

PIER Summer Institutes 2016 Lesson Plan For Classroom Teachers

Title of Lesson: *Say It Is SO, Joe! An inquiry into the Story of Joseph.*

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School: St. Luke School, River Forest, IL

Grade Level: Social Studies: 6-8 Grades

Time: 2-3 class periods (45 minutes each)

Introduction: Using this lesson plan, a teacher will be able to help students understand that Christians, Jews, and Muslims have many shared stories in their sacred texts: the Bible, the Torah, and the Qur'an. This realization will foster common ground among all 3 groups. The story that they will be comparing and contrasting is the story of Joseph the son of Jacob and Rachel.

Geographic Connections: D.1, D.2 History, D.3 (Gathering and evaluating sources), and D.4 (Communicating and critiquing conclusions).

Vocabulary:

trafficking	forgiveness
charism	envy
sura	jealousy
Genesis	fratricide
scapegoat	pharaoh
adultery	famine
virtue	patriarch

Content Standards:

R1, W7, SL1; R1, W7, SL1; R1-10, SL1; R1, W1-8, SL1-6

Essential Question: Do Christians, Jews and Muslims have any common ground (shared stories) in their sacred text?

Literacy through the Content Area: Comparing/Contrasting, Close Reading, Text-to-Self, Text-to-World, Text-to-Text, Vocabulary Development, Reading Strategies: Before Reading, During Reading, and After Reading

Placement of Lesson within Broader Curriculum/Context: This lesson can be used at any time to complement a geography, history, or ELA class.

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Learner Background: The students in this class would be English language ready. They would have already read the required texts. They would understand the concept of a Venn diagram.

Objectives for Lesson: SWBAT compare and contrast a shared story in the Bible/Torah and the Qur'an.

Integration of 21st Century Skills: Students will use their critical thinking skills to communicate effectively what is common or not common to all 3 sacred texts.

Assessment: Through classroom discussion, students will, as teams, create Venn diagrams to compare and contrast the story of Joseph in the Bible/Torah and the Qur'an. Also, students will write out an exit slip demonstrating some new knowledge or take-away from the lesson.

Summative Assessment: The teacher will provide an essay question on the chapter test for the students to recall the knowledge gained from the compare/contrast exercise.

Materials/Resources: Sacred texts: Sura 12 and Genesis 36-47; Smart board/White board/Chalk board, I Pads or laptops, notebooks, exit slips, chart paper, dry erase markers (colors preferred).

Lesson Development/Instructional Strategies:

- 1.) Introduce essential question and share elicited responses.
- 2.) Introduce vocabulary.
- 3.) Read Sura 12 from the Qur'an silently. Take notes while reading.
- 4.) Discuss findings. Write exit slip.

- 5.) Read Genesis 37-46 silently. Take notes while reading.
- 6.) Discuss findings. Write exit slip.

- 7.) Break students into groups of four (two Qur'anic, two Biblical).
- 8.) Distribute chart paper for Venn diagrams to groups.
- 9.) Have students create Venn diagrams comparing and contrasting the Qur'anic version of the story of Joseph with the Biblical version of Joseph.
- 10.) Share class findings via main classroom board.
- 11.) At the end of the lesson, students will be asked to create 3 questions which they would like to ask anyone in the Joseph story; or do they see the Joseph

story playing out in the 21st century.

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Students Needing Differentiated Instruction:

- For at risk readers, the teacher should provide scaffolding to assist the students with reading the sacred texts.
- For English Language Learners (ELL), students can read the sacred text in their native language (Google translator.)
- For gifted students, the teacher can direct them to compare and contrast other shared Qur'anic/Biblical stories.

Respectfully submitted by:

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