

Brussels Study Tour 2018

K-12 Teacher Unit Planning Template

Name: Katherine Musselman		Unit Plan: Weeks of : TBD	
		Subject/Grade Level: ESL / 9-12	
Unit Title:	Passport to World Religions		
Unit Narrative:	<p>Inspired by the presentation at the European Network Against Racism and the spirit of the EU, Passport to World Religions is a unit designed empower community, raise awareness, and break down ignorance for the purpose of fighting discrimination. This unit is in collaboration with the 10th grade Social Studies curriculum, which studies the religions and cultures around the world. ESL students are grouped according to religion and become the resident experts, explaining and answering questions while the World Cultures students circulate in groups. Circulating students complete a “Passport” in which they document the major aspects of that religion, sample cultural food and drink, and question their peers about their religious practices. This lesson is interactive, creates an empowering venue where ESL students become teachers in a non-threatening, safe environment.</p>		
Standards:	<p>Standard - CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>Standard - CC.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Standard - CC.1.4.9-10.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Standard - CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>		
Objectives			
<ul style="list-style-type: none"> → Identify, define, and describe the main concepts of Islam, Buddhism, Hinduism, Christianity, and Multi-denominational religions. → Apply speaking, listening, reading,, and writing skills to assist World Cultures students. → Synthesize main religious concepts to explain the essence of five religions. 			
Big Ideas			
<ul style="list-style-type: none"> → Religion is more than words on a page, but an authentic human practice. → Religious practices are influenced by culture. → By communication with peers, students gain a better understanding of the human experience. → There are many similarities among religions, and understanding this creates empathy and tolerance. 			
Essential Questions			
<ul style="list-style-type: none"> → What are some of the major religions represented at Baldwin High School? → How do BHS students from other cultures practice and celebrate these religions? → How does understanding and personifying religion dispel stereotypes and create unity? → How are religions similar and different? 			

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Learning Acquisition and Assessment	
Students will know... (content/concepts) <ul style="list-style-type: none"> → The main concepts for five different religions. → Key words, phrases, and sentences, and how to pronounce them. → How to simplify yet synthesize the concepts of their religion, and how to articulate it to their peers. → How to use reading, writing, speaking, and listening skills to communicate effectively. 	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → Articulate information about their religion and practices. → Listen and respond to question in English. → Explain information to World Cultures students using appropriate grammar and syntax. → Prepare an organized, synthesized presentation.
Formative Assessments <ul style="list-style-type: none"> → Completed "Passports" → Completed preparation for ESL students → Exam over religions for World Cultures students 	Summative Assessments <ul style="list-style-type: none"> → Student reflection and feedback → Teacher observation → Ability of ESL students to apply English skills to explain their religions.
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Introduction: Students respond in writing to two questions. 1. What is your religion? 2. Why is it important to you? using sentence starters. → Round table responses verbally to the class. → Think-pair-share follow up question: What if you could not practice your religion? How would you feel? using sentence starter. Group discussion. → Respond to the question: "Why is it important that people have freedom to practice their religions?" in writing. In small groups of three, students discuss their responses. → Closure: Project overview/student questions
Day 2	<ul style="list-style-type: none"> → Introduction: Review concepts from day 1; Students break into small groups. → Jigsaw read EU article "Freedom of Religion or Belief". → Each group answers the question: Why is it important to respect a person's religion or beliefs?; group spokesperson shares with the class. → Introduce project preparation using visuals on the promethean board. → Students work in small groups to answer questions about religion using the following website: http://www.bbc.co.uk/religion/religions/ → Closure: Exit slip: What is something you learned about your religion?
Day 3	<ul style="list-style-type: none"> → Introduction: Go over correct answers creating concise, simplified explanations using promethean board. → Model project by organizing one group and creating a mock scenario. Focus on key words, phrases, and sentences students will need to explain and respond. Focus on pronunciation and allecution. → Practice: Small groups set up stations; half students circulate to practice project. Switch places. → Closure: Questions about project and stations.
Day 4	<ul style="list-style-type: none"> → Introduction: Set up stations and food. → ESL students maintain stations by providing food and drink samples, helping World Cultures students fill out their passports, and answering questions about their religions. → Closure: Clean up stations
Day 5	<ul style="list-style-type: none"> → Introduction: Set up stations and food. → ESL students maintain stations by providing food and drink samples, helping World Cultures students fill out their passports, and answering questions about their religions. → Closure: Clean up and break down stations.
Resources and Materials	

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- EU article “Freedom of Religion or Belief” https://ec.europa.eu/europeaid/sectors/human-rights-and-governance/democracy-and-human-rights/freedom-religion-or-belief_en
- BBC Religions: <http://www.bbc.co.uk/religion/religions/>
- Promethean board, student Chromebooks, note cards (for exit slips), ESL notebooks, handouts
- Passports, displays(description and food ingredients) and decorations, small cups for food and drink samples, samples