

# Ministry of Higher Education and Scientific Research

General Directorate of Education and Training  
Directorate of Education in the First and Second Cycles  
Sub-Directorate of Higher Schools

## Educational Course Program for Students of Teacher Training Schools and Their Affiliates

<b>Would-be Teacher Profile:</b> Middle School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 1
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
Culture Studies 1		2	0	1	1hour30mn

### **Targeted capabilities and/or competencies (learning objectives):**

Beyond historical knowledge, this course develops a range of pedagogical and practical skills. These include historical understanding and analysis, enabling students to identify and explain key events and transformations in Western history. It also enables students to interpret ancient literary texts in their historical and cultural context while recognizing literary forms and moral themes. It also encourages participation in academic discussions and writing. It develops respect for cultural diversity and different ways of thinking and understanding how the past shapes present identities and societies.

**Expected values and behaviors:** curiosity, perseverance and growth mindset.

**Necessary prerequisites:** Students should have basic understanding of English language structure and usage.

**Forms of evaluating the achievement of goals:** Formative assessment 50% + Written exam: 50%

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	
<p>↳ <b><u>The Ancient World Prehistory</u></b></p> <ul style="list-style-type: none"> <li>➤ Stone Age</li> <li>➤ Bronze Age</li> <li>➤ Iron Age</li> </ul>	<p>Before the session, students will have at their disposal a historical text to prepare at home. In class, the teacher discusses and explains the new words, concepts, and aspects that need to be clarified to the students (discussing the concepts of culture, civilization, history, religion, myth, legend, philosophy, and literature). A series of activities will be given to the students in order to get them to think critically about the roots of early civilizations. This will be by either extracting the causes and effects behind major developments or identifying the geographical factors that influenced the rise of early societies.</p>	13 weeks 1.5h/week
<p>↳ <b>The First Civilizations</b> Ancient Mesopotamia (Sumerians, Akkadian Empire, Assyrian Empire, Babylonian Empire, The Babylonian Legacy)</p>	<p>After providing students with historical texts and teacher explanations with the use of charts and geographical maps, students will be asked to compare the Sumerian, Akkadian, Assyrian, and Babylonian civilizations to not only strengthen critical thinking but also introduce rich historical vocabulary.</p>	
<p>↳ <b>The Epic of Gilgamesh</b> (from ancient Mesopotamia)</p>	<p>The Epic of Gilgamesh will be presented orally by the students. They will be given an exercise to identify themes related to the story and evaluate different perspectives, such as the human and the divine, heroism, and arrogance. Another activity will encourage them to write a literary analysis of the story.</p>	

#### ↳ **Egyptian Civilization**

ANCIENT EGYPT (the geographical features, key groups in Egyptian society, beliefs and values, traditions and ceremonies, trade)

The teacher provides a visual map of ancient Egypt to make a connection between geography and civilization development. Students can see the relationship between the Nile and settlements, farming, trade, protection, etc. It will support the visual learners and help with critical thinking by raising questions of the why here and not there.

#### ↳ **Ancient Egyptian Dynasties** (The Earliest Dynasties, The Old Kingdom, The Middle Kingdom, The New Kingdom, The Decline of Ancient Egypt)

After providing students with textual history about the ancient Egyptian dynasties to prepare at home, the teacher encourages students to analyze and debate the text's content in terms of continuity and change, power structure, cultural shifts, and how pharaohs influenced society, using historical evidence to understand major dynastic periods and their key traits while expanding their academic vocabulary in context.

#### ↳ **The Book of the Dead** (a collection of funerary texts from the ancient Egypt)

A literary analysis of this book as a cultural artifact reveals key aspects of ancient Egyptian beliefs, particularly their views on death, the afterlife, morality, and the importance of ritual in securing a passage to the next world.

#### ↳ **The Phoenicians**

The Growth of Trade. The Cities of Phoenicia. Gods and Goddesses. Carthage. The Alphabet.

After giving students a visual map of Phoenicia (with cities like Tyre, Sidon, and Byblos and trade routes) along with a text explanation (covering their maritime force trade, alphabet, and cultural influence), students will be asked to describe the new ideas or goods that the Phoenicians brought to humanity. Also, they will discuss the pros and

↳ **The Persian Empire Expansion and Consolidation of the Empire:**  
Persian Rule, Political Order, Provinces and Satraps, The Persian Legacy, The Decline of the Empire

Discussing the Persian Empire, particularly through figures like Cyrus the Great and Darius I, allows students to compare how empires or states are consolidated and governed and contrast the different approaches to leadership, tolerance, and authority.

## EXAM OF S1

### List of References

1. Duiker, W. J., & Spielvogel, J. J. (2015). *World History, Volume I: To 1800*. Nelson Education.
2. Berger, E., Israel, G., Miller, C., Parkinson, B., Reeves, A., & Williams, N. (2023). *World History: Cultures, States, and Societies to 1500*. DigiCat.
3. Owino, M., Rose, S., & Wrenhaven, K. L. (2019). *HIS 103: Ancient World History to 1300 CE*. MSL Academic Endeavors.
4. Garland, R. (2020). *The Greek World a Study of History and Culture*. Colgate University.
5. King, K. C. (2012). *Ancient epic*. John Wiley & Sons.
6. George, A. R. (2009). Gilgamesh and the literary traditions of ancient Mesopotamia. In *The Babylonian World* (pp. 447-459). Routledge.