

Name: C. Mason

Lesson Plans for the week of Sept. 8th-Sept. 12th, 2014

	Content	Lesson	Learning Format/Technology	Assessment/Check for Understanding
Monday	<p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> <p>Essential Question: What is the difference between an ethnic group and a religious group? What are the similarities and differences between Judaism, Christianity, and Islam? How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region? What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p>	<p>Opening: (5-10 minutes) Review birth of Islam</p> <p>Work Period: 35-40 minutes 1) Collect Birth of Islam booklets 2) Power Point notes: distinction between Sunni and Shia Muslims; Sharia law 3) Students will summarize notes about distinctions AND basic elements of Sharia law 3) Students will work in groups to create skits in different aspects of Sharia law.</p> <p>HW: (1) Political Cartoon # 2 is due Friday (2) You should have finished your research on your country and should now be writing your rough draft.</p> <p>Closing: 5-10 minutes Write 1 way in which Islam and Christianity are alike and 1 way in which they are different.</p> <p>Literacy/WICOR Component: Summarizing notes; Birth of Islam storybook</p> <p>Formative Assessment: Closing (compare and contrast)</p> <p>Vocabulary: Sunni Muslims, Shia (Shiite) Muslims, Sharia law, Islam, religious group, convert, predominant, caliph, Muhammad, prophet, monotheistic,</p> <p>DOK: (1) Describe basic elements of Islam and distinctions within the religion (2) Summarizing information, research on individual countries with choice component (3) Compare and contrast various religious groups; create illustrated storybook or poetry book about Islam (4) brochure about monotheistic religions in the Middle East</p> <p>Differentiated Instruction: Choice of activities within Magic Carpet project; power point notes; drama (acting out aspects of Sharia law), storybook or poetry book</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input checked="" type="checkbox"/> Yes</p> <p>Flexible Group <input type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Power point</p> <p>Student: Internet Research</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>

Tuesday	<p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p>	<p>Opening: (5-10 minutes) Review birth of Islam</p> <p>Work Period: 35-40 minutes 1) Review 4.5 assessment in groups based on data</p> <p>2) Students will work at stations looking at the treatment of women in the Middle East. Groups will be created based on reading comprehension ability (2 day lesson). Readings include: Ahlima's story, NY Times article, translation of Qur'an verses relating to women.</p> <p>3) Students will summarize and share their responses first with the other groups analyzing the same documents and then with the entire class.</p> <p>HW: (1) Political Cartoon # 2 is due Friday (2) You should have finished your research on your country and should now be writing your rough draft.</p> <p>Closing: 5-10 minutes Write a summary of why some women may look on Islam as being protective of women and not just discriminatory.</p> <p>Literacy/WICOR Component: Reading and analyzing primary source documents (verses from the Koran AND NY Times article), critical thinking questions</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Sunni Muslims, Shia (Shiite) Muslims, Sharia law, Islam, religious group, convert, predominant, caliph, Muhammad, prophet, monotheistic,</p> <p>DOK: (1) Describe basic elements of Islam and distinctions within the religion (2) Summarizing information, research on individual countries with choice component (3) Compare and contrast various religious groups; create illustrated storybook or poetry book about Islam (4) brochure about monotheistic religions in the Middle East; reading and analyzing primary source documents</p> <p>Differentiated Instruction: Choice of activities within Magic Carpet project; power point notes; drama (acting out aspects of Sharia law), storybook or poetry book; data driven 4.5 assessment groups; primary source documents based on reading level</p> <p>http://books.google.com/books?id=J2kdS2Aa328C&printsec=frontcover&dq=dawood+arabic&hl=en&ei=F6FKTs-SDsymsQKT9fimCQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CCwQ6AEwAA#v=onepage&q&f=false</p>	<p>Whole Group <input type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student: E book - Internet</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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Wednesday	<p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p>	<p>Opening: (5-10 minutes) Review birth of Islam</p> <p>Work Period: 35-40 minutes 1) Complete study of treatment of women in Islam: Students will work at stations looking at the treatment of women in the Middle East. Groups will be created based on reading comprehension ability (2 day lesson). Readings include: Ahlima's story, NY Times article, translation of Qur'an verses relating to women.</p> <p>3) Students will summarize and share their responses first with the other groups analyzing the same documents and then with the entire class.</p> <p>HW: (1) Political Cartoon # 2 is due Friday (2) You should have finished your research on your country and should now be writing your rough draft.</p> <p>Closing: 5-10 minutes Are women treated unfairly in our country? Is you think so, give one example.</p> <p>Literacy/WICOR Component: Reading and analyzing primary source documents (verses from the Koran AND NY Times article), critical thinking questions</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Sunni Muslims, Shia (Shiite) Muslims, Sharia law, Islam, religious group, convert, predominant, caliph, Muhammad, prophet, monotheistic,</p> <p>DOK: (1) Describe basic elements of Islam and distinctions within the religion (2) Summarizing information, research on individual countries with choice component (3) Compare and contrast various religious groups; create illustrated storybook or poetry book about Islam (4) brochure about monotheistic religions in the Middle East; reading and analyzing primary source documents</p> <p>Differentiated Instruction: Choice of activities within Magic Carpet project; power point notes; drama (acting out aspects of Sharia law), storybook or poetry book; data driven 4.5 assessment groups; primary source documents based on reading level</p> <p>http://books.google.com/books?id=J2kdS2Aa328C&printsec=frontcover&dq=dawood+arabic&hl=en&ei=F6FKTs-SDsymsQKT9fimCQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CCwQ6AEwAA#v=onepage&q&f=false</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input checked="" type="checkbox"/> Yes</p> <p>Technology Use: Teacher:</p> <p>Student: E book - Internet</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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Thursday	<p>Standard: SS7G8. Describe the diverse cultures of the people who live in southwest Asia (Middle East)</p> <p>a. Explain the differences between an ethnic group and a religious group.</p> <p>c. Compare and contrast the predominant religions in Southwest Asia (Middle East): Judaism, Christianity, and Islam.</p> <p>d. Explain the reason for the division between Sunni and Shia (Shiite) Muslims.</p> <p>Essential Question: What is the difference between an ethnic group and a religious group?</p> <p>What are the similarities and differences between Judaism, Christianity, and Islam?</p> <p>How do the presence of Judaism, Christianity, and Islam within the same region influence the development of the region?</p> <p>What is the reason for the division between Sunni and Shia Muslims?</p> <p>Enduring Understanding: The culture of a society is the product of the religion, customs, traditions, and government of that society.</p>	<p>Opening: (5-10 minutes) Review birth of Islam</p> <p>Work Period: 35-40 minutes 1) Students will take notes on definitions of religious leaders in Islam 2) Students will discuss comparable religious leadership positions in Christianity or any other religion that they are familiar with. 3) Students will look at and discuss Muslim inventions. they will work in groups based on style of learning to find a way to present their particular invention (art, music, linguistic, auditory etc.)</p> <p>HW: (1) Political Cartoon # 2 is due Friday (2) You should have finished your research on your country and should now be writing your rough draft.</p> <p>Closing: 5-10 minutes Which Muslim invention surprised you? Why?</p> <p>Literacy/WICOR Component: Notes and summarizing, presenting information to class in a clear informative manner</p> <p>Formative Assessment: Closing (critical thinking question)</p> <p>Vocabulary: Sunni Muslims, Shia (Shiite) Muslims, Sharia law, Islam, religious group, convert, predominant, caliph, Muhammad, prophet, monotheistic, imam, ayatollah, caliph</p> <p>DOK: (1) Describe basic elements of Islam and distinctions within the religion (2) Summarizing information, research on individual countries with choice component (3) Compare and contrast various religious groups; create illustrated storybook or poetry book about Islam (4) brochure about monotheistic religions in the Middle East; reading and analyzing primary source documents</p> <p>Differentiated Instruction: Choice of activities within Magic Carpet project; power point notes; drama (acting out aspects of Sharia law), storybook or poetry book; data driven 4.5 assessment groups; primary source documents based on reading level</p>	<p>Whole Group <input checked="" type="checkbox"/> Yes</p> <p>Cooperative Group <input type="checkbox"/> Yes</p> <p>Flexible Group <input checked="" type="checkbox"/> Yes</p> <p>Collaborative Pair <input type="checkbox"/> Yes</p> <p>Centers/Stations <input type="checkbox"/> Yes</p> <p>Technology Use: Teacher: Student:</p>	<p>Student Conferencing <input type="checkbox"/> Yes</p> <p>Performance Task <input checked="" type="checkbox"/> Yes</p> <p>Project <input checked="" type="checkbox"/> Yes</p> <p>Class Presentation <input checked="" type="checkbox"/> Yes</p> <p>Test <input type="checkbox"/> Yes</p> <p>Quiz <input type="checkbox"/> Yes</p> <p>Homework <input checked="" type="checkbox"/> Yes</p> <p>Ticket Out The Door <input checked="" type="checkbox"/> Yes</p> <p>CPS Response <input type="checkbox"/> Yes</p>
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