

King of the Wind

1. Question & Research Task

In chapter six when Agba was summoned to see Sultan Mulai Ismael he was filled with terror. He knew the Sultan was a fierce blood thirsty ruler. Click on the *King of the Wind* in order to watch the video clip to gain an understanding of the actions of a monarch (king/ sultan).

1. Would you want to be ruled by Sultan Mulai Ismael ?
2. How did the Sultan treat the people of Morocco?

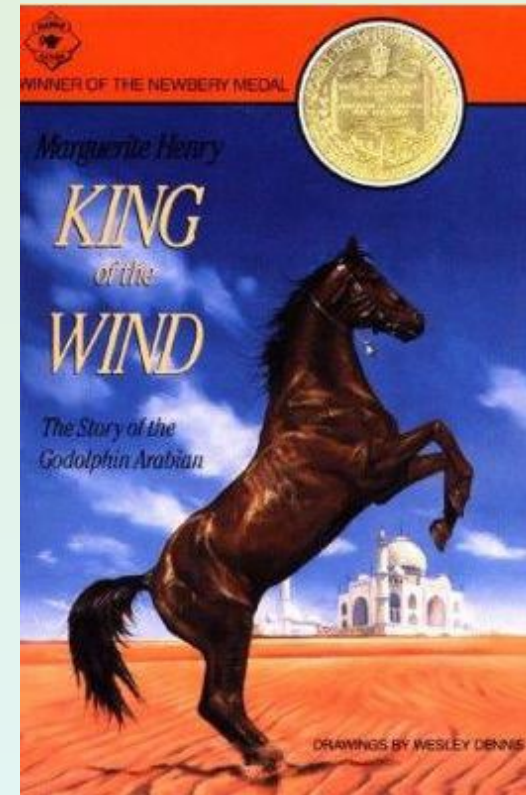


Image Source: GoodReads.com

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How is life in a country ruled by absolute authority different from life in a democracy?

2. Information Sources

Sham was a gift to Louis XV the King of France from the [Sultan](#) of Morocco. The form of government in France in the 1700's was a [monarchy](#), both rulers ruled with absolute authority.

Click the links below to research the actions of different Sultans

- Your teacher/librarian will give you the database login if needed.

Sultans	French Kings
Sultan Agung	Louis XIV
Tipu Sultan	Louis XV
Sultan Kudarat	Louis XVI

Watch this [French Revolution](#) clip to see what happened to the French monarchy since the people of France were upset their ruler had absolute authority.

SLIDE NAVIGATION

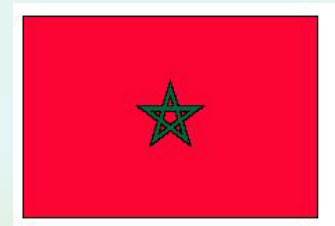
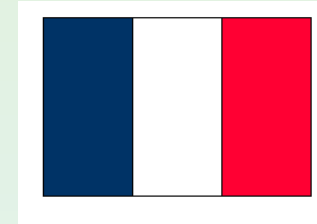
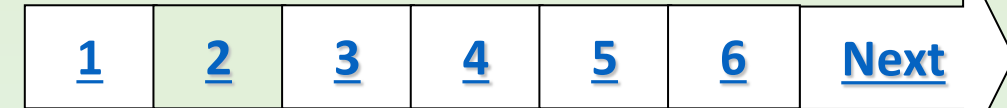


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3. Student Activity

You have freedom here in the United States of America because America has a [democracy](#) as their form of government.

Compare and contrast what it is like to live under a ruler that has absolute authority and a ruler that gives people freedom. Use your knowledge of *King of the Wind* and the resources from the Slam Dunk to complete the [Venn diagram](#).

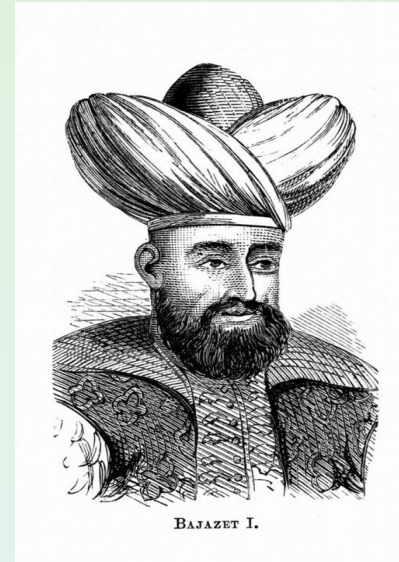


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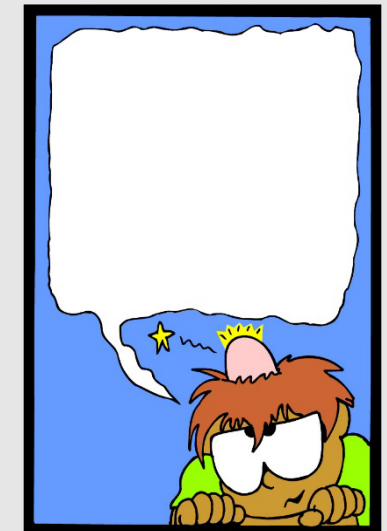
4. Assessment Activity

How is life in a country ruled by absolute authority different from life in a democracy?

A. Use Schoology Audio/Video Recording, Flip Grid, or VoiceThread (as assigned by your teacher) to record your response that explains how life in a country that has a sultan is different than life in the United States. Use your Venn Diagram notes to help you record your response.

Before recording, type what you are going to say onto a Google Doc. Use the following [rubric](#) to help you compose and record your response.

B. Create a [comic](#) that illustrates the difference between being ruled by a sultan and a president. Make sure you use the [rubric](#) to help plan out your comic.



5. Enrichment Activities

The [Bill of Rights](#) keeps the United States government from having absolute authority.

However, your principal has decided to rule your school with absolute authority.

You need to create a Bill of Rights for your school to limit the power of your principal.

Create your own Bill of Rights using Google Docs or Google Slides to present your information.



Image Source: ClipArt.com

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

BCPS Curriculum / [Maryland State Curriculum](#)

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: July 2022 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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SLIDE NAVIGATION

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Grade 4 ELA

Time Frame: two 50 minute class periods

Differentiation strategies for this lesson:

- 🔍 Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- 🔍 Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

Reference BCPS Digital Content in the [Apps Portal](#) included in this lesson.

Collaborate with your school library media specialist to plan and implement this lesson.

The LMS may need to assist students with usernames and passwords.

Teachers can print out the activity worksheet if they choose.