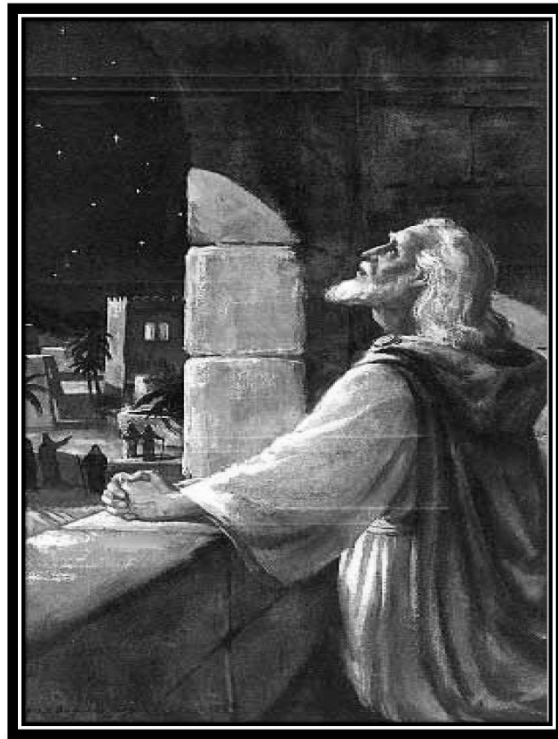


# **Daniel in the Persian Empire**

Revised



**Gail Tiessen**

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## **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**

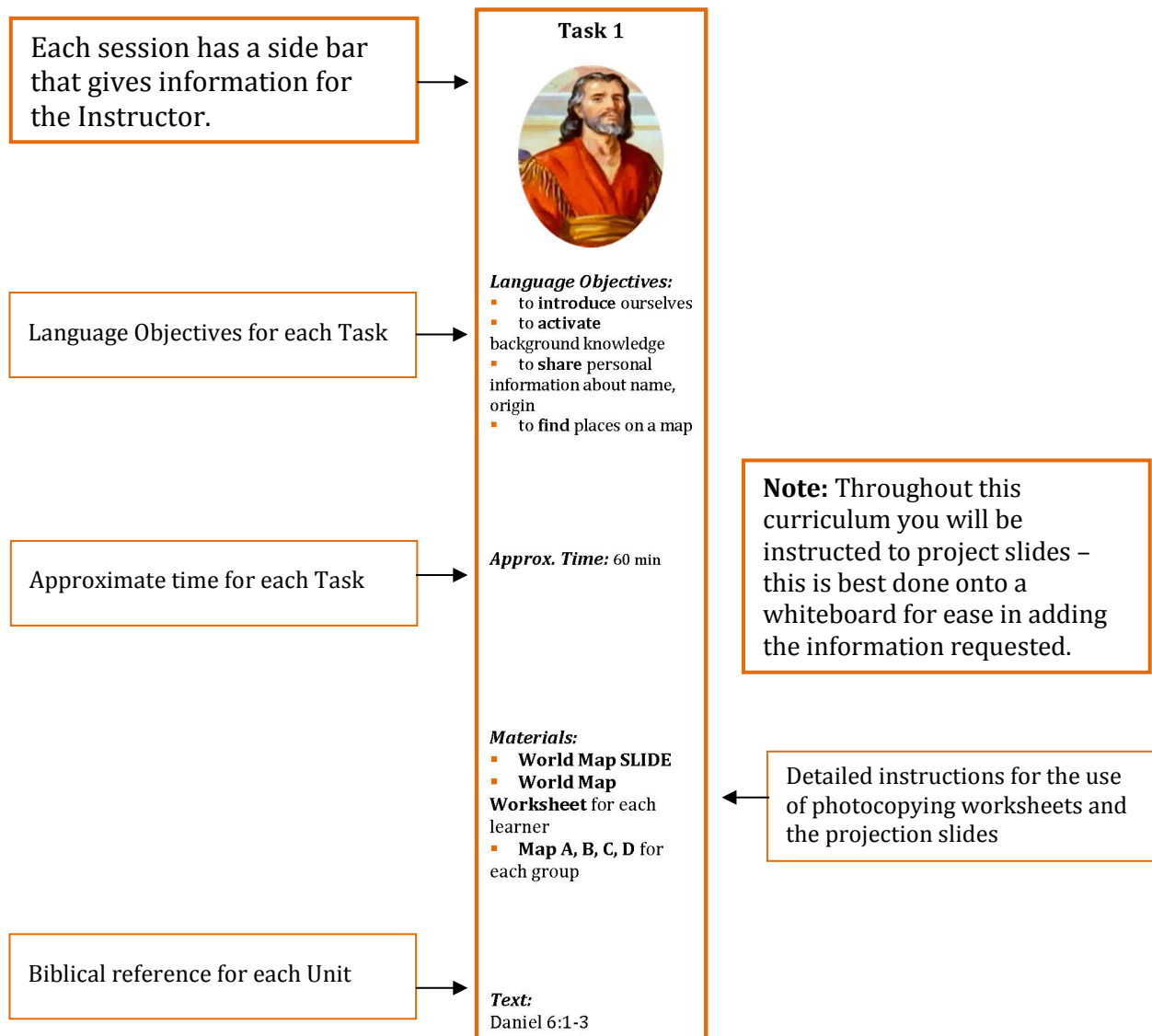
- whole curriculum 30-35 hours
- each session approximately 4 hours of on-task class time

## 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

	<b>Title</b>	<b>Page</b>
	<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>39</b>
<b>Unit 3</b>	<b>The King's Decree</b>	<b>75</b>
<b>Unit 4</b>	<b>Daniel's Prayer</b>	<b>111</b>
<b>Unit 5</b>	<b>Daniel's Punishment</b>	<b>141</b>
<b>Unit 6</b>	<b>The King's Concern</b>	<b>167</b>
<b>Unit 7</b>	<b>Daniel's Deliverance</b>	<b>215</b>
<b>Unit 8</b>	<b>The King's Proclamation</b>	<b>249</b>

Contents

Unit	Task 1	Task 2	Task 3
<b>1</b>	<b>Introductions</b> ≈60min	<b>Kingdom Order</b> ≈40min	<b>Kingdom Division</b> ≈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>	<b>Who Am I?</b> ≈40min	<b>Conspirators</b> ≈40min	<b>A Jealous Plot</b> ≈40min
<b>Conspirators' Plot</b> <i>pg. 39</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>	<b>Fit the Crime</b> ≈40min	<b>Sign the Decree</b> ≈40min	<b>Unconditional</b> ≈40min
<b>The King's Decree</b> <i>pg. 75</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>	<b>Routines</b> ≈20min	<b>Daniel's Prayer</b> ≈40min	<b>He Always Prays</b> ≈15min
<b>Daniel's Prayer</b> <i>pg. 111</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><i>Daniel Outclassed Them</i></b> ≈40min	<b><i>The King Decided</i></b> ≈75min	<b><i>A Persian World</i></b> ≈30min	<b>1</b>
- 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>Daniel's Appointment</b> <i>pg. 1</i> ≈4 hr25min
<b><i>Something Religious</i></b> ≈60min	<b><i>Responding Negatively</i></b> ≈30min	<b><i>Choosing a Time</i></b> ≈30min	<b>2</b>
- 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>Conspirators' Plot</b> <i>pg. 39</i> ≈4 hr
<b><i>For Thirty Days</i></b> ≈90min	<b><i>Did You Meet Daniel?</i></b> ≈40min	<b><i>The Lions' Den</i></b> ≈30min	<b>3</b>
- 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>The King's Decree</b> <i>pg. 75</i> ≈4 hr40min
<b><i>Three Times a Day</i></b> ≈90min	<b><i>What Happened?</i></b> ≈45min	<b><i>A Report to the King</i></b> ≈30min	<b>4</b>
- to <b>understand, 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	<b>Daniel's Prayer</b> <i>pg. 111</i> ≈4 hr

Contents

Unit	Task 1	Task 2	Task 3
<b>5</b>	<b><i>Daniel's Choices</i></b> ≈30min	<b><i>Condemnation</i></b> ≈40min	<b><i>Caved In</i></b> ≈30min
<b>Daniel's Punishment</b> <i>pg. 141</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
<b>6</b>	<b><i>Daniel Listens</i></b> ≈60min	<b><i>An Anxious King</i></b> ≈40min	<b><i>The Lions' Den</i></b> ≈30min
<b>The King's Concern</b> <i>pg. 167</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
<b>7</b>	<b><i>King Darius' Choices</i></b> ≈30min	<b><i>God's Protection</i></b> ≈40min	<b><i>Hauled Up</i></b> ≈30min
<b>Daniel's Deliverance</b> <i>pg. 215</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
<b>8</b>	<b><i>Really!</i></b> ≈40min	<b><i>The Proclamation</i></b> ≈40min	<b><i>Astonishing</i></b> ≈40min
<b>The King's Proclamation</b> <i>pg. 249</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



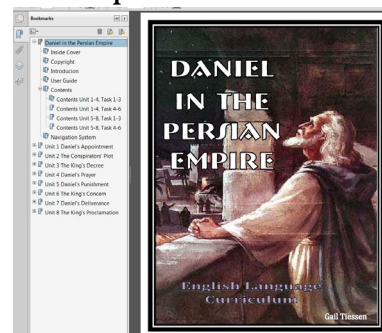
## Contents

Task 4	Task 5	Task 6	Unit
<b><i>Where Is It?</i></b> ≈40min	<b><i>You Are So Loyal</i></b> ≈90min	<b><i>Punishment Discussion</i></b> ≈30min	<b>5</b>
<ul style="list-style-type: none"> <li>- to <b>understand</b> the meaning of prepositions</li> <li>- to <b>use</b> prepositions in prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> and <b>use</b> prominence appropriately</li> <li>- to <b>review</b> thought grouping and prominence</li> <li>- to <b>understand</b> the role of contrastive stress in discourse</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>develop</b> an understanding of the events in the text</li> </ul>	<p><b>Daniel's Punishment</b> <i>pg. 141</i> ≈4 hr20min</p>
<b><i>The King Got Up</i></b> ≈90min	<b><i>The Stone Slab</i></b> ≈45min	<b><i>An Anxious Night</i></b> ≈30min	<b>6</b>
<ul style="list-style-type: none"> <li>- to <b>understand</b> and <b>use</b> prominence appropriately</li> <li>- to <b>review</b> thought grouping and prominence</li> <li>- to <b>understand</b> the role of contrastive stress in discourse</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> the form and usage of the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>talk</b> about the king's anxiety over Daniel's situation.</li> <li>- to <b>lead</b> a discussion using questions</li> </ul>	<p><b>The King's Concern</b> <i>pg. 167</i> ≈4 hr30min</p>
<b><i>An Angel Who Closed the Mouths</i></b> ≈30min	<b><i>God or King</i></b> ≈90min	<b><i>Innocent Before God</i></b> ≈30min	<b>7</b>
<ul style="list-style-type: none"> <li>- to <b>review</b> how to expand the noun phrase</li> <li>- to <b>form</b> and <b>use</b> of adjective clauses</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>review</b> prominent point in thought groups</li> <li>- to <b>understand</b> the use of emphasis and prominent point change for contradiction or correction</li> <li>- to <b>contradict</b> with emphatic stress</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>develop</b> an understanding of the events in the text</li> </ul>	<p><b>Daniel's Deliverance</b> <i>pg. 215</i> ≈4 hr10min</p>
<b><i>Daniel in the Lions' Den</i></b> ≈90min	<b><i>Every Race, Colour and Creed</i></b> ≈30min		<b>8</b>
<ul style="list-style-type: none"> <li>- to <b>do</b> a dramatic reading of Daniel 6: Daniel in the Lions' Den</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>talk</b> about the learners' reaction to the account of Daniel in the Persian Empire</li> <li>- to <b>lead</b> a discussion using questions</li> </ul>		<p><b>The King's Proclamation</b> <i>pg. 249</i> ≈4 hr</p>

## 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.