Unit V: Religion

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 2**
Length: **3-4 Weeks**
Status: **Published**

Enduring Understanding

- Understand that diversity can lead to unequal power relations on the development of group identities and cultures, and how that can be addressed and rectified.
- Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives
- To know when to intercept people when their words, actions or views are biased and hurtful, and to communicate with respect even when disagreeing with others.
- To evaluate the importance of religion for many individuals and how it brings both unity and conflict.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Standards

6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and

	individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.

Essential Questions

- What were the religious reasons that contributed to the establishment of the American Colonies? And how did they differ between colonies and states?
- How did international events influence the bias and treatment towards various religions in the United States?
- How does religion intertwine with race and is that reflected in the treatment of members of certain religions in the United States?
- What can be done to promote and enforce the 1st Amendment freedom of religion and provide a safe space for all religions in the United States?

Knowledge/Skills

What were the religious reasons that contributed to the establishment of the American Colonies?

- Connecticut, Maryland, Pennsylvania etc
- Early religious persecution in the colonies

How was religion and religious differennces dealt with the United States Constitution?

- The meaning of the First Amendment - The Founders as well as Supreme Court interpretations
- Scopes Trial: https://drive.google.com/file/d/1Ts8MDQd80bBwsNGBbeJzBepRUfAdm2_o/view?usp=sharing

How have various international events impacted the US populations treatment of people of various religions?

- US Reaction to the Holocaust
  - The *St. Louis*
- Contemporary AntiSemitism:
  - https://echoesandreflections.org/unit-11/?state=open#content
  - https://www.adl.org/education/educator-resources/lesson-plans/deadly-shooting-at-the-tree-of-life-synagogue
  - https://www.adl.org/education/educator-resources/lesson-plans/swastikas-and-other-hate-symbols
- *9/11*
  - https://www.adl.org/education/educator-resources/lesson-plans/the-muslim-ban-and-the-power-of-protest#.WJKA5VMrJxB
  - https://www.adl.org/education/educator-resources/lesson-plans/anti-muslim-bigotry-and-being-an-ally

What can we do to help end the hatred and violence aimed at people in the United States because of their relgion?

- AntiSemitism Incidents: Being and Ally, Advocate and Activist: https://www.adl.org/education/educator-resources/lesson-plans/anti-semitic-incidents-ally-advocate-and-activist

Transfer Goals

Students will be able to independently cultivate intellectual curiosity about unfamiliar religious and spiritual traditions, demonstrating a commitment to ongoing learning in a religiously diverse world.

Students will be able to independently challenge stereotypes and misconceptions about various religious traditions, drawing on accurate and nuanced information.

Resources

Movies:

- The Feeling of Being Watched (2018) - When journalist Assia Boundaoui investigates rumors of surveillance in her Arab-American neighborhood in Chicago, she uncovers one of the largest FBI terrorism probes conducted before 9/11 and reveals its enduring impact on the community.
- United States of Hate: Muslims Under Attack (2016) - In this one-off documentary, BBC Three examines an upsurge in Islamophobia in America, meeting both Texan anti-Islam groups and American Muslims. Award-winning director and producer Steph …
- School Ties (1992)
- Shared Legacies: The African American Jewish Civil Rights Alliance (2020)looks at the historic alliance between Blacks and Jews. It begins with the founding of the NAACP in 1909 and showcases the bigotry and segregation that both groups have faced. The documentary grapples with issues of systemic racism, many of which persist to this day, and pursues the aspiration of Dr. King to create a “coalition of conscience.”
- BlacKkKlansman (2018): Black police detective and Jewish cop infiltrate KKK group.

Books:

- Jewish Book of Why
- Bhagavad Gita

Supreme Court Cases:

- Sherbert v Verner
- West Virginia v Barnette

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Other Resources:

- America at a Crossroads. America's Muslims - https://www.pbs.org/weta/crossroads/about/show_muslim_americans.html
- Article: "Arab Americans Protest Films' Stereotypes" https://www.washingtonpost.com/wp-srv/national/frompost/nov98/arab06.htm
- Article: "Many Americans see religious discrimination in U.S. – especially against Muslims" Pew Research Group https://www.pewresearch.org/fact-tank/2019/05/17/many-americans-see-religious-discrimination-in-u-s-especially-against-muslims/
- The US Department of Justice - Combatting 9/11 Backlash: https://www.justice.gov/crt/combating-post-911-discriminatory-backlash-6
- Confronting Anti-Semitism: Jews need Trifocal Lenses - https://www.ajc.org/news/confronting-antisemitism-jews-need-trifocal-lenses
- US Department of Education: Religious Discrimination https://www2.ed.gov/about/offices/list/ocr/religion.html
- ACLU: End the Use of Religion to Discriminate - https://www.aclu.org/issues/religious-liberty/using-religion-discriminate/end-use-religion-discriminate
- ADL: Anti-Muslim Bigotry: https://www.adl.org/education/resources/backgrounders/anti-muslim-bigotry

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0