



## Teaching Guide for Exploring Cultural and Religious Diversity: *Abdelkader-Inspired Lessons*



This curricula is a rich assortment of lesson plan activities, and assessments, implementing **National Council of Social Studies C3 framework for grades 6-12.**

The curriculum values “religious pluralism and diversity necessary for navigating a complex world and engaging in civil society, designed for students to better understand cultural and religious diversity in the context of American democracy.” *Marica Powell and Karla Duff, Oelwein School District, Iowa.*

Please also see “Teaching About Religion” in the 21st century.

<http://www.teachingaboutreligion.org/okandnotoksubjectareas.html>

### Lesson Formats:

#### *Time Frame*

For 2 to 3 days per key idea, or a 12-15 day unit. Educators can gauge the depth of exploration with available resources. The summative unit experience is provided to integrate the learning of the five key ideas.

#### Key Ideas

Five themes or key ideas, cross-disciplinary lessons with a variety of viewpoints:

**Lesson 1:** Understanding Bias and Stereotypes

**Lesson 2:** Tolerance and Acceptance

**Lesson 3:** Logic, Belief, and Getting Along

**Lesson 4:** The Golden Rule

**Lesson 5:** Leadership

**Appendix A:** Excerpts from Commander of the Faithful: The Life and Times of Emir Abdelkader by John W. Kiser

**Appendix B:** Connections to the C3 Framework and Standards

### **Background**

Each lesson has basic vocabulary, definitions, and ideas; but, we do not recommend defining the words at the beginning for students. Instead, students may create the definitions after viewing the playlists.

### **Activating Prior Knowledge**

In order for students to increase their knowledge, while also allowing for cognitive dissonance, it is important to have a connection to ideas already stored in long-term memory. Activities are organized in such a way to allow students to interact with engaging and relevant explorations.

### **Playlists**

A variety of resources, including AEP resources, are available. Student “voice and choice” can be used to allow exploration of materials and personalize learning. “Close readings” and other techniques can be employed:

### **Engaging with the Story**

1. Read once
2. Read again, focusing on CLOSE ideas
  - Check information and validity
  - Author/source
  - Visuals/ Audio
  - Text
  - Link to current knowledge
  - What do you know about this already?
  - What vocabulary do you need to know?

### **Action and Response**

Unless otherwise indicated, “tech, group tech, no tech” opportunities are designed to be work done with students in middle and high schools. There are some other projects designed to be used with the rubric to see how quickly students have absorbed the concepts.

### **Reflection Questions/Journaling**

In order to connect to ideas stored in short-term memory, opportunities for reflection are noted. If the lesson plan is used over multiple days, reflective content can be used to close the lesson, with select question prompts. We suggest writing six sentences for each prompt or students might use a web tool like voice thread, any Moto, or an audio recorder.

### **Criteria for assessment**

Questions related to the key ideas using formative or summative assessment included.