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Religious Worlds of New York • Curriculum Development Project

How does the Cultural Studies Method Help us Understand Diverse Religions?

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Abstract

This detailed and ambitious curriculum project includes course units on six different religious traditions: **Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism**. (8 pages each – all found below, in alphabetical order)

The curricula follow guidelines, and include learning standards, from the [National Council for the Social Studies](#)' College, Career, and Civic Life (C3) Framework Social Studies State Standards. The objectives of the C3 Framework are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. Click the following links for the [full C3 Framework](#), and the framework's [Religious Studies Companion Document](#) (which was formally approved by the NCSS and the American Academy of Religion).

The curricula were designed using the [Inquiry Design Model](#) (IDM) and other resources available from [C3 Teachers](#). IDM is an approach to creating instructional materials that honors teachers' knowledge and expertise, avoids over-prescription, and focuses on main elements of the Inquiry Arc of the C3 Framework.

We hope you and your students will benefit from the curricular materials found below!

How does cultural studies help us understand Buddhism?



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Supporting Questions

1. What are the origins of Buddhism?
2. What do Buddhists believe?
3. What diversity can be found within Buddhism?
4. How did Buddhism become a world religion?

How does cultural studies help us understand Buddhism?

Standards and Content	<p>National Council for the Social Studies Religious Studies Companion Document for C3 Framework</p> <ul style="list-style-type: none"> D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.) D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts. D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere. <p>North Carolina Objectives for World History</p> <ul style="list-style-type: none"> WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past. WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past. WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.
Staging the Compelling Question	<p>The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then have students read a short Pew Research Center article entitled “5 facts about Buddhists around the world.” The purpose of this article is to show that stereotypes exist in all religious traditions. The teacher should have students complete a 3-2-1 activity to think about reading. The teacher should solicit answers from the activity and ask “What surprised you about this article?” Answers may vary, but stereotypes, generalizations, prejudice, and discrimination may be included in responses.</p> <p>The teacher has students watch the following video either individually or as a class:</p> <ul style="list-style-type: none"> HarvardX – Religious Diversity: Who is a Buddhist? – Time – 0.29-0.52 <p>Students may have to watch the video several times before responding to the next activity.</p> <p>The teacher should have students complete See, Think, Wonder activity to think about the video clip. The teacher should ask for the questions from the activity and ask, “What surprised you about this video?” Answers may vary, but stereotypes and generalizations should be included in responses.</p> <p>The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, “Misunderstandings” and/or simple descriptive explanation slide of the Cultural Studies Approach to Religion. After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. “How does this approach challenge stereotypes and generalizations?” How does the end of stereotypes and generalizations help to stop prejudice and discrimination?” After soliciting answers, the teacher introduces the compelling question. “How does cultural studies help us understand Buddhism?”</p>

<p>Supporting Question 1</p> <p>What are the origins of Buddhism?</p>	<p>Supporting Question 2</p> <p>What do Buddhists believe?</p>	<p>Supporting Question 3</p> <p>What diversity can be found within Buddhism?</p>	<p>Supporting Question 4</p> <p>How did Buddhism become a world religion?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Create a mind map detailing the historic origins of Buddhism using sources A-D.</p>	<p>Write a two-paragraph summary detailing the basic beliefs of Buddhists using the sources A-D.</p>	<p>Create a chart/graphic that illustrates the different divisions within Buddhism using the sources A-C.</p>	<p>Create a map that traces the spread of Buddhism using the sources A-D.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Source A: Video: HDS Buddhism in Brief Source B: Video: Religion for Breakfast: Who is Buddha? Source C: Pluralism Project: Prince Siddhartha: Renouncing the World Source D: Pluralism Project: Becoming the "Buddha": The Way of Meditation</p>	<p>Source A: Video: Religion for Breakfast: What is Buddhism? Source B: Pluralism Project: The Dharma: The Teachings of Buddha Source C: Pluralism Project: The Sangha: The Buddhist Community Source D: Pluralism Project: The Three Treasures</p>	<p>Source A: Pluralism Project: Theravada: The Way of the Elders Source B: Pluralism Project: Mahayana: The Great Vehicle Source C: Pluralism Project: Vajrayana: The Diamond Vehicle</p>	<p>Source A: Video: Business Insider: The Spread of World Religions Source B: Pluralism Project: The Expansion of Buddhism Source C: Pluralism Project: Buddhists in the American West Source D: Pluralism Project: Building "American Buddhism"</p>
<p>Summative Performance Task</p>	<p>ARGUMENT: How does cultural studies help us understand Buddhism? Construct an argument (e.g. essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>		
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research the Tibetan independence movement today.</p> <p>ASSESS: Weigh the extent to which citizens and organizations are successfully responding to the Tibetan independence movement today.</p> <p>ACT: Create a class position statement outlining the response that should be followed by the government of the United States to the Tibetan independence movement.</p>		

**Featured sources and links are suggested. With time these links may become broken. Sorry for any inconvenience.*

Inquiry Description

This inquiry leads students through an investigation of Buddhism through the lens of the cultural studies methodology. This inquiry highlights the following national and state curriculum standards:

National Council for the Social Studies Religious Studies Companion Document for C3 Framework

- D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.)
- D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

North Carolina Objectives for World History

- WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.
- WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
- WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.
- WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.

Pedagogical Notes:

- This inquiry requires prerequisite knowledge of the context of the history of Asia.
- This inquiry is expected to take four or five 50-minute class periods. The time frame could change if teachers think their students need additional scaffolds. Teachers should adapt the inquiry to meet the needs and interests of their learners.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete four Formative Performance Tasks, which, if used in sequence, prepare students for the Summative Performance Task. It is also recommended that the teacher review formative tasks with the class to assess understanding. This will help students in the essential understandings of the Summative Performance Task.

Staging the Compelling Question

The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then have students read a short Pew Research Center article entitled "[5 facts about Buddhists around the world.](#)" The purpose of this article is to show that stereotypes exist in all religious traditions. The teacher should have students complete [a 3-2-1 activity](#) to think about reading. The teacher should solicit answers from the activity and ask "What surprised you about this article?" Answers may vary, but stereotypes, generalizations, prejudice, and discrimination may be included in responses.

The teacher has students watch the following video either individually or as a class:

- [HarvardX – Religious Diversity: Who is a Buddhist?](#) – Time – 0.29-0.52

Students may have to watch the video several times before responding to the next activity.

The teacher should have students complete [See, Think, Wonder activity](#) to think about the video clip. The teacher should ask for the questions from the activity and ask, "What surprised you about this video?" Answers may vary, but stereotypes and generalizations should be included in responses.

The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, "[Misunderstandings](#)" and/or simple descriptive [explanation slide of the Cultural Studies Approach to Religion](#). After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. "How does this approach challenge stereotypes and generalizations?" How does the end of stereotypes and generalizations help to stop prejudice and discrimination?" After soliciting answers, the teacher introduces the compelling question. "How does cultural studies help us understand Buddhism?"

Supporting Question 1

The first supporting question – *What are the origins of Buddhism?*

The formative task is to create a [mind map](#) detailing the historic origins of Buddhism using sources A-E

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video on the origins of Buddhism. Teacher may share representative notes on the origins of Buddhism with the class as time permits. Using notes from readings and video, students create a mind map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources:

- Rubric for mind map (*Resource:* [iRubric: Mind Map Rubric](#))

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1.

- **Source A:** Video: [HDS Buddhism in Brief](#)
- **Source B:** Video: [Religion for Breakfast: Who is Buddha?](#)
- **Source C:** Pluralism Project: [Prince Siddhartha: Renouncing the World](#)
- **Source D:** Pluralism Project: [Becoming the “Buddha”: The Way of Meditation](#)

Supporting Question 2

The second supporting question— *Who do Buddhists believe?*

The formative task is to write a two-paragraph summary detailing the basic beliefs of Buddhism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students create an outline of the basic beliefs of Buddhism based on the readings and video. Teacher may share representative outlines with class as time permits. Using outlines, write a two-paragraph summary detailing the basic beliefs of Buddhists using the sources A-D. as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for two-paragraph essay](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2.

- **Source A:** Video: [Religion for Breakfast: What is Buddhism?](#)
- **Source B:** Pluralism Project: [The Dharma: The Teachings of Buddha](#)
- **Source C:** Pluralism Project: [The Sangha: The Buddhist Community](#)
- **Source D:** Pluralism Project: [The Three Treasures](#)

Supporting Question 3

The third supporting question – *What diversity can be found within Buddhism?*

The formative task is to create a chart/graphic that illustrates the different divisions within Buddhism using the sources A-C.

Teachers may implement this task with the following procedures. Teacher assigns the readings to the students prior to class. In class, students create notes that includes differences in perspectives found in the readings. In class, students create an outline that includes the different divisions Buddhism: Theravada, Mahayana, and Vajrayana. Students also include in their outline the diversity of beliefs of these divisions. Teacher may share representative outlines with class as time permits. Using outlines, students create chart/graphic that illustrates the different divisions within Buddhism using the sources A-D as a Formative Task.

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 3.

- **Source A:** Pluralism Project: [Theravada: The Way of the Elders](#)
- **Source B:** Pluralism Project: [Mahayana: The Great Vehicle](#)
- **Source C:** Pluralism Project: [Vajrayana: The Diamond Vehicle](#)

Supporting Question 4

The fourth supporting question – *How did Buddhism become a world religion?*

The formative task is to create a [map](#) that traces the spread of Buddhism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video of the spread of Buddhism. Teacher may share representative notes of the spread of Buddhism with class as time permits. Using notes from readings and video, students create a map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for map](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 4.

- **Source A:** Video: [Business Insider: The Spread of World Religions](#)
- **Source B:** Pluralism Project: [The Expansion of Buddhism](#)
- **Source C:** Pluralism Project: [Buddhists in the American West](#)
- **Source D:** Pluralism Project: [Building “American Buddhism”](#)

Summative Performance Task

At this point in the inquiry, students have examined the Buddhist religious tradition in depth. They will deepen that understanding of Buddhism through the cultural studies approach to the study of religion. This includes these [three principles](#):

1. Religions are internally diverse
2. Religions change over time.
3. Religions are embedded in cultures, not isolated from them.

In this final task, students construct an argument through a project that addresses the compelling question: *How does cultural studies help us understand Buddhism?* The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any competing perspectives. Students should demonstrate the depth of their understanding and their ability to

use evidence from several sources to support the claims in their summative product. The format of students' arguments will vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs. To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to further apply student learning by providing students the opportunity to remain engaged with the content by having students research the Tibetan independence movement today. Students should then weigh the extent to which citizens and organizations are successfully responding to the Tibetan independence movement today.

*Written by Tim Hall, Ph.D., K-12 Social Studies Instructional Specialist
Template by C3 Teachers*

How does cultural studies help us understand Christianity?



Image: Pixabay/Didgeman

Supporting Questions

1. What are the origins of Christianity?
2. What do Christians believe?
3. What diversity can be found within Christianity?
4. How did Christianity become a world religion?

How does cultural studies help us understand Christianity?

Standards and Content	<p>National Council for the Social Studies Religious Studies Companion Document for C3 Framework</p> <ul style="list-style-type: none"> D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.) D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts. D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere. <p>North Carolina Objectives for World History</p> <ul style="list-style-type: none"> WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
Staging the Compelling Question	<p>The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then display the results of a 2021 Pew Research study/graphic entitled “More than half of U.S. Christians say most things in society can be clearly divided into good and evil.” The purpose of this graphic is to show that stereotypes exist in all religious traditions. The teacher should have students complete See, Think, Wonder activity to think about graphic. The teacher should ask for the questions from the activity and ask, “What surprised you about this graphic?”</p> <p>The teacher has students watch the following video either individually or as a class:</p> <ul style="list-style-type: none"> HarvardX – Religious Diversity: Who is a Christian? – Time – 0.03-0.28 <p>Students may have to watch the video several times before responding to the next activity.</p> <p>The teacher should have students complete another See, Think, Wonder activity to think about the video clip. The teacher should ask for the questions from the activity and ask, “What surprised you about this video?” Answers may vary, but stereotypes and generalizations should be included in responses. The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, “Misunderstandings” and/or a simple descriptive explanation slide of the Cultural Studies Approach to Religion.</p> <p>After watching the video and/or describing the Cultural Studies Approach to Religion, the teacher should ask the students for their reactions. “How does this approach end stereotypes and generalizations?” How does the end of stereotypes and generalizations help to stop prejudice and discrimination?” After soliciting answers, the teacher introduces the compelling question. “How does cultural studies help us understand Christianity?”</p>

<p>Supporting Question 1</p> <p>What are the origins of Christianity?</p>	<p>Supporting Question 2</p> <p>Who do Christians believe?</p>	<p>Supporting Question 3</p> <p>What diversity can be found within Christianity?</p>	<p>Supporting Question 4</p> <p>How did Christian become a world religion?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Write a letter or journal entry from the perspective of an original Christians detailing the origins of Christianity and the challenges encountered by Christians using the sources A-D.</p>	<p>Write a two-paragraph summary detailing the basic beliefs of Christians using the sources A-D.</p>	<p>Create a chart/graphic that illustrates the different divisions, schools, and branches within Christianity using the sources A-D.</p>	<p>Create a timeline that details the spread of Christianity using the sources A-C.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Source A: Video: HDS: Christianity in Brief Source B: Pluralism Project: Life and Teachings of Jesus Source C: Pluralism Project: Death and Resurrection of Jesus Source D: Pluralism Project: Birth of the Church</p>	<p>Source A: Video: OWN: An Introduction to Christianity Source B: Video: National Geographic: Christianity 101 Source C: Pluralism Project: Credo: "I Believe..." Source D: Matthew 5-7: Sermon on the Mount</p>	<p>Source A: Pluralism Project: Orthodox Christian Churches Source B: Pluralism Project: The Roman Catholic Church and the Catholic Communion Source C: Video: National Geographic: The Protestant Reformation Source D: Pluralism Project: The Protestant Movement</p>	<p>Source A: Business Insider: The Spread of Christianity Source B: Pluralism Project: Mission to the World Source C: Pluralism Project: The Modern Era</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: How does cultural studies help us understand Christianity? Construct an argument (e.g. essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research Christian nationalism in America today.</p> <p>ASSESS: Weigh the extent to which citizens and organizations are successfully responding to the challenges of Christian nationalism in America today.</p> <p>ACT: Create a class position statement outlining actions citizens in the United States could take to help respond to the challenges of Christian nationalism today.</p>

**Featured sources and links are suggested. With time these links may become broken. Sorry for any inconvenience.*

Inquiry Description

This inquiry leads students through an investigation of Christianity through the lens of cultural studies methodology. This inquiry highlights the following national and state curriculum standards:

National Council for the Social Studies Religious Studies Companion Document for C3 Framework

- D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.)
- D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

North Carolina Objectives for World History

- WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.
- WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
- WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.
- WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.
- WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.

Pedagogical Notes:

- This inquiry requires prerequisite knowledge of the context of World History beginning at the start of the Common Era (CE).
- This inquiry is expected to take four or five 50-minute class periods. The time frame could change if teachers think their students need additional scaffolds. Teachers should adapt the inquiry to meet the needs and interests of their learners.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete four Formative Performance Tasks, which, if used in sequence, prepare students for the Summative Performance Task. It is also recommended that the teacher review formative tasks with the class to assess understanding.

This will help students in the essential understandings of the Summative Performance Task.

Staging the Compelling Question

The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then display the results of a 2021 Pew Research study/graphic entitled "[More than half of U.S. Christians say most things in society can be clearly divided into good and evil.](#)" The purpose of this graphic is to show that stereotypes exist in all religious traditions. The teacher should have students complete [See, Think, Wonder activity](#) to think about graphic. The teacher should ask for the questions from the activity and ask, "What surprised you about this graphic?"

The teacher has students watch the following video either individually or as a class:

- [HarvardX – Religious Diversity: Who is a Christian?](#) – Time – 0.03-0.28

Students may have to watch the video several times before responding to the next activity.

The teacher should have students complete another [See, Think, Wonder activity](#) to think about the video clip. The teacher should ask for the questions from the activity and ask, "What surprised you about this video?" Answers may vary, but stereotypes and generalizations should be included in responses. The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, "[Misunderstandings](#)" and/or a simple descriptive [explanation slide of the Cultural Studies Approach to Religion](#).

After watching the video and/or describing the Cultural Studies Approach to Religion, the teacher should ask the students for their reactions. "How does this approach challenge stereotypes and generalizations?" How does the end of stereotypes and generalizations help to stop prejudice and discrimination?" After soliciting answers, the teacher introduces the compelling question. "How does cultural studies help us understand Christianity?"

Supporting Question 1

The first supporting question – *What are the origins of Christianity?*

The formative task is to write a letter or journal entry from the perspective of an original Christians detailing the origins of Christianity and the challenges encountered by Christians using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video on the origins of Christianity. Teacher may share representative notes on the origins of Christianity with the class as time permits. Using notes from readings and video, students create letter or journal as the Formative Performance Task.

The following rubric may be used to support students as they work with sources:

- Rubric for journal or letter to students (*Resource:* [History with Mr. Green: Rubric: Historical Fiction](#))

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1.

- **Source A:** Video: [HDS: Christianity in Brief](#)
- **Source B:** Pluralism Project: [Life and Teachings of Jesus](#)
- **Source C:** Pluralism Project: [Death and Resurrection of Jesus](#)
- **Source D:** Pluralism Project: [Birth of the Church](#)

Supporting Question 2

The second supporting question— *What do Christians believe?*

The formative task is to write a two-paragraph summary detailing the basic beliefs of Christians using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and videos to the students prior to class. In class, students create an outline of the basic beliefs and behaviors of Christians based on the readings and videos. Teacher may share representative outlines with class as time permits. Using outlines, write a two-paragraph summary detailing the basic beliefs of Christians using the sources A-D. as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for two-paragraph essay](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2.

- **Source A:** Video: OWN: [An Introduction to Christianity](#)
- **Source B:** Video: [National Geographic: Christianity 101](#)
- **Source C:** Pluralism Project: [Credo: "I Believe..."](#)
- **Source D:** Matthew 5-7: [Sermon on the Mount](#)

Supporting Question 3

The third supporting question – *What diversity can be found within Christianity?*

The formative task is to create a chart/graphic that illustrates the different divisions and denominations within Christian tradition using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students create an outline that includes the different divisions and denominations of Christianity: Catholic, Orthodox, Protestant. Students also include in their outline the diversity of beliefs of these divisions. Teacher may share representative outlines with class as time permits.

Using outlines, students chart/graphic that illustrates the different divisions within Christianity using the sources A-D as a Formative Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for graphic organizer](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 3.

- **Source A:** Pluralism Project: [Orthodox Christian Churches](#)
- **Source B:** Pluralism Project: [The Roman Catholic Church and the Catholic Communion](#)
- **Source C:** Video: [National Geographic: The Protestant Reformation](#)
- **Source D:** Pluralism Project: [The Protestant Movement](#)

Supporting Question 4

The fourth supporting question – *How did Christianity become a world religion?*

The formative task is to create a timeline that details the spread of Christianity using sources A-C.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video of the major developments of Christian tradition. Teacher may share representative notes of major developments with class as time permits. Using notes from reading and video, students create timeline as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for timeline](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 4.

- **Source A:** Business Insider: [The Spread of Christianity](#)
- **Source B:** Pluralism Project: [Mission to the World](#)
- **Source C:** Pluralism Project: [The Modern Era](#)

Summative Performance Task

At this point in the inquiry, students have examined the Christian religious tradition. They will deepen that understanding of Christianity through the cultural studies approach to the study of religion. This includes these [three principles](#):

1. Religions are internally diverse
2. Religions change over time.

3. Religions are embedded in cultures, not isolated from them.

In this final task, students construct an argument through a project that addresses the compelling question: *How does cultural studies help us understand Christianity?* The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any competing perspectives. Students should demonstrate the depth of their understanding and their ability to use evidence from several sources to support the claims in their summative product. The format of students' arguments will vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs. To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to further apply student learning by providing students the opportunity to remain engaged with the content by having students research the challenges of Christian nationalism. Students should then weigh how citizens and organizations are successfully responding to the challenges of Christian nationalism in America today.

*Written by Tim Hall, Ph.D., K-12 Social Studies Instructional Specialist
Template by C3 Teachers*

How does cultural studies help us understand Hinduism?



Image: Pixabay/jyotipandalai

Supporting Questions

1. What are the origins of Hinduism?
2. What do Hindus believe?
3. What diversity can be found within Hinduism?
4. How did Hinduism become a world religion?

How does cultural studies help us understand Hinduism?

<p>Standards and Content</p>	<p>National Council for the Social Studies Religious Studies Companion Document for C3 Framework</p> <ul style="list-style-type: none"> • D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.) • D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts. • D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere. <p>North Carolina Objectives for World History</p> <ul style="list-style-type: none"> • WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. • WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past. • WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past. • WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.
<p>Staging the Compelling Question</p>	<p>The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then have students read short Pew Research Center article entitled “7 facts about Hindus around the world.” The purpose of this article is to show that stereotypes exist in all religious traditions. The teacher should have students complete a 3-2-1 activity to think about reading. The teacher should solicit answers from the activity and ask, “What surprised you about this article?” Answers may vary, but stereotypes, generalizations, prejudice, and discrimination may be included in responses.</p> <p>The teacher has students watch the following video either individually or as a class:</p> <ul style="list-style-type: none"> • HarvardX – Religious Diversity: Who is a Hindu? – Time – 0.53-1.10 <p>Students may have to watch the video several times before responding to the next activity.</p> <p>The teacher should have students complete See, Think, Wonder activity to think about the video clip. The teacher should ask for the questions from the activity and ask, “What surprised you about this video?” Answers may vary, but stereotypes and generalizations should be included in responses.</p> <p>The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, “Misunderstandings” and/or simple descriptive explanation slide of the Cultural Studies Approach to Religion. After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. “How does this approach challenge stereotypes and generalizations?” How does the end of stereotypes and generalizations help to stop prejudice and discrimination?” After soliciting answers, the teacher introduces the compelling question. “How does cultural studies help us understand Hinduism?”</p>

<p>Supporting Question 1</p> <p>What are the origins of Hinduism?</p>	<p>Supporting Question 2</p> <p>What do Hindus believe?</p>	<p>Supporting Question 3</p> <p>What diversity can be found within Hinduism?</p>	<p>Supporting Question 4</p> <p>How did Hinduism become a world religion?</p>
<p>Formative Performance Task</p> <p>Create a mind map detailing the historic origins of Hinduism using sources A-C.</p>	<p>Formative Performance Task</p> <p>Write a two-paragraph summary detailing the basic beliefs of Hindus using the sources A-D.</p>	<p>Formative Performance Task</p> <p>Create a chart/graphic that illustrates the different divisions within Hinduism using the sources A-D.</p>	<p>Formative Performance Task</p> <p>Create a map that traces the spread of Hinduism using the sources A-E.</p>
<p>Featured Sources</p> <p>Source A: Video: HDS Hinduism in Brief</p> <p>Source B: Pluralism Project: The Textures of Tradition</p> <p>Source C: Video: OWN: Introduction to Hinduism</p>	<p>Source A: Video: What is the History of Hinduism?</p> <p>Source B: Video: National Geographic: The Many Gods of Hindu Faith</p> <p>Source C: Crash Course: Indian Pantheons</p> <p>Source D: Video: Khan Academy: Hinduism Introduction – Core Ideas of Brahman, Atman, Samsara, and Moksha</p>	<p>Source A: Pluralism Project: The Textures of Tradition</p> <p>Source B: Pluralism Project: What Does “Hindu” Mean?</p> <p>Source C: Pluralism Project: A Context for Diversity</p> <p>Source D: Pluralism Project: Many Gods and One</p>	<p>Source A: Video: Business Insider: The Spread of World Religions</p> <p>Source B: Video: What is the History of Hinduism?</p> <p>Source C: Pluralism Project: The Hindu Diaspora</p> <p>Source D: Pluralism Project: Trade and Transcendentalism</p> <p>Source E: Pluralism Project: American Hinduism</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: How does cultural studies help us understand Hinduism? Construct an argument (e.g. essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research the Hindu nationalist movement in India today.</p> <p>ASSESS: Weigh the extent to which citizens and organizations are successfully responding to Hindu nationalist movement in India today.</p> <p>ACT: Create a class position statement outlining the response that should be followed by the government of the United States in response to Hindu nationalism and its effects on minority populations.</p>

**Featured sources and links are suggested. With time these links may become broken. Sorry for any inconvenience.*

Inquiry Description

This inquiry leads students through an investigation of Hinduism through the lens of the cultural studies methodology. This inquiry highlights the following national and state curriculum standards:

National Council for the Social Studies Religious Studies Companion Document for C3 Framework

- D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.)
- D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

North Carolina Objectives for World History

- WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.
- WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
- WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.
- WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.

Pedagogical Notes:

- This inquiry requires prerequisite knowledge of the context of the history of India.
- This inquiry is expected to take four or five 50-minute class periods. The time frame could change if teachers think their students need additional scaffolds. Teachers should adapt the inquiry to meet the needs and interests of their learners.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete four Formative Performance Tasks, which, if used in sequence, prepare students for the Summative Performance Task. It is also recommended that the teacher review formative tasks with the class to assess understanding. This will help students in the essential understandings of the Summative Performance Task.

Staging the Compelling Question

The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then have students read short Pew Research Center article entitled "[7 facts about Hindus around the world.](#)" The purpose of this article is to show that stereotypes exist in all religious traditions. The teacher should have students complete [a 3-2-1 activity](#) to think about reading. The teacher should solicit answers from the activity and ask, "What surprised you about this article?" Answers may vary, but stereotypes, generalizations, prejudice, and discrimination may be included in responses.

The teacher has students watch the following video either individually or as a class:

- [HarvardX – Religious Diversity: Who is a Hindu?](#) – Time – 0.53-1.10

Students may have to watch the video several times before responding to the next activity.

The teacher should have students complete [See, Think, Wonder activity](#) to think about the video clip. The teacher should ask for the questions from the activity and ask, "What surprised you about this video?" Answers may vary, but stereotypes and generalizations should be included in responses.

The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, "[Misunderstandings](#)" and/or simple descriptive [explanation slide of the Cultural Studies Approach to Religion](#). After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. "How does this approach challenge stereotypes and generalizations?" How does the end of stereotypes and generalizations help to stop prejudice and discrimination?" After soliciting answers, the teacher introduces the compelling question. "How does cultural studies help us understand Hinduism?"

Supporting Question 1

The first supporting question – *What are the origins of Hinduism?*

The formative task is to create a [mind map](#) detailing the historic origins of Hinduism using sources A-C.

Teachers may implement this task with the following procedures. Teacher assigns the reading and videos to the students prior to class. In class, students take notes from reading and videos on the origins of Hinduism. Teacher may share representative notes on the origins of Hinduism with the class as time permits. Using notes from reading and videos, students create a mind map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources:

- Rubric for mind map (*Resource:* [iRubric: Mind Map Rubric](#))

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1.

- **Source A:** Video: [HDS Hinduism in Brief](#)
- **Source B:** Pluralism Project: [The Textures of Tradition](#)
- **Source C:** Video: OWN: [Introduction to Hinduism](#)

Supporting Question 2

The second supporting question— *What do Hindus believe?*

The formative task is to write a two-paragraph summary detailing the basic beliefs of Hinduism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the videos to the students prior to class. In class, students create an outline of the basic beliefs of Hinduism based on the videos. Teacher may share representative outlines with class as time permits. Using outlines, write a two-paragraph summary detailing the basic beliefs of Hindus using the sources A-D. as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for two-paragraph essay](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2.

- **Source A:** Video: [What is the History of Hinduism?](#)
- **Source B:** Video: National Geographic: [The Many Gods of Hindu Faith](#)
- **Source C:** Crash Course: [Indian Pantheons](#)
- **Source D:** Video: Khan Academy: [Hinduism Introduction – Core Ideas of Brahman, Atman, Samsara, and Moksha](#)

Supporting Question 3

The third supporting question – *What diversity can be found within Hinduism?*

The formative task is to create a chart/graphic that illustrates the different divisions within Hinduism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings to the students prior to class. In class, students create notes that includes differences in perspectives found in the readings. In class, students create an outline that includes the different divisions in Hinduism. Teacher may share representative outlines with class as time permits. Using outlines, students create chart/graphic that illustrates the different divisions within Hinduism using the sources A-D as a Formative Task.

The following sources were selected to complete the Formative Performance Task and answer Supporting

Question 3.

- **Source A:** Pluralism Project: [The Textures of Tradition](#)
- **Source B:** Pluralism Project: [What Does “Hindu” Mean?](#)
- **Source C:** Pluralism Project: [A Context for Diversity](#)
- **Source D:** Pluralism Project: [Many Gods and One](#)

Supporting Question 4

The fourth supporting question – *How did Hinduism become a world religion?*

The formative task is to create a [map](#) that traces the spread of Hinduism using the sources A-E.

Teachers may implement this task with the following procedures. Teacher assigns the readings and videos to the students prior to class. In class, students take notes from readings and videos of the spread of Hinduism. Teacher may share representative notes of the spread of Hinduism with class as time permits. Using notes from readings and video, students create a map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for map](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 4.

- **Source A:** Video: Business Insider: [The Spread of World Religions](#)
- **Source B:** Video: [What is the History of Hinduism?](#)
- **Source C:** Pluralism Project: [The Hindu Diaspora](#)
- **Source D:** Pluralism Project: [Trade and Transcendentalism](#)
- **Source E:** Pluralism Project: [American Hinduism](#)

Summative Performance Task

At this point in the inquiry, students have examined the Buddhist religious tradition in depth. They will deepen that understanding of Hinduism through the cultural studies approach to the study of religion. This includes these [three principles](#):

1. Religions are internally diverse
2. Religions change over time.
3. Religions are embedded in cultures, not isolated from them.

In this final task, students construct an argument through a project that addresses the compelling question: *How does cultural studies help us understand Hinduism?* The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any

competing perspectives Students should demonstrate the depth of their understanding and their ability to use evidence from several sources to support the claims in their summative product. The format of students' arguments will vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs. To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to further apply student learning by providing students the opportunity to remain engaged with the content by having students research Hindu nationalism movement in India today. Students should then weigh the extent to which citizens and organizations are successfully responding to Hindu nationalism in India.

*Written by Tim Hall, Ph.D., K-12 Social Studies Instructional Specialist
Template by C3 Teachers*

How does cultural studies help us understand Islam?



Image: Pixabay/bouassa

Supporting Questions

1. What are the origins of Islam?
2. What do Muslims believe?
3. What diversity can be found within Islam?
4. How did Islam become a world religion?

How does cultural studies help us understand Islam?

Standards and Content	<p>National Council for the Social Studies Religious Studies Companion Document for C3 Framework</p> <ul style="list-style-type: none"> D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.) D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts. D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere. <p>North Carolina Objectives for World History</p> <ul style="list-style-type: none"> WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past. WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.
Staging the Compelling Question	<p>The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then display the results of a 2011 Pew Research study entitled “How Muslims and Westerners View Each Other.” This graphic aims to show that stereotypes exist in all communities (The top answers for “Traits associated with Westerners among Muslims...” are Selfish and Violent. The top answers for “Traits associated with Muslims among non-Muslims...” are Fanatical and Honest). The teacher should ask for reactions. “What do these two lists have in common?” “What surprised you?”</p> <p>The teacher then has students watch the following video either individually or as a class:</p> <ul style="list-style-type: none"> HarvardX – Religious Diversity: Who is a Muslim? – Time – 1:12-1:36 <p>Students may have to watch the video several times before responding to the next activity.</p> <p>The teacher should ask for reactions. “How does this video compare with some of the survey responses of Muslims among non-Muslims?” “Why is there a disconnect?” Answers may vary, but stereotypes, generalizations, prejudice, and discrimination should be included in responses. The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, “Misunderstandings” and/or simple descriptive explanation slide of the Cultural Studies Approach to Religion.</p> <p>After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. “How does this approach challenge stereotypes and generalizations?” How does the end of stereotypes and generalizations help to stop prejudice and discrimination?” After soliciting answers, the teacher introduces the compelling question. “How does cultural studies help us understand Islam?”</p>

<p>Supporting Question 1</p> <p>What are the origins of Islam?</p>	<p>Supporting Question 2</p> <p>Who do Muslims believe?</p>	<p>Supporting Question 3</p> <p>What diversity can be found within Islam?</p>	<p>Supporting Question 4</p> <p>How did Islam become a world religion?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Write a letter or journal entry from the perspective of an original follower of Muhammad detailing the origins of Islam and the challenges encountered by Muhammad and his followers using the sources A-D.</p>	<p>Write a two-paragraph summary detailing the basic beliefs of Muslims using the sources A-E.</p>	<p>Create a chart/graphic that illustrates the different divisions, schools, and branches within the Islamic tradition using the sources A-D.</p>	<p>Create a timeline that traces the spread of Islam using the sources A-D.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Source A: Video: HDS: Islam in Brief Source B: Pluralism Project: Muhammad: The Messenger of God Source C: Pluralism Project: Qur'an: The Word of God Source D: The Quran</p>	<p>Source A: Video: OWN: An Introduction to Islam Source B: Video: National Geographic: Mecca Source C: Pluralism Project: The Call of Islam Source D: Pluralism Project: Islam Means Being "Muslim"</p>	<p>Source A: Video: Differences Shia and Sunni Islam Source B: Pluralism Project: One Ummah with Many Views Source C: Pluralism Project: Sunni and Shi'i Interpretations Source D: Pluralism Project: Sufism: Seeking God</p>	<p>Source A: Insider Business: World Religion Source B: Pluralism Project: Expansion of Islamic Civilization Source C: Pluralism Project: The Rise of European Colonialism Source D: Pluralism Project: Resurgence and Migration: The Muslim World</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: How does cultural studies help us understand Islam? Construct an argument (e.g. essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research Islamophobia in America today.</p> <p>ASSESS: Weigh the extent to which citizens and organizations are successfully responding to the challenges of Islamophobia in America today.</p> <p>ACT: Create a class position statement outlining actions citizens in the United States could take to help respond to the challenges of Islamophobia today.</p>

**Featured sources and links are suggested. With time these links may become broken. Sorry for any inconvenience.*

Inquiry Description

This inquiry leads students through an investigation of the Islamic tradition through the lens of cultural studies methodology. This inquiry highlights the following national and state curriculum standards:

National Council for the Social Studies Religious Studies Companion Document for C3 Framework

- D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.)
- D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

North Carolina Objectives for World History

- WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.
- WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
- WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.

Pedagogical Notes:

- This inquiry requires prerequisite knowledge of the context of World History from 500-1000.
- This inquiry is expected to take four or five 50-minute class periods. The time frame could change if teachers think their students need additional scaffolds. Teachers should adapt the inquiry to meet the needs and interests of their learners.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete four Formative Performance Tasks, which, if used in sequence, prepare students for the Summative Performance Task. It is also recommended that the teacher review formative tasks with the class to assess understanding. This will help students in the essential understandings of the Summative Performance Task.

Staging the Compelling Question

The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then display the results of a 2011 Pew Research study entitled "[How Muslims and Westerners View Each Other](#)." This graphic aims to show that stereotypes exist in all communities (The top answers for "Traits associated with Westerners among Muslims..." are Selfish and Violent. The top answers for "Traits associated with Muslims among non-Muslims..." are Fanatical and Honest). The teacher should ask for reactions. "What do these two lists have in common?" "What surprised you?"

The teacher then has students watch the following video either individually or as a class:

- [HarvardX – Religious Diversity: Who is a Muslim?](#) – Time – 1:12-1:36

Students may have to watch the video several times before responding to the next activity.

The teacher should ask for reactions. "How does this video compare with some of the survey responses of Muslims among non-Muslims?" "Why is there a disconnect?" Answers may vary, but stereotypes, generalizations, prejudice, and discrimination should be included in responses. The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, "[Misunderstandings](#)" and/or simple descriptive [explanation slide of the Cultural Studies Approach to Religion](#).

After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. "How does this approach challenge stereotypes and generalizations?" "How does the end of stereotypes and generalizations help to stop prejudice and discrimination?" After soliciting answers, the teacher introduces the compelling question. "How does cultural studies help us understand Islam?"

Supporting Question 1

The first supporting question – *What are the origins of Islam?*

The formative task is to write a letter or journal entry from the perspective of an original follower of Muhammad detailing the origins of Islam and the challenges encountered by Muhammad and his followers using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from reading and video on the origin of Islam. Teacher may share representative notes on the origin of Islam with the class as time permits. Using notes from reading and video, students create letter or journal as the Formative Performance Task.

The following rubric may be used to support students as they work with sources:

- Rubric for journal or letter to students (*Resource:* [History with Mr. Green: Rubric: Historical Fiction](#))

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1.

- **Source A:** Video: [HDS: Islam in Brief](#)
- **Source B:** Pluralism Project: [Muhammad: The Messenger of God](#)
- **Source C:** Pluralism Project: [Qur'an: The Word of God](#)
- **Source D:** [The Quran](#)

Supporting Question 2

The second supporting question— *What do Muslims believe?*

The formative task is to write a two-paragraph summary detailing the basic beliefs of Islam using the sources A-E.

Teachers may implement this task with the following procedures. Teacher assigns the readings and videos to the students prior to class. In class, students create an outline of the basic beliefs and behaviors of Islam based on the readings and videos. Teacher may share representative outlines with class as time permits. Using outlines, write a two-paragraph summary detailing the basic beliefs of Muslims using the sources A-E. as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for two-paragraph essay](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2.

- **Source A:** Video: [OWN: An Introduction to Islam](#)
- **Source B:** Video: [National Geographic: Mecca](#)
- **Source C:** Pluralism Project: [The Call of Islam](#)
- **Source D:** Pluralism Project: [Islam Means Being “Muslim”](#)

Supporting Question 3

The third supporting question – *What diversity can be found within Islam?*

The formative task is to create a chart/graphic that illustrates the different divisions, schools, and branches within the Islamic tradition using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students create an outline which includes the different variations of Islam: Shi'i, Sunni, and Sufi. Students also include in their outline the diversity of beliefs of these divisions. Teacher

may share representative outlines with class as time permits. Using outlines, students chart/graphic that illustrates the different divisions, schools, and branches within Islam using the sources A-D as a Formative Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for graphic organizer](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 3.

- **Source A:** Video: [Differences Shia and Sunni Islam](#)
- **Source B:** Pluralism Project: [One Ummah with Many Views](#)
- **Source C:** Pluralism Project: [Sunni and Shi'i Interpretations](#)
- **Source D:** Pluralism Project: [Sufism: Seeking God](#)

Supporting Question 4

The fourth supporting question – *How did Islam become a world religion?*

The formative task is to create a timeline that traces the spread of Islam using sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video of the major developments of Islamic tradition. Teacher may share representative notes of major developments with class as time permits. Using notes from readings and video, students create timeline as the Formative Performance Task.

The following scaffolds may be used to support students as they work with sources.

- [Rubric for timeline](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 4.

- **Source A:** Business Insider: [World Religion](#)
- **Source B:** Pluralism Project: [Expansion of Islamic Civilization](#)
- **Source C:** Pluralism Project: [The Rise of European Colonialism](#)
- **Source D:** Pluralism Project: [Resurgence and Migration: The Muslim World](#)

Summative Performance Task

At this point in the inquiry, students have examined the Islamic religious tradition. They will deepen that understanding of Islam through the cultural studies approach to the study of religion. This includes these [three principles](#):

1. Religions are internally diverse
2. Religions change over time.
3. Religions are embedded in cultures, not isolated from them.

In this final task, students construct an argument through a project that addresses the compelling question: *How does cultural studies help us understand Islam?* The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any competing perspectives. Students should demonstrate the depth of their understanding and their ability to use evidence from several sources to support the claims in their summative product. The format of students' arguments will likely, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs. To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to further apply student learning by providing students the opportunity to remain engaged with the content by having students research the challenges of Islamophobia. Students should then weigh how citizens and organizations are successfully responding to the challenges of Islamophobia in America today.

*Written by Tim Hall, Ph.D., K-12 Social Studies Instructional Specialist
Template by C3 Teachers*

How does cultural studies help us understand Judaism?

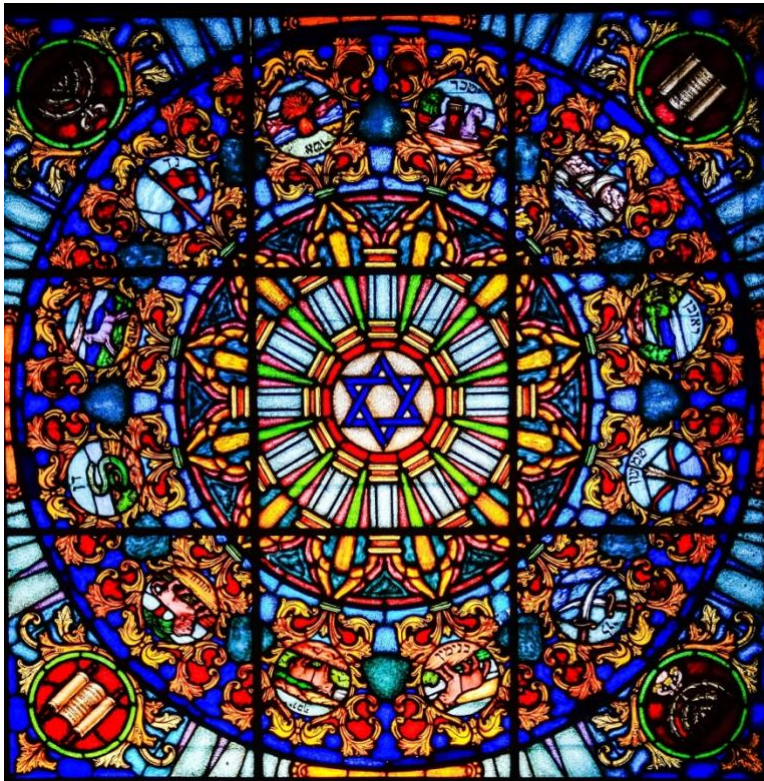


Image: Pixabay/TuendeBede

Supporting Questions

1. What are the origins of Judaism?
2. What do Jews believe?
3. What diversity can be found within Judaism?
4. How did Judaism become a world religion?

How does cultural studies help us understand Judaism?

<p>Standards and Content</p>	<p>National Council for the Social Studies Religious Studies Companion Document for C3 Framework</p> <ul style="list-style-type: none"> • D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.) • D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts. • D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere. <p>North Carolina Objectives for World History</p> <ul style="list-style-type: none"> • WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. • WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
<p>Staging the Compelling Question</p>	<p>The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then display the results of a 2020 Pew Research study/graphic entitled “Jewish population in U.S. is becoming more racially and ethnically diverse.” The purpose of this graphic is to show that stereotypes exist in all religious traditions. The teacher should have students complete See, Think, Wonder activity to think about graphic. The teacher should ask for the questions from the activity and ask, “What surprised you about this graphic?”</p> <p>The teacher has students watch the following video either individually or as a class:</p> <ul style="list-style-type: none"> • HarvardX – Religious Diversity: Who is a Jew? – Time – 1.38-1.55 <p>Students may have to watch the video several times before responding to the next activity.</p> <p>The teacher should have students complete another See, Think, Wonder activity to think about the video clip. The teacher should ask for the questions from the activity and ask, “What surprised you about this video?” Answers may vary, but stereotypes, generalizations, prejudice, and discrimination should be included in responses. The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, “Misunderstandings” and/or simple descriptive explanation slide of the Cultural Studies Approach to Religion.</p> <p>After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. “How does this approach challenge stereotypes and generalizations?” How does the end of stereotypes and generalizations help to stop prejudice and discrimination?” After soliciting answers, the teacher introduces the compelling question. “How does cultural studies help us understand Judaism?”</p>

<p>Supporting Question 1</p> <p>What are the origins of Judaism?</p>	<p>Supporting Question 2</p> <p>What do Jews believe?</p>	<p>Supporting Question 3</p> <p>What diversity can be found within Judaism?</p>	<p>Supporting Question 4</p> <p>How did Judaism become a world religion?</p>
<p>Formative Performance Task</p> <p>Create a mind map detailing the historic origins of Judaism using sources A-D.</p>	<p>Formative Performance Task</p> <p>Write a two-paragraph summary detailing the basic beliefs of Jews using the sources A-D.</p>	<p>Formative Performance Task</p> <p>Create a chart/graphic that illustrates the different denominations within Judaism using the sources A-D.</p>	<p>Formative Performance Task</p> <p>Create a timeline that details the spread and diaspora of Judaism using the sources A-C.</p>
<p>Featured Sources</p> <p>Source A: Video: PBS: The Emergence of Monotheism Source B: Pluralism Project: God: Biblical Monotheism Source C: World History Encyclopedia: Early Judaism (section entitled Monotheism) Source D: Pluralism Project: Israel: Jewish Nationhood</p>	<p>Source A: Video: OWN: An Introduction to Judaism Source B: Video: Harvard Divinity School: Judaism Through its Scriptures Source C: Pluralism Project: Torah: Covenant and Constitution</p>	<p>Source A: Website: My Jewish Learning: The Jewish Denominations Source B: Pluralism Project: Diaspora Community Source C: Pluralism Project: Kabbalah and Hasidism Source D: Pluralism Project: Modern Jewish Culture</p>	<p>Source A: Business Insider: The Spread of Religion Source B: PBS Visual Timeline: Explore the Diaspora</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: How does cultural studies help us understand Judaism? Construct an argument (e.g. essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research antisemitism in America today.</p> <p>ASSESS: Weigh the extent to which citizens and organizations are successfully responding to the challenges of antisemitism in America today.</p> <p>ACT: Create a class position statement outlining actions citizens in the United States could take to help respond to the challenges of antisemitism today.</p>

**Featured sources and links are suggested. With time these links may become broken. Sorry for any inconvenience.*

Inquiry Description

This inquiry leads students through an investigation of Judaism through the lens of cultural studies methodology. This inquiry highlights the following national and state curriculum standards:

National Council for the Social Studies Religious Studies Companion Document for C3 Framework

- D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.)
- D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

North Carolina Objectives for World History

- WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.
- WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
- WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.
- WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.
- WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.

Notes:

- This inquiry requires prerequisite knowledge of the context of the history of Israel.
- This inquiry is expected to take four or five 50-minute class periods. The time frame could change if teachers think their students need additional scaffolds. Teachers should adapt the inquiry to meet the needs and interests of their learners.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete four Formative Performance Tasks, which, if used in sequence, prepare students for the Summative Performance Task. It is also recommended that the teacher review formative tasks with the class to assess understanding. This will help students in the essential understandings of the Summative Performance Task.

Staging the Compelling Question

The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then display the results of a 2020 Pew Research study/graphic entitled "[Jewish population in U.S. is becoming more racially and ethnically diverse](#)." The purpose of this graphic is to show that stereotypes exist in all religious traditions. The teacher should have students complete [See, Think, Wonder activity](#) to think about graphic. The teacher should ask for the questions from the activity and ask, "What surprised you about this graphic?"

The teacher has students watch the following video either individually or as a class:

- HarvardX – [Religious Diversity: Who is a Jew?](#) – Time – 1.38-1.55

Students may have to watch the video several times before responding to the next activity.

The teacher should have students complete another [See, Think, Wonder activity](#) to think about the video clip. The teacher should ask for the questions from the activity and ask, "What surprised you about this video?" Answers may vary, but stereotypes, generalizations, prejudice, and discrimination should be included in responses. The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, "[Misunderstandings](#)" and/or simple descriptive [explanation slide of the Cultural Studies Approach to Religion](#).

After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. "How does this approach challenge stereotypes and generalizations?" How does the end of stereotypes and generalizations help to stop prejudice and discrimination?" After soliciting answers, the teacher introduces the compelling question. "How does cultural studies help us understand Judaism?"

Supporting Question 1

The first supporting question – *What are the origins of Judaism?*

The formative task is to create a [mind map](#) detailing the historic origins of Judaism using sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video on the origins of Judaism. Teacher may share representative notes on the origins of Judaism with the class as time permits. Using notes from readings and video, students create a mind map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources:

- Rubric for mind map (*Resource:* [iRubric: Mind Map Rubric](#))

The following sources were selected to complete the Formative Performance Task and answer Supporting

Question 1.

- **Source A:** Video: [PBS: The Emergence of Monotheism](#)
- **Source B:** Pluralism Project: [God: Biblical Monotheism](#)
- **Source C:** World History Encyclopedia: [Early Judaism \(section entitled Monotheism\)](#)
- **Source D:** Pluralism Project: [Israel: Jewish Nationhood](#)

Supporting Question 2

The second supporting question— *What do Jews believe?*

The formative task is to write a two-paragraph summary detailing the basic beliefs of Judaism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and videos to the students prior to class. In class, students create an outline of the basic beliefs of Judaism based on the readings and videos. Teacher may share representative outlines with class as time permits. Using outlines, write a two-paragraph summary detailing the basic beliefs of Jews using the sources A-D. as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for two-paragraph](#) essay

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2.

- **Source A:** Video: [OWN: An Introduction to Judaism](#)
- **Source B:** Video: [Harvard Divinity School: Judaism Through its Scriptures](#)
- **Source C:** Pluralism Project: [Torah: Covenant and Constitution](#)

Supporting Question 3

The third supporting question – *What diversity can be found within Judaism?*

The formative task is to create a chart/graphic that illustrates the different denominations and other divisions within Judaism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings to the students prior to class. In class, students create an outline that includes the different denominations of Jews: Reform, Orthodox, Conservative. Students can also include in their outline the diversity of beliefs within these denominations and other divisions. Teacher may share representative outlines with class as time permits. Using outlines, students chart/graphic that illustrates the different denominations within Judaism using the sources A-D as a Formative Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for graphic organizer](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 3.

- **Source A:** Website: [My Jewish Learning: The Jewish Denominations](#)
- **Source B:** Pluralism Project: [Diaspora Community](#)
- **Source C:** Pluralism Project: [Kabbalah and Hasidism](#)
- **Source D:** Pluralism Project: [Modern Jewish Culture](#)

Supporting Question 4

The fourth supporting question – *How did Judaism become a world religion?*

The formative task is to create a timeline that details the spread and diaspora of Judaism using sources A-C.

Teachers may implement this task with the following procedures. Teacher assigns the reading and videos to the students prior to class. In class, students take notes from reading and videos of the major developments of Judaism tradition. Teacher may share representative notes of major developments with class as time permits. Using notes from reading and videos, students create timeline as the Formative Performance Task.

The following rubrics may be used to support students as they work with sources.

- [Rubric for timeline](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 4.

- **Source A:** Business Insider: [The Spread of Religion](#)
- **Source B:** PBS Visual Timeline: [Explore the Diaspora](#)

Summative Performance Task

At this point in the inquiry, students have examined the Jewish religious tradition. They will deepen that understanding of Judaism through the cultural studies approach to the study of religion. This includes these [three principles](#):

1. Religions are internally diverse
2. Religions change over time.
3. Religions are embedded in cultures, not isolated from them.

In this final task, students construct an argument through a project that addresses the compelling question: *How does cultural studies help us understand Judaism?* The argument should use specific claims and relevant

evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any competing perspectives. Students should demonstrate the depth of their understanding and their ability to use evidence from several sources to support the claims in their summative product. The format of students' arguments will vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs. To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to further apply student learning by providing students the opportunity to remain engaged with the content by having students research the challenges of antisemitism in America today. Students should then weigh how citizens and organizations are successfully responding to the challenges of antisemitism.

*Written by Tim Hall, Ph.D., K-12 Social Studies Instructional Specialist
Template by C3 Teachers*

How does cultural studies help us understand Sikhism?



Image: Pixabay/agamsharma

Supporting Questions

1. What are the origins of Sikhism?
2. What do Sikhs believe?
3. What diversity can be found within Sikhism?
4. How did Sikhism become a world religion?

How does cultural studies help us understand Sikhism?

<p>Standards and Content</p>	<p>National Council for the Social Studies Religious Studies Companion Document for C3 Framework</p> <ul style="list-style-type: none"> • D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.) • D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts. • D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere. <p>North Carolina Objectives for World History</p> <ul style="list-style-type: none"> • WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. • WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
<p>Staging the Compelling Question</p>	<p>The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then share the short reading from the Sikh Coalition entitled “Sikhs in America.” The purpose of this reading is to show Sikh contributions to the fabric of America. The teacher should complete a 3-2-1 activity to have students think about reading. The teacher should ask for the questions from the activity and ask, “What surprised you about this reading?” Answers may vary, but stereotypes, generalizations, prejudice, and discrimination should be included in responses.</p> <p>The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, “Misunderstandings” and/or simple descriptive explanation slide of the Cultural Studies Approach to Religion. After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. “How does this approach challenge stereotypes and generalizations?” How does the end of stereotypes and generalizations help to stop prejudice and discrimination?” After soliciting answers, the teacher introduces the compelling question. “How does cultural studies help us understand Sikhism?”</p>

<p>Supporting Question 1</p> <p>What are the origins of Sikhism?</p>	<p>Supporting Question 2</p> <p>What do Sikhs believe?</p>	<p>Supporting Question 3</p> <p>What diversity can be found within Sikhism?</p>	<p>Supporting Question 4</p> <p>How did Sikhism become a world religion?</p>
<p>Formative Performance Task</p> <p>Create a mind map detailing the historic origins of Sikhism using sources A-C.</p>	<p>Formative Performance Task</p> <p>Write a two-paragraph summary detailing the basic beliefs of Sikhs using the sources A-D.</p>	<p>Formative Performance Task</p> <p>Write a paragraph comparing in Sikh perspectives noting differences using the sources A-D.</p>	<p>Formative Performance Task</p> <p>Create a map that traces the diaspora of Sikhism using the sources A-D.</p>
<p>Featured Sources</p> <p>Source A: Kaur Foundation: A Quick Introduction to Sikhism</p> <p>Source B: Teaching about Sikhism¹</p> <p>Source C: Religion for Breakfast: What is Sikhism?</p>	<p>Source A: Pluralism Project: The Word of God</p> <p>Source A: Pluralism Project: Guru Nanak's Message</p> <p>Source C: Pluralism Project: The Sikh Scripture</p> <p>Source D: Pluralism Project: The Five K's</p>	<p>Source A: Pluralism Project: The Development of the Sikh Community</p> <p>Source B: Pluralism Project: The Khalsa</p> <p>Source C: Pluralism Project: The Struggle for Survival</p> <p>Source E: Pluralism Project: Sikh Renewal and Identity</p>	<p>Source A: Map: Estimated Sikh Population (2004)²</p> <p>Source B: Pluralism Project: First Arrivals</p> <p>Source C: Plural Project: Assimilation California Farmers</p> <p>Source D: Pluralism Project: The Sikh Community Today</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: How does cultural studies help us understand Sikhism? Construct an argument (e.g. essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research prejudice towards Sikhs in America today.³</p> <p>ASSESS: Weigh the extent to which citizens and organizations are successfully responding to the challenges of Sikh prejudice and discrimination today.</p> <p>ACT: Create a class position statement outlining actions citizens in the United States could take to help respond to the challenges of Sikh prejudice and discrimination today.</p>

**Featured sources and links are suggested. With time these links may become broken. Sorry for any inconvenience.*

¹ Pritpal Kaur Ahluwalia and John Camardella, "Teaching About Sikhism," in *Teaching about Religion in the Social Studies Classroom* (Silver Springs, MD: National Council for the Social Studies, 2019), pp. 149-156.

² "Sikh Diaspora," Wikipedia (Wikimedia Foundation, January 7, 2023), https://en.wikipedia.org/wiki/Sikh_diaspora#cite_note-1.

³ "[Sikhism Post 9/11 by the Pluralism Project](#) is a good starting point.

Inquiry Description

This inquiry leads students through an investigation of Sikhism through the lens of the cultural studies methodology. This inquiry highlights the following national and state curriculum standards:

National Council for the Social Studies Religious Studies Companion Document for C3 Framework

- D2.Rel.2.9-12. Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities.)
- D2.Rel.3.9-12. Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

North Carolina Objectives for World History

- WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.
- WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.
- WH.B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.
- WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.
- WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past.

Pedagogical Notes:

- This inquiry requires prerequisite knowledge of the context of the history of the India.
- This inquiry is expected to take four or five 50-minute class periods. The time frame could change if teachers think their students need additional scaffolds. Teachers should adapt the inquiry to meet the needs and interests of their learners.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete four Formative Performance Tasks, which, if used in sequence, prepare students for the Summative Performance Task. It is also recommended that the teacher review formative tasks with the class to assess understanding. This will help students in the essential understandings of the Summative Performance Task.

Staging the Compelling Question

The teacher will explain that stereotypes about all peoples exist - the teacher can connect this to other groups in the school, community, country, etc. The teacher should then share the short reading from the Sikh Coalition entitled "[Sikhs in America](#)." The purpose of this reading is to show Sikh contributions to the fabric of America. The teacher should complete [a 3-2-1 activity](#) to have students think about reading. The teacher should ask for the questions from the activity and ask, "What surprised you about this reading?" Answers may vary, but stereotypes, generalizations, prejudice, and discrimination should be included in responses.

The teacher should (re)introduce the cultural studies approach to learning about religious traditions. This can be completed through Harvard Divinity School Religion and Public Life video, "[Misunderstandings](#)" and/or simple descriptive [explanation slide of the Cultural Studies Approach to Religion](#). After watching the video and/or description of the Cultural Studies Approach to Religion, the teacher should ask the students for reactions. "How does this approach challenge stereotypes and generalizations?" How does the end of stereotypes and generalizations help to stop prejudice and discrimination?" After soliciting answers, the teacher introduces the compelling question. "How does cultural studies help us understand Sikhism?"

Supporting Question 1

The first supporting question – *What are the origins of Sikhism?*

The formative task is to create a [mind map](#) detailing the historic origins of Sikhism using sources A-C.

Teachers may implement this task with the following procedures. Teacher assigns the readings and video to the students prior to class. In class, students take notes from readings and video on the origins of Sikhism. Teacher may share representative notes on the origins of Sikhism with the class as time permits. Using notes from readings and video, students create a mind map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources:

- Rubric for mind map (*Resource:* [iRubric: Mind Map Rubric](#))

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1.

- **Source A:** Kaur Foundation: [A Quick Introduction to Sikhism](#)
- **Source B:** [Teaching about Sikhism](#)⁴
- **Source C:** Religion for Breakfast: [What is Sikhism?](#)

⁴ Pritpal Kaur Ahluwalia and John Camardella, "Teaching About Sikhism," in *Teaching about Religion in the Social Studies Classroom* (Silver Springs, MD: National Council for the Social Studies, 2019), pp. 149-156.

Supporting Question 2

The second supporting question— *What do Sikhs believe?*

The formative task is to write a two-paragraph summary detailing the basic beliefs of Sikhism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings to the students prior to class. In class, students create an outline of the basic beliefs of Sikhism based on the readings. Teacher may share representative outlines with class as time permits. Using outlines, write a two-paragraph summary detailing the basic beliefs of Sikhs using the sources A-D. as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for two-paragraph essay](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2.

- **Source A:** Pluralism Project: [The Word of God](#)
- **Source A:** Pluralism Project: [Guru Nanak's Message](#)
- **Source C:** Pluralism Project: [The Sikh Scripture](#)
- **Source D:** Pluralism Project: [The Five K's](#)

Supporting Question 3

The third supporting question – *What diversity can be found within Sikhism?*

The formative task is to write a paragraph comparing in Sikh perspectives noting differences using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings to the students prior to class. In class, students create notes that includes differences in perspectives found in the readings. Teacher may share representative notes with class as time permits. Using notes, students write a paragraph comparing Sikh perspectives noting differences using the sources A-D as a Formative Performance Task.

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 3.

- **Source A:** Pluralism Project: [The Development of the Sikh Community](#)
- **Source B:** Pluralism Project: [The Khalsa](#)
- **Source C:** Pluralism Project: [The Struggle for Survival](#)
- **Source E:** Pluralism Project: [Sikh Renewal and Identity](#)

Supporting Question 4

The fourth supporting question – *How did Sikhism become a world religion?*

The formative task is to create a [map](#) that traces the diaspora of Sikhism using the sources A-D.

Teachers may implement this task with the following procedures. Teacher assigns the readings and map to the students prior to class. In class, students take notes from readings and map of Sikh diaspora. Teacher may share representative notes of Sikh diaspora with class as time permits. Using notes from readings and map, students create a map as the Formative Performance Task.

The following rubric may be used to support students as they work with sources.

- [Rubric for map](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 4.

- **Source A:** [Map: Estimated Sikh Population \(2004\)](#)⁵
- **Source B:** Pluralism Project: [First Arrivals](#)
- **Source C:** Plural Project: [Assimilation California Farmers](#)
- **Source D:** Pluralism Project: [The Sikh Community Today](#)

Summative Performance Task

At this point in the inquiry, students have examined the Sikh religious tradition. They will deepen that understanding of Sikhism through the cultural studies approach to the study of religion. This includes these [three principles](#):

1. Religions are internally diverse
2. Religions change over time.
3. Religions are embedded in cultures, not isolated from them.

In this final task, students construct an argument through a project that addresses the compelling question: *How does cultural studies help us understand Sikhism?* The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any competing perspectives. Students should demonstrate the depth of their understanding and their ability to use evidence from several sources to support the claims in their summative product. The format of students' arguments will vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs. To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to further apply student learning by providing students the opportunity to remain engaged

⁵ "Sikh Diaspora," Wikipedia (Wikimedia Foundation, January 7, 2023), https://en.wikipedia.org/wiki/Sikh_diaspora#cite_note-1.

with the content by having students research the prejudice and discrimination towards Sikhs in America today. Students should then weigh how citizens and organizations are successfully responding to the prejudice and discrimination towards Sikhs today.

*Written by Tim Hall, Ph.D., K-12 Social Studies Instructional Specialist
Template by C3 Teachers*

*For information about the Religious Worlds of New York
summer institute for teachers, and more resources to enrich your teaching
on religious diversity, visit www.religiousworldsnyc.org.*