

**An Exploration of Alaska and Jordan: Cuisine, Culture, Geography and Environment**  
**Subjects: Social Studies, Science, Language Arts**  
**Grades: K-5**  
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**Lesson Plan #1: An Exploration of Alaska and Jordan: Traditional Foods**

Standards:

The learner will be able to compare and contrast their state with others.

Identify how location influences cultural traits across various regions.

Study factors such as landforms, weather, population distribution, land use, climate, and transportation to identify regional differences and similarities.

The learner will use current technology responsibly to demonstrate their understanding of geography and culture.

Objectives: Students will

- Become familiar with traditional foods in their state (Alaska)
- Become familiar with traditional foods from a different region (Jordan)
- Identify how location influences traditional foods.

Materials:

[Google Slideshow](#)

Bread Recipe and ingredients

Supplementary Readings:

Fry Bread by Kevin Noble Maillard

The Sandwich Swap by Queen Rania

<https://happykidskitchen.com/culture-and-cooking-childrens-books-about-diversity-and-food/>

Directions:

1. Open the lesson by discussing students' favorite foods. Discuss whether they know where the foods might have come from. Ask students whether they have other favorite foods, maybe ones that are special to their extended families and begin asking about where their families come from, what their heritage or ethnicity might be.
2. Brainstorm what types of foods are traditional to where they live now - Alaska.
3. Introduce students to Jordan, locate Jordan on a map and lead students in a discussion as to whether traditional foods are likely to be similar or different to their favorite foods or to traditional foods in Alaska.
4. Share the Google Slideshow and provide directions.
5. While students complete the slideshow, they will research traditional foods in Alaska and in Jordan and brainstorm reasons they might be similar or different.
6. Review findings and discuss what factors might influence similarities and differences.

7. Optional: Make a traditional Jordanian flatbread, [Manaqish](#).

Evaluation:

10 points - all sections completed with correct and detailed answers.

8 points - all sections completed with mostly correct and detailed answers.

7 points - most sections completed with mostly correct and detailed answers.

5 points - some sections completed

0 points - incomplete

## Lesson Plan #2: An Exploration of Alaska and Jordan: Geography and Environment

### Standards:

The learner will be able to compare and contrast their community with other communities.

The learner will use current technology responsibly to demonstrate their understanding of geography and culture.

Biodiversity and Humans: Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

### Objectives: Students will

- become familiar with physical maps and their functions by reading a physical map.
- explain how climate and physical features impact the ways of life in different regions.
- study factors such as landforms, weather, population distribution, land use, climate, and transportation to identify regional differences and similarities.
- identify how location influences cultural traits across various regions (e.g., compare clothing, food, architecture, and art in relation to location).

### Materials:

Computer with internet access

Geography texts, library and internet resources

Physical maps of Alaska and Jordan (online Google Maps or atlas)

Blank map of Alaska

Blank map of Jordan

Writing and coloring utensils

### Directions:

1. Begin the lesson by reviewing ideas from Lesson 1 Exploration of Traditional Foods and the regional factors that influenced varieties of traditional foods.
2. Review terms: geography, climate, terrain, environment, habitat and physical map.
3. Discuss the different types of geography, climates, terrain, and environments in Alaska and Jordan. Include discussion as to how the environment shapes the resources and cultures of different regions.
4. Provide students with blank maps of Alaska and Jordan and discuss how they will be identifying major features in these areas to include:
  - a. Major cities
  - b. Mountains
  - c. Valleys
  - d. Major rivers/bodies of water
  - e. Forests
  - f. Tundra
  - g. Deserts
5. Using Google Maps and/or hardcopy atlases, have students search for views of Alaska and Jordan. (Note: be sure to use the terrain layer)

6. Using blank blackline maps of Alaska and Jordan, have students draw and color major features.

Vocabulary:

Physical map - shows the Earth's identifiable natural landscape features, including drainage features, relief, and topographic features.

Terrain - a geographic area; a piece of land, ground; physical features of a tract of land.

Environment - the surroundings or conditions in which a person, animal, or plant lives or operates.

Geography - the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries; the nature and relative arrangement of places and physical features.

Climate - is the long-term weather pattern in an area

Habitat - the natural home or environment of an animal, plant, or other organism.

Evaluation:

Students will be evaluated on completed maps.

10 points: Student actively participated in discussions; identified and/or used provided research materials; fully completed maps including correctly identifying all major geographic components and terrain.

8 points: Student participated in discussions; used provided research materials; mostly completed maps including correctly identifying most geographic components and terrain.

5 points: Student attended discussions; attempted to use provided research materials; some completion of maps but incomplete or incorrect identification of geographic components and terrain.

0 points: Incomplete

Supplementary Resources:

<https://www.google.com/maps>

<https://earth.google.com/web/>

<https://suncatcherstudio.com/patterns/us-states/alaska-map/>

<https://worldmapblank.com/blank-map-of-alaska/>

<https://www.worldatlas.com/r/w960-q80/upload/49/4a/c3/jo-03.jpg>

<https://www.worldatlas.com/maps/jordan>

### **Lesson Plan #3: An Exploration of Alaska and Jordan: Alphabets and Numbers**

#### Standards:

Demonstrate understanding of the organization and basic features of print.

#### Objectives:

Students will

Understand that written language in different cultures follows specific rules in that culture; may be composed of different symbols which represent sounds; conveys meaning.

Compare symbols for sounds in English and Arabic.

Compare symbols for numbers in English and Arabic.

#### Materials:

Arabic Alphabet handout (Internet search offers options for purchase, etc.)

Arabic numbers 1-20 handouts:

<https://bilingualkidspot.com/2021/05/13/arabic-numbers-for-kids/>

Optional handouts for other languages with different alphabetic/numeric symbols and characters (ie. Cyrillic, Chinese, Japanese, Korean, etc.)

Pictograph Picture Dictionary (Internet search offers options for purchase, etc.)

Writing journals

Writing utensils

Essential Questions: Can cultures communicate and transfer information in different ways?

#### Directions:

1. Ask students whether they can recite and write the English alphabet.
2. Have students recite and write in journals.
3. Ask whether students know a different language.
4. Ask whether they can write and recite that alphabet or characters from that language.
5. If available, invite students to demonstrate or provide examples.
6. Brainstorm any observed similarities and differences.
7. Discuss usage of symbols and basic grammar rules of identified languages.
8. Let students know that we'll explore the Arabic Alphabet together.
9. Using chosen suggested and optional materials, introduce students to Arabic letters. Draw student attention to Arabic letter sounds. I.e. Suggested discussion could include similarities and differences from English, how symbols are formed (similarities in height, location on lines) and directionality.
10. Using provided worksheets or journals, provide time for students to practice writing Arabic letters.  
Extension: repeat procedures to explore similarities and differences between Arabic and English numerals.
11. Jordanian Arabic words may be introduced during discussion and practiced during work time (marhaba -hello, goodbye - ma'assalama, thank you – choukran, excuse me – afwan, etc.).

12. Optional: Extend with place-based lesson using the option below for Alaska Native storytelling or local option for your region.
13. Ask students whether they are familiar with forms of Alaska Native written storytelling.
14. Share pictographs. Have students discuss use of these symbols and have students write a short story using pictographs.

Extension: students may use brown butcher block paper and a black Sharpie to write their story. Then, they can crumple and recrumple their paper until it is wrinkled and soft as fabric. If time allows, paint and color may be added.

#### Supplementary Materials:

##### Arabic Numbers

<https://www.youtube.com/watch?v=5A9cz4zLYHk>  
<https://www.youtube.com/watch?v=uO86DY5Z7jU>  
<https://www.youtube.com/watch?v=CaFjQHZ1c7w>  
<https://www.youtube.com/watch?v=qMulB30669M>

##### Arabic Alphabet

<https://www.youtube.com/watch?v=hGSuVdyBXCy>  
<https://www.youtube.com/watch?v=HLBXC-RRdJM>  
<https://www.youtube.com/watch?v=dV10JUEWG38>  
<https://www.youtube.com/watch?v=HLBXC-RRdJM>  
<https://www.youtube.com/watch?v=tARPiYOCPao>

#### Evaluation:

10 points: Students actively participated in discussions; fully completed letter writing tasks including correctly identifying all major similarities and differences; fully completed pictograph story project with detail and artistic design.

8 points: Students participated in discussions; completed letter writing tasks including mostly correct identification of major similarities and differences; completed pictograph story project.

5 points: Students attended discussions; made some effort to complete letter writing tasks; attempted some portion of pictograph story project.

0 points: Incomplete