***Teaching about World Religions using the AAR Pedagogical Competencies***

***“Scavenger Hunt”***

The objective of this modified “Scavenger Hunt” is to familiarize you with the World Religions identified in the OACS, understand the key issues and challenges faced with teaching about this content in public schools, and identifying appropriate resources, best practices and skills to effectively teach about World religions. We will use the Pedagogical Competencies outlined in the AAR document

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| ***Pedagogical Competencies*** | ***Explore/Research/Reflect*** | ***Application*** |
| ***Station 1 (20 points)***   * Identify the OACS that focus on World Religions * Be able to find and recognize appropriate resources about religion when needed, on the Internet or in more traditional media. | **Identify the OACS. Then develop an annotated bibliography: Identify 3 Resources for each of the world religions(incl. young adolescent literature): Buddhism, Hinduism, Islam, Christianity, Judaism**  ***OACS***  **Standard**: 6th Grade Social Studies  **Strand**: History  **Topic**: Early Civilizations  **Content** **Statement**: (2) Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, relations, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  **Standard**: 6th Grade Social Studies  **Strand**: Geography  **Topic**: Human Systems  **Content** **Statement**: (7) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.  **Standard**: 6th Grade Social Studies  **Strand**: Geography  **Topic**: Human Systems  **Content** **Statement**: (8) Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism)  ***Common Core***  **Standard**: 6th grade ELA  **Strand**: Literacy  **Topic**: Integration of Knowledge and Ideas  **Content** **Statement**: (6.9) Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **Standard**: 6th grade ELA  **Strand**: Literacy  **Topic**: Key Ideas and Details  **Content** **Statement**: (6.2) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **Standard**: 6th grade ELA  **Strand**: Social Studies Literacy  **Topic**: Integration of Knowledge and Ideas  **Content** **Statement**: (66-8.8) Distinguish among fact, opinions, and reasoned judgment in a text.  **Buddhism**  **Bortolin, M. (2005). *The dharma of Star Wars.* Somerville, MA: Wisdom Publications, Inc.**  This book uses the chronicles of Star Wars to explore Buddhist themes. The author is a Buddhist himself. Though this isn’t necessarily children’s literature, it will definitely capture the attention of any Star Wars fan. Some themes listed in the table of contents include mindfulness, five aggregates of self, suffering and more.  **Buddhism. (n.d.). BBC.com. Retrieved on July 22, 2013 from:** <http://www.bbc.co.uk/religion/religions/buddhism/>  The information on this site includes categories for exploring beliefs, ethics, customs, history, holy days, people, and subdivisions of Buddhism, including a section for a quick summary.  **Buddhism. (n.d.). Religionfacts.com. Retrieved on July 22, 2013 from:** <http://www.religionfacts.com/buddhism/index.htm>.  Buddhism is a religion stemming from India over 2,500 years ago. This site explains the religion with several categories: basics, beliefs, deities, fast facts, features, glossary, history, practices, sacred texts, sects and schools, symbols, timeline, and more.  **Perry, M.L. (2008). *Taneesha never despairing*. Somerville, MA: Wisdom Publications.**  Taneesha is a fifth-grader struggling with standing up for her best friend, losing the race to become class president, and her crush finding out then making fun of her for being Buddhist. Traditions and practices of Buddhism are shared while Taneesha makes her way through fifth grade.  **Hinduism**  **Banerjee, A. (2005). *Maya Running*. New York, NY: Wendy Lamb Books.**  This story follows a middle school girl from India who has moved to Canada with her family in the 1970s. She struggles as a girl in middle school and eventually when her beautiful cousin from India visits. She prays to the Hindu god Ganesh and begins a journey understanding and accepting herself and her heritage.  **Hinduism. (n.d.). *BBC.com*. Retrieved on July 22, 2013 from:** <http://www.bbc.co.uk/religion/religions/hinduism/>  This site has several categories to explain major ides of Hinduism including an “at a glance” summary, concepts, deities, ethics, history, holy days, rites and rituals, texts, and worship.  Hinduism is polytheistic and has almost 1 millions followers and is one of the oldest religions in the world.  **Hinduism. (n.d.). *Religionfacts.com*. Retrieved on July 22, 2013 from:** [**http://www.religionfacts.com/hinduism/index.htm**](http://www.religionfacts.com/hinduism/index.htm)  This site provides a lot of categories to explain many concepts of Hinduism. Categories include basics, beliefs, gods, history, holidays, practices, sects and schools, symbols, texts, and more. Hinduism has a long and unknown history in terms of its founder and date of origin.  **Johari, H. (1998). *The birth of the Ganga.* Rochester, VT: Inner Traditions.**  This picture book is illustrated with forty-six color paintings that help tell the tale of the origins of the river Ganga, the holiest river in India. The images depict many gods and saints seen in Hinduism.  **Krishnaswami, U. (1999). *Shower of gold: Girls and women in the stories of India.* North Haven, CT: Linnet Books.**  This book includes the retelling of eighteen different stories about girls and women in India. Some of the stories are based on folklore and some are built on Buddhist and Hindu mythology. For example, one story is about the goddess Durga while other stories are about women in everyday towns. There is information in the book to help put it in context to a reader not familiar with this culture.  **Islam**  **Islam. (n.d.). *BBC.com*. Retrieved on July 22, 2013 from:** <http://www.bbc.co.uk/religion/religions/islam/>.  This site from the BBC contains categories to teach about the main ideas of Islam. Categories include an “at a glance” section, arts and culture, beliefs, history, holy days, ethics, practices, prayer and worship, rites and rituals, subdivisions, and texts. Islam is the second largest religion in the world, with over one billion followers.  **Islam. (n.d.). *Religionfacts.com*. Retrieved on July 22, 2013 from:** [**http://www.religionfacts.com/islam/index.htm**](http://www.religionfacts.com/islam/index.htm)  This site includes many categories and further subcategories about Islam. Categories include: basics, beliefs, history, holidays, places, practices, sects, schools, and heresies, symbols, texts, and more.  **Martson, E. (2008). *Santa Claus in Baghdad.* Bloomington, IN: Indiana University Press.**  Though written for a little older crowd, this book can be relevant in the sixth grade classroom. The book contains stories of eight different teens living in the Arab world in Iraq, Tunisia, Egypt, the West Bank, Lebanon, Syria, Jordan, and in a Palestine refugee camp. Themes from Islam are intertwined with the situations these teens are dealing with in their lives.  **Sharif, M. (2011). *Bestest. Ramadan. Ever.* Woodbury, MN: Flux.**  This is a story about a teen Muslim girl who is experiencing typical teen drama within the framework of her Islamic faith. At one point a new Muslim girl moves to the school, and less conservative is capturing the attention of the main character’s crush. The book has a focus on the month of Ramadan as well as other issues relevant to a girl who is both Muslim and American. | ***Write a short description highlighting key points of each religion***  **Buddhism**  Buddhism ranges from worship of deities and rituals to those that focus on personal enlightenment without deities. For most it is more a philosophy than a religion because of this; there is no personal God or relationship with God. Many followers include it with their other religious beliefs. The basic premise is that life is suffering and to escape that is to become enlightened. The Buddha is Siddhartha, a prince who became enlightened, and is not a god but more a teacher whose teachings can lead to enlightenment and relief from suffering. Everything is impermanent and is always changing, including existence; Buddhists believe that people are reincarnated over and over. Nirvana is the state of being enlightened; meditation is one part of the way to achieve this as well as living with a code of ethics. The Four Noble Truths are the main principles of Buddha and include: 1) The truth of suffering, 2) The truth of the origin of suffering, 3) The truth of the cessation of suffering, and 4) The truth of the path to the cessation of suffering.  **Hinduism**  Hinduism is a group of religious beliefs stemming from India. In many ways it is a way of life or a group of religions due to the numerous ways it is practiced and the lack of cohesive teachings. Many believe in an impersonal supreme being, but some worship a more personal God. This supreme God has multiple deities that represent the qualities of him. There are a variety of sacred texts that are used called the Veda (four texts and supplements) but because of the diversity of Hinduism, this is not true for all followers. Dharma is the system of values most Hindus follow. Reincarnation is governed by karma, or the consequences for your choices. This leads to the idea of honoring and caring for all creatures, trying not to hurt others, which is also why many Hindus are vegetarians. The true self is often emphasized, which means that the human experience is secondary to the spiritual one, and some Hindus practice asceticism because of this. Social class and stage of life is something incorporated into the religion, with religious leaders, Brahmans, at the top.  **Islam**  Islam is an Abrahamic religion and its name refers to total submission to the will of God, a key principle in the faith. Muhammad was the final prophet sent by God to share how to live according to his law and the religion focuses on Muhammad’s teachings. Their religious laws and teachings are in the Qur’an and the Sunnah. To practice Islam, Muslims follow the five Pillars of Islam: declaration of faith, praying five times a day, giving money to charity, fasting, and a pilgrimage to Mecca at least once. They believe in a single god, Allah, as well as in angels. Prophets were sent to Earth, and include Jesus and Moses, though Muhammad was the final prophet. Muslims follow their religious texts literally, as they believe they are the literal word of God. Muslims believe in an afterlife and judgment from God on the Last Day, with all people going to Heaven and Hell based on their life’s actions. By fully submitting to the will of God, Muslims believe they will be granted access to Paradise for pleasing Allah. There is a major division between the Sunni and Shi’a followers; these two sects formed after Muhammad died and they needed to follow a new religious leader. Each formed when the groups chose a different leader.  **Christianity**  Christianity is an Abrahamic religion and follows the teachings of Jesus Christ, focusing on loving God and one another. Christians use the Old and New Testaments, which make up their religious text, the Bible. They believe Jesus is the son of God and that he was sent to Earth to save humanity from their sins. Jesus died on the cross and was resurrected, which represents that everyone can gain eternal life once forgiven of their sins. Even though they believe in a single God, there are three components called the Holy Trinity: the Father, the Son, and the Holy Spirit. There are three main divisions of Christianity today but even more within each category. They are: Roman Catholicism, Eastern Orthodoxy, and Protestantism. Many Christians believe in Heaven and Hell, getting to Heaven by following God’s laws and being forgiven for sins. Christians believe in the second coming of Christ, where he will judge and reward people and set up his kingdom. Christians also believe in angels and saints.  **Judaism**  Judaism is an Abrahamic religion, and is the original preceding Christianity and Islam. Jews believe in a single God, with whom they have a covenant. God has done good things for the Jewish people and they try to live a holy life. Jews call themselves “the chosen people” because of this agreement with God and try to set a moral and holy example in their lives to the world. Jews have a personal relationship with God. Their sacred text is the Torah, which was given to Moses. There are several different subdivisions of Judaism, ranging from liberal to very conservative and fundamental. Some Jewish people identify as such in a cultural sense instead of a religious sense even. The Jewish religion has many traditions based on family and community. Another part of this belief is that someone who is born to a Jewish mother is considered a Jew. Many Jews believe that the Messiah will come to Earth and bring peace to the world and acceptance of the Jewish religion. |
| **Christianity**  **Christianity. (n.d.). *BBC.com*. Retrieved on July 22, 2013 form:** [**http://www.bbc.co.uk/religion/religions/christianity/**](http://www.bbc.co.uk/religion/religions/christianity/)  This site covers a variety of topics about Christianity including a short “at a glance” page, which summarizes very briefly the history, key points, and important vocabulary, such as the names of leaders, holy books, and houses of worship. Other categories that go into great depth are beliefs, Christmas, ethics, history, holy days, people, places, the Pope, prayer and study, priests, monks, nuns, rites and rituals, saints, subdivisions, symbols, texts, and women. Christianity is the largest religion practiced world-wide, with over 2 billion followers.  **Christianity. (n.d.). *Religionfacts.com*. Retrieved July 22, 2013 from:** [**http://www.religionfacts.com/christianity/index.htm**](http://www.religionfacts.com/christianity/index.htm)  This sites explores many topics about Christianity including basics, beliefs, books, charts, denominations, history, holidays, people, places, practices, texts, symbols, and more. The “Fast Facts” section has a lot of summary information and links to further information.  **Gunn, R.J. (1988 ). *Summer Promises.* Minneapolis, Minnesota: Bethany House Publishers.**  This first book in the Christy Miller series follows a teen girl as she visits her aunt and uncle in California for the summer. As she makes new friends, she finds herself in some difficult situations but later learns more about God from her new friend Todd. Aside from dealing with the typical day-to-day issues of a teen girl, the story develops themes of Christianity and continues in |
| the rest of the series.  **Rollins, J. (2012). *Arana’s Visitor (The Vadelah Chronicles, Book 1)*. United States: Gyroscope Books.**  This is a science fiction novel based on Christian themes. The main character David finds an alien and then travels to another planet. The author uses Christian themes and a Christian worldview in the framework of science fiction. Meeting an alien is the first challenge David faces but learns many truths along the way.  **Judaism**  **Judaism. (n.d.) *BBC.com*. Retrieved July 22, 2013 from:** [**http://www.bbc.co.uk/religion/religions/judaism/**](http://www.bbc.co.uk/religion/religions/judaism/)  This site covers a variety of topics about Judaism including a short “at a glance” page, which summarizes very briefly the history, key points, and important vocabulary, such as the names of leaders and houses of worship. Other categories that go into great depth are beliefs, customs, history, the Holocaust, holy days, ethics, people, rites, subdivisions, texts, and worship. Important to note is that Judaism is “one of the oldest monotheistic religions and was founded over 3500 years ago in the Middle East,” and is the original of the Abrahamic religions, which include Christianity and Islam.  **Judaism101. (n.d.). *jewfaq.org*. Retrieved on July 22, 2013 from:** [**http://www.jewfaq.org/index.shtml**](http://www.jewfaq.org/index.shtml)  This site has information ranging from ideas to people, places, things, words, deeds, times, life cycle, and references. It is a self-proclaimed online encyclopedia of information about Judaism and has been around for over ten years. Included on the home page are suggestions about how to start using the site based on what you want to know. Information ranges for the beginner who doesn’t know what to ask to those who want to know more complete details.  **Sheiner, S. (2006). *The adventures of Rabbi Harvey: A graphic novel of Jewish wisdom and wit in the Wild West*. Woodstock, VT: Jewish Lights Publishing.**  This graphic novel about a Rabbi living in the Wild West, uses traditional Jewish folklore in a new way. A rabbi moves to Colorado and helps the community in a variety of ways, demonstrating values and wisdom of the Jewish religion and culture. The stories use humor and play on traditional folktales.  **Taylor, S. (1951). *All-of-a-kind family*. New York, NY: Yearling.**  This story set in the 1920s follows the day to day happenings of a Jewish family living in New York’s Lower East Side. There are five daughters in the family and the story chronicles their lives as Americans and as Jewish immigrants. For example, one chapter is entitled, “Fourth of July” while another is entitled “The Sabbath.” This is the first in the series, with four other novels that follow. |
| ***Station 2 (15 points)***   * Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others. * Be aware of examples of best practices in teaching about religion. * Develop the ability to present multiple religious perspectives in a fair or neutral way. | ***Highlight at least 2 key points from the reading that addresses each of these competencies***   * Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.   1. The text talks about “setting the context” (p.11) for teaching religion where teachers should make it clear that when lessons relate to religion that it is legal and appropriate to learn in school and that they goal is to understand how religion plays into culture and being human and that the goal is not to promote a particular point of view on religions.  2. On p. 11, the text talks about assumptions of both the teachers and students. This is important to consider when investigating religions. What does everyone already know? What preconceived ideas (right or wrong) do they bring to the conversation? Students and teachers should be aware of this as they discuss and investigate religions.  3. Knowing that when people are religiously illiterate, it does not mean that they are not intelligent but rather that they hold assumptions true that are incorrect (p.5). It is important to recognize and remember this when instructing students who might be illiterate in terms of religions. They also state (p.6) that illiteracy can be reduced through a non-devotional way of teaching about religions, through the grade levels.  4. For the cultural studies approach (p. 10), it suggests that teachers be educated in religious studies. This allows them the background to really help students learn about a variety of religions from around the world.   * Be aware of examples of best practices in teaching about religion.   1. The “cultural studies approach” (p.10) is considered a way to combine the three different ways to instruct (literary, traditions, and historical) and they suggest that teachers get training in religious studies to help them, as well as cover topics more in depth. To use this approach, the emphasis should be on exploring how religion is embedded in culture and not see it as a separate idea. It also asks learners to consider their own personal assumptions as playing a role in their understanding and explanation of religions.  2. Using pre-assessments to see where students are is important in the discussion of religion. The text suggests (p.12) that students should write key words or concepts about major world religions before beginning. This gives them a chance to reflect as learners but also a way for teachers to identify ideas that need to be corrected or elaborated on.  3. Finding appropriate and authentic resources is important. This could be literature or media. Textbooks often cover too little material without context. One consideration is that students should learn to think critically about the sources they use and why those sources may or may not be a good place to gather information.   * Develop the ability to present multiple religious perspectives in a fair or neutral way.   1. On p. 4, the text explores the misconception people have about learning about religions in American schools. What IS allowed is the presentation of religions in a non-devotional way that is inclusive of a variety of religions. What IS NOT acceptable is teaching religion through a particular perspective. Understanding this helps teachers know how to begin presenting information in a fair (and constitutional and academic) way.  2. The text (p.4) also states that when one is religiously literate, they have “a basic understanding of the history, central texts 9where applicable), beliefs, practices, and contemporary manifestation of several of the world’s religious traditions and religious expressions as they arose out of an continue to shape and be shaped by particular social, historical and cultural contexts, and the ability to discern and explore the religious dimensions of political, social, and cultural expressions across time and place.” If one adopts this definition of having religious literacy, one will seeking to help students understand multiple religious perspectives in a fair or neutral way. | ***How can incorporate this into your teaching of world religions? Provide at least 1 example for each competency***   * Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.   I definitely think I need to work on my personal education of religions. I don’t think I have the knowledge I currently need to teach about world religions. I know that learning about religions isn’t necessarily a skill in leading students in discussion, but I know that it is something I need before I can get students talking about religions.  Once I feel competent in my knowledge of religions, I plan to work with students in thinking about their own assumptions about different religions and question my own, as well. It might be important to have students personally reflect and then open it up to share as a class if students feel comfortable sharing what they know or think.   * Be aware of examples of best practices in teaching about religion.   Having students learn about religions through the cultural studies approach is a way to help students make deeper connections between cultures and religions. I plan to help students learn about how religions influence culture and vice versa, giving them access to literature about the religion and culture, exploring how the religious beliefs play a role in the structure of society and the government, and the history behind the religion. In doing projects for ancient cultures, I think it would be a great way to introduce this framework of learning religions and teaching kids how to think of religions in this cultural way.   * Develop the ability to present multiple religious perspectives in a fair or neutral way.   The first thing I would want to do is remind myself of the constitutionally appropriate way to instruct on religions, maintaining an academic sense about the instruction. Not only that, but I would share with my students this same frame of thinking to help them understand the aim of our studies as a way to understand the world around us in an academic manner. This is the first step to learning about religions in a neutral way, and making sure that everyone involved understands.  Secondly, my aim would be to help students become religiously literate, looking to the definition provided in the text (p. 4). I would make sure that students understand the role of religion in explaining historical events, cultures, and why people do the things they do. Additionally, the aim is to explore multiple world religions and giving each religion fair time is one way to help make this happen. |
| ***Station 3 (15 points)***   * Understand the difference between the secular academic and devotional approaches to religion, and consistently use the secular academic approach. * Be able to address in a constructive way religious disagreements and conflicts that arise in the classroom. * Be aware of, and manage effectively, religious diversity in the classroom. * Create an environment of respect and tolerance—a safe environment in which students feel free to talk about religion. | ***The AAR guidelines outlines 4 Approaches to teaching religion (see pages 10-11). Which approach do you think you will follow? Why?***  Although it would require that I learn more and study more about world religions and cultures, I would choose to use the cultural studies approach. It lends itself well to learning using project-based learning and allows for the inclusion of the other three approaches, as well. Using this method I can include literature from a culture to help explore the religion and its cultural relevance. We can study the history behind the religion and see how it is dynamic and changes over time. We can explore the traditions and rituals of a culture and its religion and compare and contrast with other cultures. I really like working with the framework of a big picture and I think that this model helps students connect ideas within the big picture of learning about a culture. They can see how religions have affected a culture’s social structure or government. They can see how differences in a religion can affect the society as well, allowing some beliefs to become dominant. This really allows students to work with a constructivist viewpoint, making connections and understandings as they learn more and more about the religion and culture.  ***What do you understand by the competencies in Station 3?***  I have thought of this and find it to be a relevant and salient point in the text; when teaching about religions we need to approach it academically and without bias. Doing so follows all constitutional guidelines but gives students a chance to really learn about the world around them. It is important to be sensitive to students whose identities may be challenged in learning about religions, or at least may have strong feelings when learning about them. Students should be focused on learning the facts in an academic manner, which should help make it a safe place to ask questions. It is important to set the tone in the beginning to help establish respect and tolerance – and focusing on the main goal of learning about the world around us helps create that. If questions and concerns do arise, it is the teacher’s role to responsibly and academically answer the question, or help the student research more on their own. If questions get to be outside of the academic realm, teachers should guide students to explore more at home with parents or religious leaders. In teaching each religion with equal respect, it can help prevent issues of students feeling uncomfortable – perhaps some students may even feel comfortable sharing information about their religion, to help reflect the diversity of beliefs that exist. | ***How will you implement your approach/understanding of competencies into practice? Provide at least 2-3 specific examples.***  The first thing I would do is have a discussion of the goals of learning religions. As a class we could formulate a contract about respect, tolerance, and the goals of learning about religions. Each student would have the opportunity to contribute and then would be held responsible for the expectations set together. The contract should focus on how we treat different religions, making sure to focus on the academic side of religion and culture, and how we handle questions and concerns.  This would lead into how we deal with disagreements and conflicts in the room. As a class we can create a few ways to deal with disagreements and conflicts. One way could be a peer mediation, where certain students help mediate the discussion between the students with the issue. Another could be a classroom round table where each person has the chance to speak their mind, within the agreements of the contract, uninterrupted with the teacher as a facilitator. Another way could be to have the involved parties have a meeting of the minds with the teacher in a more private setting to discuss issues more personal in nature; the students can air their grievances and work with the teacher to understand where each student is coming from, do some research together, and/or find a way to come to an agreement or understanding. At no point would the disagreements or conflicts be focused on a “right” and “wrong” student but should help students learn to sometimes agree to disagree and learn about the religions we are learning. |
| ***Station 4 : Final Reflection***  ***10 points*** | ***Reflect on the AAR document –what impact did these guidelines have on your professional development and pedagogy?***  I hadn’t thought too much about teaching religion, but I have thought about how to manage topics that can be challenging. This helped me feel more solid in my belief of teaching those concepts with a very academic focus, showing that is an appropriate way to manage them. Students can explore their own beliefs and thoughts in other venues, but in school the goal should be to understand the world better and religion is such an embedded concept in culture throughout history that it is important to make sure that it is a topic brought into the story of cultures.  Additionally, the AAR document gave some great considerations that I hadn’t thought about. The four approaches are wonderful in helping create an appropriate frame of reference with which to study religions. I don’t think I thought of any way except to “just teach them,” which sounds silly now but I think it also helped me think beyond pedagogy for religion but to think about the ways to frame other studies.  I also think that the consideration about media literacy were very important to bring up. So many people with opinions share a lot that is not academic or even accurate. Not only is it wise to consider the resources I choose but also to help students in how they find resources, as well. | ***How will you take all of the information you have gained from AAR and your research and make it comprehensible to your 6th graders? This is your “snapshot of practice” - provide at least 1 specific example of practice.***  I think being upfront and honest about the challenges that some students might feel when learning about religions is important, including the goals of learning about religions in cultures. As I stated before, I would open with students creating a contract of expectations together and discuss the goals for learning about religions in cultures and what we plan to do if anyone has a concern or disagreement. From there, students would brainstorm what they know about religions and we would have a conversation about how our personal assumptions can affect our view of what a religion is or is not. Making sure to focus on the academic aspects of religion, we would begin to explore how a culture is affected by its religion and vice versa. Using a variety of literature, history, traditions, and other cultural aspects in a project-based learning situation, we can think about how the religion has changed over time and how the culture has been influenced by the religion. It is important to make sure students get exposure to the major religions and learn about how they differ, compare, and how the subdivisions within each also differ and compare. When questions arise, they should be honored respectfully and answered as best as they can within the academic framework, acknowledging the curiosities of students, but making sure that students are respectful, as well. |
| ***Total: 60 points*** |  |  |