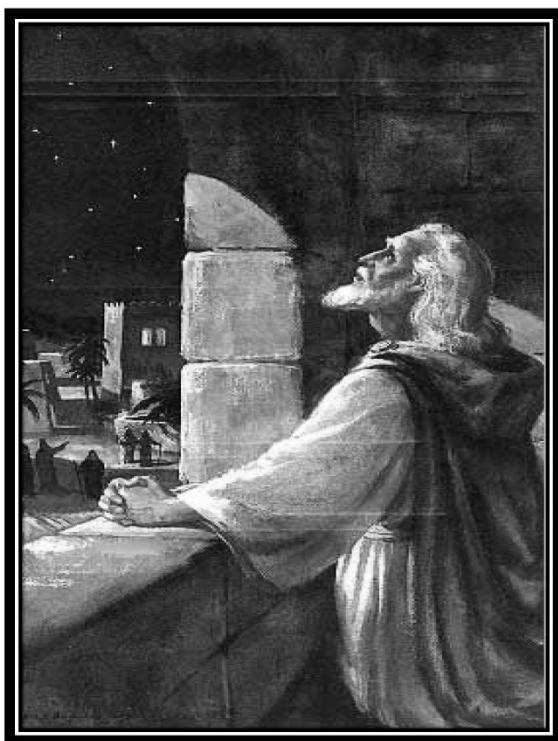


# Daniel in the Persian Empire



Gail Tiessen

Copyright © 2017 Gail Tiessen

**Published by:**

**Joy Two Publications**

80 Parkview Crescent  
Steinbach, MB R5G 2G5

E-mail: [joystwopublications@gmail.com](mailto:joystwopublications@gmail.com) Website: [www.joystwopublications.com](http://www.joystwopublications.com)

**All rights reserved.**

**Permission to Copy:**

This resource may be printed or photocopied by the **purchasing Instructor** for his/her EAL (English as an Additional Language) students **only**. Any duplication beyond these parameters is strictly prohibited without prior written authorization from the publisher.

**Graphic Design, Typesetting and Layout:** Joyce Goertzen

Cover Photo: google images

Pictures throughout the curriculum: [www.freebibleimages.com](http://www.freebibleimages.com)

All Scripture quotations are taken from THE MESSAGE, copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002 by Eugene H. Peterson. Used by permission of NavPress. All rights reserved. Represented by Tyndale House Publishers, Inc.

ISBN 9781928047322

## INTRODUCTION

### **The Purpose of This Curriculum**

- *To develop language skills*
- *To interact with the text*

### **Who This Curriculum Is For**

- ◆ adult learners
- ◆ high beginner - low intermediate CLB 3-5
- ◆ ESL or EFL settings –this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

### **How Much On-Task Time This Curriculum Provides For**

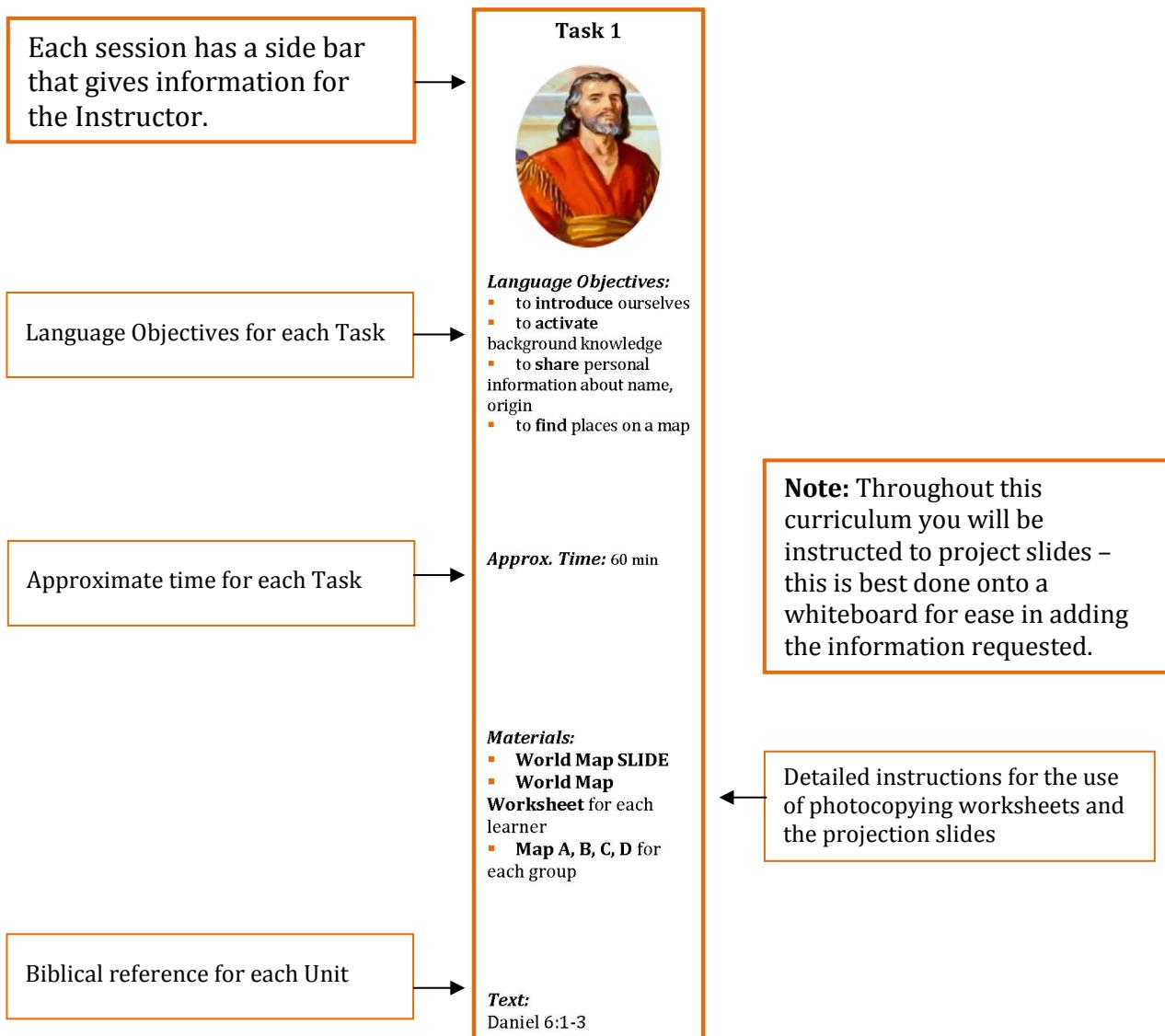
- whole curriculum 30-35 hours
- each session approximately 4 hours of on-task class time

## User Guide

- This curriculum contains eight units of study. Each unit is based on a section of text from Daniel 6.
- For each unit, there are a variety of tasks that guide the learners through the process of developing language skills by interacting with the text.
- Each unit has a set of PowerPoint Slides with audio.
- **Each unit is most effective when the tasks are done sequentially.**

### Task Instructions:

Each task is presented with clear step-by-step instructions for the instructor.



# Contents

	Title	Page
	<i>Introduction</i>	<i>i</i>
<b>Unit 1</b>	<b>Daniel's Appointment</b>	<b>1</b>
<b>Unit 2</b>	<b>Conspirators' Plot</b>	<b>51</b>
<b>Unit 3</b>	<b>The King's Decree</b>	<b>99</b>
<b>Unit 4</b>	<b>Daniel's Prayer</b>	<b>147</b>
<b>Unit 5</b>	<b>Daniel's Punishment</b>	<b>187</b>
<b>Unit 6</b>	<b>The King's Concern</b>	<b>237</b>
<b>Unit 7</b>	<b>Daniel's Deliverance</b>	<b>299</b>
<b>Unit 8</b>	<b>The King's Proclamation</b>	<b>355</b>

## Contents

Unit	Task 1	Task 2	Task 3
1	<i>Introductions</i> ≈60min	<i>Kingdom Order</i> ≈40min	<i>Kingdom Division</i> ≈20min
<b>Daniel's Appointment</b> <i>pg. 1</i> ≈4 hr25min	<ul style="list-style-type: none"> <li>- to <b>introduce</b> ourselves</li> <li>- to <b>activate</b> background knowledge</li> <li>- to <b>share</b> personal information about name, origin</li> <li>- to <b>find</b> places on a map</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the text for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and <b>match</b> summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> key words related to government</li> </ul>
<b>2</b>	<i>Who Am I?</i> ≈40min	<i>Conspirators</i> ≈40min	<i>A Jealous Plot</i> ≈40min
<b>Conspirators' Plot</b> <i>pg. 51</i> ≈4 hr	<ul style="list-style-type: none"> <li>- to <b>review</b> the characters from Unit 1</li> <li>- to <b>prepare</b> for the listening &amp; reading of the unit 2 text</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the text for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and <b>match</b> summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>learn</b> key words in the text</li> <li>- to <b>categorize</b> by positive or negative connotation</li> </ul>
<b>3</b>	<i>Fit the Crime</i> ≈40min	<i>Sign the Decree</i> ≈40min	<i>Unconditional</i> ≈40min
<b>The King's Decree</b> <i>pg. 99</i> ≈4 hr40min	<ul style="list-style-type: none"> <li>- to <b>activate</b> prior knowledge</li> <li>- to <b>sort</b> various crimes under punishment labels</li> <li>- to <b>give</b> opinions on appropriate punishments for various crimes</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the text for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and <b>match</b> summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> the use of prefixes to form new words</li> </ul>
<b>4</b>	<i>Routines</i> ≈20min	<i>Daniel's Prayer</i> ≈40min	<i>He Always Prays</i> ≈15min
<b>Daniel's Prayer</b> <i>pg. 147</i> ≈4 hr	<ul style="list-style-type: none"> <li>- to <b>discuss</b> personal habits and routines in preparation for the listening and reading of the text</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the text for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and <b>match</b> summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> the meaning of the adverbs of frequency</li> </ul>

## Contents

Task 4	Task 5	Task 6	Unit
<b>Daniel Outclassed Them</b> ≈40min	<b>The King Decided</b> ≈75min	<b>A Persian World</b> ≈30min	<b>1</b>  <b>Daniel's Appointment</b> pg. 1 ≈4 hr25min
- to <b>learn</b> how to speak about completed actions in the past - to <b>use</b> the past form appropriately	- to <b>understand</b> the reduction in contractions - to <b>pronounce</b> the -ed endings	- to <b>talk</b> about learner's experiences with multiple languages - to <b>lead</b> a discussion using questions	
<b>Something Religious</b> ≈60min	<b>Responding Negatively</b> ≈30min	<b>Choosing a Time</b> ≈30min	<b>2</b>  <b>Conspirators' Plot</b> pg. 51 ≈4 hr
- to <b>understand</b> stressed and unstressed syllables - to <b>understand</b> and <b>produce</b> the /ə/	- to <b>understand</b> the word order and <b>use</b> of auxiliaries in negative statements - to <b>disagree</b> appropriately	- to <b>negotiate</b> a meeting time - to <b>disagree</b> appropriately	
<b>For Thirty Days</b> ≈90min	<b>Did You Meet Daniel?</b> ≈40min	<b>The Lions' Den</b> ≈30min	<b>3</b>  <b>The King's Decree</b> pg. 99 ≈4 hr40min
- to <b>hear</b> and <b>pronounce</b> appropriate phrase stress - to <b>learn</b> the difference between content words and structure words - to <b>read</b> a dialogue with appropriate rhythm - to <b>distinguish</b> between stress and unstress in content and function words	- to <b>understand</b> the formation of yes/no questions - to <b>ask</b> and <b>answer</b> yes/no questions	- to <b>develop</b> an understanding of the events in the text	
<b>Three Times a Day</b> ≈90min	<b>What Happened?</b> ≈45min	<b>A Report to the King</b> ≈30min	<b>4</b>  <b>Daniel's Prayer</b> pg. 147 ≈4 hr
- to <b>understand</b> , <b>hear</b> and <b>produce</b> appropriate pauses in speech	- to <b>understand</b> information question words - to <b>correctly form</b> information questions	- to <b>talk</b> about the learners' reaction to Daniel's prayer habit being reported - to <b>lead</b> a discussion using questions	

## Contents

Unit	Task 1	Task 2	Task 3
5	<i>Daniel's Choices</i> ≈30min	<i>Condemnation</i> ≈40min	<i>Caved In</i> ≈30min
<b>Daniel's Punishment</b> <i>pg. 187</i> ≈4 hr20min	- to <b>evaluate</b> choices and their consequences	- to <b>listen</b> to the text for main ideas - to <b>sequence</b> pictures according to the text - to <b>read</b> and <b>match</b> summary statements with pictures - to <b>retell</b> the main ideas using the pictures as cues	- to <b>learn</b> the meaning and use of idioms in the text
6	<i>Daniel Listens</i> ≈60min	<i>An Anxious King</i> ≈40min	<i>Vocabulary</i> ≈30min
<b>The King's Concern</b> <i>pg. 237</i> ≈4 hr30min	- to <b>use</b> nonverbal and verbal signs for effective listening	- to <b>listen</b> to the text for main ideas - to <b>sequence</b> pictures according to the text - to <b>read</b> and <b>match</b> summary statements with pictures - to <b>retell</b> the main ideas using the pictures as cues	- to <b>learn</b> key words
7	<i>King Darius' Choices</i> ≈30min	<i>God's Protection</i> ≈40min	<i>Hauled Up</i> ≈30min
<b>Daniel's Deliverance</b> <i>pg. 299</i> ≈4 hr10min	- to <b>evaluate</b> choices and their consequences	- to <b>listen</b> to the text for main ideas - to <b>sequence</b> pictures according to the text - to <b>read</b> and <b>match</b> summary statements with pictures - to <b>retell</b> the main ideas using the pictures as cues	- to <b>learn</b> the antonyms of twelve words from the text
8	<i>Really!</i> ≈40min	<i>The Proclamation</i> ≈40min	<i>Astonishing</i> ≈40min
<b>The King's Proclamation</b> <i>pg. 355</i> ≈4 hr	- to <b>employ</b> effective listening strategies - to <b>match</b> summary statements and pictures	- to <b>listen</b> to the text for main ideas - to <b>sequence</b> pictures according to the text - to <b>read</b> and <b>match</b> summary statements with pictures - to <b>retell</b> the main ideas using the pictures as cues	- to <b>learn</b> key words in the text

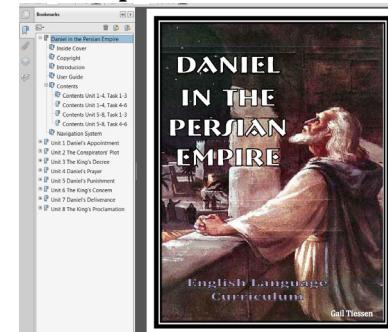
## Contents

Task 4 <i>Where Is It?</i> ≈40min	Task 5 <i>You Are So Loyal</i> ≈90min	Task 6 <i>Punishment Discussion</i> ≈30min	Unit <b>5</b>
- to <b>understand</b> the meaning of prepositions - to <b>use</b> prepositions in prepositional phrases	- to <b>understand</b> and <b>use</b> prominence appropriately - to <b>review</b> thought grouping and prominence - to <b>understand</b> the role of contrastive stress in discourse	- to <b>develop</b> an understanding of the events in the text	<b>Daniel's Punishment</b> pg. 187 ≈4 hr20min
<b>The King Got Up</b> ≈90min	<b>The Stone Slab</b> ≈20min	<b>An Anxious Night</b> ≈30min	<b>6</b>
- to <b>understand</b> and <b>use</b> prominence appropriately - to <b>review</b> thought grouping and prominence - to <b>understand</b> the role of contrastive stress in discourse	- to <b>understand</b> the form and usage of the passive voice	- to <b>talk</b> about the king's anxiety over Daniel's situation. - to <b>lead</b> a discussion using questions	<b>The King's Concern</b> pg. 237 ≈4 hr30min
<b>An Angel Who Closed the Mouths</b> ≈30min	<b>God or King</b> ≈90min	<b>Innocent Before God</b> ≈30min	<b>7</b>
- to <b>review</b> how to expand the noun phrase - to <b>form</b> and <b>use</b> of adjective clauses	- to <b>review</b> prominent point in thought groups - to <b>understand</b> the use of emphasis and prominent point change for contradiction or correction - to <b>contradict</b> with emphatic stress	- to <b>develop</b> an understanding of the events in the text	<b>Daniel's Deliverance</b> pg. 299 ≈4 hr10min
<b>Daniel in the Lions' Den</b> ≈90min	<b>Every Race, Colour and Creed</b> ≈30min		<b>8</b>
- to <b>do</b> a dramatic reading of Daniel 6: Daniel in the Lions' Den	- to <b>talk</b> about the learners' reaction to the account of Daniel in the Persian Empire - to <b>lead</b> a discussion using questions		<b>The King's Proclamation</b> pg. 355 ≈4 hr

## Navigation System

### Adobe Instructions:

- Ensure that Acrobat Reader 10 or higher is on your computer.  
Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **Daniel in the Persian Empire**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1 Daniel's Appointment**, to go to the **Unit 1 Title Page**.
- Place the cursor on the plus sign (+) and *click* which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; *click* any one of the tasks and you will immediately go to that task.
- In the **Content Pages** e.g. *click* the Title of a Unit to take you to that page.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes to a 'pointing finger' there is a link to another page in the file. The whole curriculum is linked for quick reference from one session to another and to the differing pages in the curriculum.



### Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

**Printing colour documents:** print using the 'best' setting on your colour printer.

The **Audio Files** are embedded into the **Instructor SLIDES**. Click on the appropriate **SLIDE** to activate.

### Problems:

Contact [joytwopublications@gmail.com](mailto:joytwopublications@gmail.com) for any technical assistance/comments.