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:

<table>
<thead>
<tr>
<th>trafficking</th>
<th>forgiveness</th>
</tr>
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<tbody>
<tr>
<td>charism</td>
<td>envy</td>
</tr>
<tr>
<td>sura</td>
<td>jealousy</td>
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<tr>
<td>Genesis</td>
<td>fratricide</td>
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<tr>
<td>scapegoat</td>
<td>pharaoh</td>
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<tr>
<td>adultery</td>
<td>famine</td>
</tr>
<tr>
<td>virtue</td>
<td>patriarch</td>
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</tbody>
</table>

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.
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:

James Bratager, M.Ed.
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