

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: Perceptions of Women in the World

Lynn Brown, Darien High School, World Studies 300, Grade 10, 48 minutes

Introduction: In this lesson students will look at multiple perspectives on women in Islam, evaluating the way Muslim women are portrayed in Western media and weighing that against the way that Muslim women see themselves in different areas of the world. Students will be given opportunities to interact with several different forms of media and primary sources, (including photographs, Qur'anic translations, a song, documentary footage, and Gallop Poll statistics from Islamic society). Students will be expected to interact with their given media and with one another, discussing and drawing conclusions from each source, as well as developing compelling questions that each source leads them to wonder.

Geographic Connections: (C3 Framework)

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Vocabulary: Islam, Muslim, Quran, Hijab, Burka, Niqab, Oppression, Houda, Miss Undastood, Level B Question

Common Core Content Standards:

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Essential Question:

What stands in the way of women having an influence on their community?

Literacy through the Content Area: Students will be required to annotate a document by writing their thoughts, reactions and questions as they read, honing their comprehension and

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analytical skills. They will also need to draw conclusions based on what they read, (comprehension), and create questions to further their inquiry process. In their discussion, students will evaluate sources in regards to their content. Students will also record their responses on handouts provided and articulate their analysis and questions with other members of the class.

Placement of Lesson within Broader Curriculum/Context: This lesson will take place in the 3rd quarter of the school year. Abrahamic religions have already been taught, (their origins, similarities and differences), and the basics of Islam, (ie: the five pillars, the Quran, Muhammad), have all been taught. The Arab-Israeli Conflict has also previously been addressed. In World Studies the curriculum is designed to allow for contemporary issues to be addressed, so this lesson will take place in the context of contemporary issues in the Muslim world and how they have global implications. It is during the unit on the Middle East when many of the Western misconceptions of Islam will be addressed, (ie: the meaning of jihad, the roots of 9/11 and terrorism, Islamism vs. piety, etc.), and that is where this lesson will fit – since there are misconceptions about women’s rights in Islam today. Students will not only have the opportunity to hear from, interact with, and interpret several primary sources on the subject, but they will be asked to continually develop questions to further their quest for knowledge in this area. The outcome of the lesson will lead students to continue to question other portrayals of liberty and human rights in different cultures in the modern age and to develop an inquiring nature about many controversial topics. This will be a precursor to the Arab Spring, (which ends our unit on the Middle East), and will be followed by the next area of study which is Africa, (with a focus on the legacy of colonialism), during which students will have additional opportunities to compare viewpoints of the events that took place around cultural interactions and their consequences.

Learner Background: As stated above, students at this point in the year have already addressed content specific to a general background on Islam and its fundamental beliefs, its similarities with Christianity and Judaism, as well as its differences. The Do Now question is a form of a pre-assessment of student knowledge and perceptions of women in Islam. Students will utilize prior knowledge from the film “The Light in Her Eyes”, their understanding of the role of the Quran in Islam, and their own perceptions of women in Islam up to this point. This is 10th grade, 300 level class in which students have been working to developing their own questioning strategies and look critically at text and other documents that are used to inform the public of events in both historical sense and in the contemporary world. In the first semester we addressed three basic “levels” of questioning: (Level C – Questions are straight forward with a standard answer that is not arguable and can be looked up easily; Level B – Questions are specific but have more than one right answer; Level A – Questions that are not specific to a certain time or place, that can be applied to more than one situation and have a debatable answer). Students will develop questions at the B level within their groups based on their interpretation of their source.

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Objectives for Lesson:

- Students will be able to determine the differences in the multiple perceptions of women in Islam today and distinguish those differences in writing.
- Students will be able to develop compelling Level B questions based on the source they read/watched/listened to.
- Students will be able to work collaboratively with peers to interpret the main idea of a source.
- Students will be able to communicate their understandings of a source with peers by teaching other students what they learned from the source they read/watched/listened to.

Integration of 21st century skills:

At one point students are asked to work in small groups to identify bias, interpret primary sources, think critically about documents, and develop compelling questions.

Students will also take on the responsibility of articulating conclusions drawn with their peers effectively.

Students also have to navigate the internet utilizing a mobile laptop or I-pad in order to access documents assigned.

Assessments:

I will be collecting the packets of annotations, conclusions, and questions that students filled out during the group work as data providing evidence of student learning. Using district or department scoring, student participation, thinking, and question development will be assessed. I will also collect their response to the exit questions at the end of the lesson as a formative assessment of their understanding of the main concepts and objectives in the lesson. Student participation in the group activities will be noted as a formative assessment as well. Concepts from this lesson will be included in a final assessment on the Unit in the form of an open-ended short essay answering the Essential Question and requiring specific examples from class discussions and evidence from the materials. That will not take place until a week later.

Materials/Resources:

- 20 Packets to provide feedback/ideas/inquires for images, video, Quran text, and song – one per student
- Mobile Lab/15 I-Pads
- 15 pairs of headphones
- Discussion Questions from “The Light in Her Eyes”
- Power Point with Images of Muslim women in the Western Media

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- Projector to show power point to students
- Printed Pictures of Muslim Women that contrast what is shown in Western Media
- Lyric to Miss Undastood Song “Hijab’s the One Thing”
- Note-taking sheet for *Inside Islam: What a Billion Muslims Really Think*.

Lesson Development/Instructional Strategies

Prior to Lesson: Students will watch the film “The Light in Her Eyes” in class the previous day and finish for homework. Students will also have answered two general questions which they will bring to today’s lesson. Additional questions will be distributed and discussed during the lesson. <http://pov-tc.pbs.org/pov/downloads/2012/pov-thelightinhereyes-discussion-guide-color.pdf>

1. (4 minutes) Do Now: What stands in the way of women having an influence on their community? Students independently write response in Daily Journal.
2. (5 minutes) Follow-up question - Is there evidence that within Islam, women are restricted from having an influence? (Teacher will lead discussion with whole group and use pictures/questions to facilitate discussion)

Show students images of Muslim women portrayed in the press using power point – discuss the way these women are portrayed by Western media – How does this affect the way that Americans view women in Islam? How can it impact the way Americans view the Muslim world?

3. Begin *Think, Pair, Share* style activity: (15 minutes) Split students into groups that work together in the following activities. The first 3 groups need access to mobile lab or I-pads. Each group will have an assigned source, (song, images, Quran translations, or video), and will complete the portion of their packet that goes with their source.
- Listen to/read song by Miss Undastood <https://www.youtube.com/watch?v=JSIjfnPCsg> (Students generate two questions and two conclusions)
 - Look at images from National Geographic and read captions. Also look at printed pictures from second half of the power point, images that give another perspective of women in Islam. (Students generate two questions and two conclusions)
http://education.nationalgeographic.com/education/media/hijab/?ar_a=1
 - Read and listen to text from the Quran excerpts online using the URLs below. (Students generate two questions and two conclusions)

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<http://www.islamawakened.com/quran/33/33/default.htm>

<http://www.islamawakened.com/quran/24/31/default.htm>

<http://www.islamawakened.com/quran/24/30/default.htm>

- Discussion Questions from yesterday's movie – discuss and record responses

- 4. (10 minutes) Rotate and Share – Teacher will recreate groups so that there is at least one member of each to contribute and share their experiences from the previous group with their peers who did not experience the same source they did. Students will record observations and have an opportunity to ask further questions, as well as discuss the questions each of the previous groups came up with.

- 5. (2 minutes) Teacher will bring whole class together again to discuss common themes and lingering questions.

- 6. (9 minutes) Video segment from Gallop Poll – 17:17 – 24:52 – Give synopsis of whole video and how data was gathered in written precursor/discussion
<https://www.youtube.com/watch?v=cs8SDrT7SZU>

- 7. (3 minutes) Students individually write a response to the following questions.
Have your perceptions of women in Islam changed in the past two days? If so, in what way?
What can women do to overcome obstacles that prevent them from being treated equally in today's society? Use specific examples that you learned about today.

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

I will plan the groupings ahead of time in a way that accommodates the strengths of my struggling learners so that they will be more capable of grappling with the new concepts being presented. For example, students who are primarily visual learners will be placed in either the images group or the video group. Those who are auditory learners or musically inclined can be placed in the group that is listening to the song. For English language learners, the group listening to the song or the video would be the best fit. The Quran verses also could be excellent for ELL students because the quotes are sung on the webpage in Arabic, (if any speak Arabic they could really shine here).

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I do not always want to put students into the groups that would cater to their strengths, as I believe you must continue to challenge their weaknesses to help improve on them, but due to the added challenge of having students not only learn new information by interpreting a source, but then teach it to their peers in a short period of time, I feel that this guarantees the most success.

How will you provide opportunities for enrichment/higher level of challenge for students?

When deciding on the makeup of the first four groups ahead of time, I could place students of higher levels in each group and assign them as group leader with the understanding that it is their responsibility to ensure that all group members have recorded the group's conclusions and questions and that all members have a clear enough understanding of their material to be able to share it effectively.

Another option is to provide an additional challenge for higher level students in each of the groups. For those working with the Quran text, I would ask them to identify ways that the quotes from the Quran could be interpreted differently. In other words, they would have to identify how a conservative Muslim would apply the text to life versus how a moderate Muslim would apply the text to life. They could also search further for Qur'anic verses that have caused conflict in the way they have been interpreted and applied in different regions of the world, (ie: Saudi Arabia vs. India).

NOTE: Handouts and resources for this lesson are all included in separate documents in this folder.