

Social Studies Education Lesson Plan Template v. 1¹

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Lesson Title: Religions of the Middle East

Grade Level: 9th -10th Grade

Essential Question: Are conflicts of the Middle East today more a result of nationalism or religion?

Lesson Foundations

Content Standards	<ul style="list-style-type: none"> • ONLS.MWHS.20: Religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East. • CCSS.ELA.SL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively. • C3.D2.HIS.14.9-12: Analyze multiple and complex causes and effects of events in the past.
Learning Objective(s)	<ol style="list-style-type: none"> 1. Students will understand basic differences between major religions in the Middle East (Islam, Christianity, Judaism, Baha'i) 2. Students will analyze how religious differences between and within nations can lead to conflict in the Middle East
Prior Academic Knowledge and Skills	<p>Students Know...</p> <ul style="list-style-type: none"> • That Christianity, Judaism, Islam, and Baha'i are all separate religions • That these religions emerged from the modern day Middle East • Basic knowledge of different political regime types: Communist, Socialist, Democratic, Totalitarian, Theocracy • Basic understanding of a coup d'état • How to respectfully disagree with peers
Materials & Resources	<p>Teacher Resources Informing Lesson:</p> <ul style="list-style-type: none"> • http://origins.osu.edu/sites/origins.osu.edu/files/Volume1-Issue1-Article10.pdf • http://web.b.ebscohost.com.proxy.lib.ohio-state.edu/ehost/pdfviewer/pdfviewer?sid=313d019b-fd58-41f1-9cde-4709d3dbd6bc%40sessionmgr198&vid=1&hid=115 • https://www.teachingchannel.org/videos/help-students-analyze-text <p>Jigsaw Activity:</p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> - http://origins.osu.edu/article/syrias-islamic-movement-and-2011-12-uprising/page/0/1

¹ The lesson plan template offers an opportunity for candidates to practice documenting their thinking when planning initial lessons. It is intended to prepare candidates to articulate their thinking and justification for plans.

	<ul style="list-style-type: none"> - http://origins.osu.edu/article/tradition-vs-charisma-sunni-shii-divide-muslim-world - http://origins.osu.edu/article/gaza-jerusalem-two-state-solution-under-siege/page/0/1 - http://origins.osu.edu/article/clampdown-and-blowback-state-repression-egypt <ul style="list-style-type: none"> • Materials: <ul style="list-style-type: none"> - Poster paper - Markers - “Religion and Conflict in the Middle East” worksheets (see LPhandouts.HWeinstein) <p>Materials:</p> <ul style="list-style-type: none"> • Entrance ticket worksheet “Religions of the Middle East” (see LPhandouts.HWeinstein) • 3-2-1 worksheet → on back of each “Religion and Conflict in the Middle East” worksheet (see LPhandouts.HWeinstein)
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Assessments

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s).*

Type of assessment (Formative or Summative)	Description of assessment	Evaluation Criteria - What is the evidence of student learning? Specifically list evidence of learning and learning objectives.
Formative 1	Entrance Ticket	<p>Correct matches:</p> <ul style="list-style-type: none"> - Church, Holy Trinity, Crucifixion → Christianity - Synagogue, Torah, Kabbalah → Judaism - Mosque, Sunni, Saudi Arabia → Islam - Iran, Harmony of Religion and Science, Equality → Baha'i
Formative 2	Jigsaw activity	<p>LO #2 Answers will vary, look for:</p> <ul style="list-style-type: none"> - Textual evidence from article excerpts - Conflicts result from religion by in fighting between sects within the same religion, Sunni vs. Shiite in Islam - Conflicts occur between people fighting over control of one place containing holy sites from multiple religions, Israeli-Palestinian conflict/Jerusalem - Differing ideas about the role of religion in government leads to conflict in the Middle East, Syria/Egypt
Formative 3	3-2-1	<p>LO #1, LO #2 Answers will vary, look for:</p> <ul style="list-style-type: none"> - 3 <ul style="list-style-type: none"> ▪ Items in other groups' presentations: Sunni vs. Shiite in Islam, Issues with Two State solution in Israel, why Ba'th party and Muslim

		<p>Brotherhood had violent interactions in Syria, Goals of Muslim Brotherhood in Egypt</p> <ul style="list-style-type: none"> - 2 <ul style="list-style-type: none"> ▪ Differences within religions presented in class: Sunni vs. Shiite Islam, Reform vs. Chasidic Judaism, Catholic vs. Protestant Christians ▪ Differences between religions presented in class: Judaism vs. Christianity vs. Islam vs. Baha'i - 1 <ul style="list-style-type: none"> ▪ How religious conflicts emerged in the middle east ▪ Why religious conflicts emerged in the middle east ▪ Connection between nationalism and religion ▪ How religious differences create nationalism

Instructional Procedures/Steps

Description of what the teacher (you) will be doing and/or what the students will be doing.

Each portion of this section should be aligned with learning objectives. Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will... Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices	Student will... What will students be doing/saying? <i>What evidence of learning will students demonstrate?</i> <i>Student-centered learning/Opportunities for Practice and Apply</i>
Opening ___6___ Minutes	<ul style="list-style-type: none"> • Provide FA #1 as students enter the room visual learners can see connections to each religion on the worksheet, pictures on bottom give all groups many things to look at on the worksheet • Welcome students to class, have them sit in predetermined groups provided previous day of class explain we are beginning new unit on the Middle East beginning with learning about the cultures of the people who live there 	<ul style="list-style-type: none"> - Complete entrance ticket (2-3 minutes): Correct matches: - Church, Holy Trinity, Crucifixion → Christianity - Synagogue, Torah, Kabbalah → Judaism - Mosque, Sunni, Saudi Arabia → Islam - Iran, Harmony of Religion and Science, Equality → Baha'i - Ask questions about new unit, if any (2-3 minutes).
Instruction ___29___ Minutes	<ul style="list-style-type: none"> • Interactive lecture on fundamental differences and connections between each religion (10 minutes) (LO#1) Auditory learners get to listen to lecture, kinesthetic learners have ability to participate in 	<ul style="list-style-type: none"> • Students will listen, take notes, and ask questions during lecture to clarify understanding and new information about religious differences and connections between religions in the Middle East. Look for these answers to questions posed at end:

discussion, only short piece of class time devoted to lecture

- Teach connection between all religions
 - Having holy people, such as Abraham and Moses, that cross all religions
 - All emerging from Middle East
 - Christianity emerging from Judaism, Islam and Judaism beginning from two brothers,
- Teach basic differences between all religions and sects
 - Christianity split from Judaism
 - Sunni vs. Shiite split, Alawi populations
 - Differences between Baha'i and other religions
 - Changes in ideology between sects in each religion: Orthodox vs. Conservative/ Reformed Jews, Sunni vs. Shiite Muslims, Catholic vs. Protestant, Baha'i vs. other religions
- Ask students questions to gauge understanding
 - How is Baha'i different from the other religions we just discussed?
 - Where have these differences between or within religions caused problems?
- Explain FA#2 (LO #2)
- Provide students with verbal instruction and written instruction included on handouts: In your groups read the article excerpt provided and write the key ideas and any questions you have about the text

- Baha'i has focus on gender equality, harmony between science and religion, humanitarian justice. Other religions dismiss scientific fact as false (Creationism vs. Evolution dispute in Christianity)
- Israeli Palestinian conflict, Iranian Revolution, Chasidic vs. Charedi Jews within Israel, Egyptian Revolution/ overthrow of Morsi in 2013, Israeli Independence wars
- Students will listen to instruction and ask questions if any
- Answers will vary, look for notations in key ideas section of worksheet once collected:
 - Religion and Conflict in the Middle East 1
 - ⇒ Sunni Shiite split in Islam
 - ⇒ Shiite's as revolutionaries
 - ⇒ Shiite's as minority
 - ⇒ Shiite sect attracts marginalized

in the column labeled Key Ideas. When you are finished reading have a discussion in your small group to choose the three most important points in the article and prepare a poster to present these including the title of your article on it somewhere. **Visual learners get to read article, create poster; auditory learners get to listen to small group discussions about key ideas; and kinesthetic learners get to function in small group setting, create poster, sit in new area of classroom**

- Instruct students to begin FA #2
 - Give 13 minutes to work on this
 - While they are working walk around the classroom keeping the groups on task, listening to each groups small discussion, and asking questions to deepen their thought or refocus the group
 - Why are these two sides disagreeing? (Understand)
 - How can oppression of a group lead to violence?
- Prior to presentations, students will be instructed to fill out 3 section of 3-2-1 activity on the back of their Religion and

Muslims

- ⇒ Information about Fatimids
 - Religion and Conflict in the Middle East 2
 - ⇒ Conflict has many, complex causes including nationalism and religion
 - ⇒ Since establishment of Israel the country has been in conflict with whole region
 - ⇒ Conflict between Jewish Israelis, Christian Palestinians, and Islamic Palestinians
 - ⇒ Finding peace between the sides is not easy
 - Religion and Conflict in the Middle East 3
 - ⇒ Oppression of Muslim Brotherhood in Egypt
 - ⇒ Escalated to extreme violence
 - ⇒ Oppression leads to radicalization of organizations
 - Religion and Conflict in the Middle East 4
 - ⇒ Alawi minority has most of power in Ba'thi regime in Syria
 - ⇒ Violence between Muslim Brotherhood and Ba'thi regime
 - ⇒ Muslim Brotherhood outlawed in Syria only causing further violence
- Students will present poster to their classmates, listening to other presentations and completing section 3 of 3-2-1 when not presenting. **Answers will vary, look for: Items in other groups' presentations: Sunni vs. Shiite in Islam, Issues with Two State solution in Israel, why Ba'th party and Muslim Brotherhood had violent interactions in Syria, Goals of Muslim Brotherhood in Egypt in section 3**

	<p>Conflict in the Middle East worksheets independently during presentations, including information from each presentation other than their own. Then groups will present their posters to the rest of the class (7 minutes) (LO #2) Provides heightened learning for auditory learners, listening to presentations, and visual learners, viewing poster creations. Also allows shy students to show learning without speaking in class by completing FA #3 independently</p>	
<p>Closure ___10___ Minutes</p>	<ul style="list-style-type: none"> • Debrief on activity, answer any lingering student questions from articles or lecture gives students opportunity to clarify questions, misunderstandings, auditory learners get to listen to discussion, kinesthetic learners participate in discussion and deepen understandings, ask students (5 minutes): <ul style="list-style-type: none"> - Does religion lead to conflict? How? - Is governmental oppression a valid reason for violence? • Instruct class to complete remaining two sections of the 3-2-1 worksheet, collect as exit ticket as they leave the classroom. Say goodbye to each student as they exit. (LO #1, LO #2) visual learners use graphic organizer to help process information and see how two broader concepts of 3 & 2 contribute to 1. Shy 	<ul style="list-style-type: none"> • Students will participate in discussion and ask questions in any. Look for these in answers to questions posed: <ul style="list-style-type: none"> - Religion does lead to conflict... by oppression from the government, lack of religion in government, need for control of religious symbols/monuments, differences within religions - Answers will vary, should include that oppression of religious groups has a tendency to radicalize them; extreme oppression often involves violence from the government such as executions of Muslim Brotherhood members in Egypt, Syrian Civil War. • Students will listen to instruction, then complete 3-2-1 and hand in as walking out of classroom. Answers will vary, look for these in remaining 2 and 1 sections: <ul style="list-style-type: none"> - 2 <ul style="list-style-type: none"> ▪ Differences within religions presented in class: Sunni vs. Shiite Islam, Reform vs. Chasidic Judaism, Catholic vs. Protestant

	<p>students get opportunity to express knowledge comfortably</p>	<p>Christians</p> <ul style="list-style-type: none">▪ Differences between religions presented in class: Judaism vs. Christianity vs. Islam vs. Baha'i <p>- 1</p> <ul style="list-style-type: none">▪ How religious conflicts emerged in the middle east▪ Why religious conflicts emerged in the middle east▪ Connection between nationalism and religion▪ How religious differences create nationalism
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