</p>	<ul style="list-style-type: none">▪ Appointed by the King▪ Administer a part of the Kingdom▪ Report to a Vice Regent▪ One hundred and twenty positions available

Task 4



Language Objectives:

- to **talk** about learner's experiences with multiple languages
- to **lead** a discussion using questions

Approx. Time: 30 min

Materials:

- **Activity Board, movers, coin, question cards** for each group

Text:

Daniel 6:1-3

A Persian World

Instructions:

1. Play the PowerPoint of ***Daniel's Appointment***.
(Remember: *the slides advance automatically*).
2. Explain that they are going to talk more about Daniel's experience in smaller groups.

3. Have the learners form groups of three or four. For each group, hand out the **Discussion Board, movers, a coin, and a set of question cards.**



Opinion

DPB 0176

- Why do you think Daniel outclassed the other vice regents?
- How do you think the other officials responded to Daniel's promotion?
- Do you think it was difficult for Daniel to adjust to Persian life as a Jewish man from Judah?
- Why would King Darius put Daniel in charge of the whole kingdom when he was the king?
- What do you predict is going to happen to Daniel?

Places

DPB 0175

- Have you ever visited the area where the Persian Empire was? Where?
- Have you ever lived in the area where the Persian Empire was? Where?
- How do you think the capital of the Persian Kingdom was different than Jerusalem?
- Do you think people could travel easily from one place to another within the kingdom?
- How would you describe the Persian Kingdom?

People

DPB 0178

- What do you know about Darius?
- What do you know about Daniel?
- What do you know about the three vice-regents?
- What do you know about the governors?
- How did Daniel outclass the other government officials?

Experience

DPB 0174

- Have you ever been a government official? What and where?
- Have you ever been a supervisor? Where and of how many people?
- Have you ever lived in a kingdom? Where?
- Have you lived as an immigrant anywhere? Tell us about the experience?
- Describe the best boss you have had?

4. Instruct the learners on the rules of this task.

- Place the 4 types of **Question Cards** on the map in the middle of the board.
- Each group member starts with his/her marker on one of the four corner squares.
- On his/her turn, the learner tosses the coin and moves his/her marker along the squares, **2 squares** if the coin is **heads** and **1 square** if it is **tails**.
- When a learner lands on a square with People, Place, Opinion, or Experience, he/she needs to pick up the **Card** with the corresponding name and read one of the questions. (For younger children, have the teacher assistant read the question and have the child answer.)
- That learner must answer the question and then ask the rest of the learners to answer the question as well, using the gambit, *How about you?*
- When all the learners have had an opportunity to answer the question, the next learner takes a turn.