

# Got More Than One Religion?

## A Toolkit for Educators

by  
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Three lessons and a collection of resources to help educators address the experiences of people with multiple religious identities, practices, or affiliations in Religion 101 or World Religions courses. These lessons can be used with both educators and students.

Produced with support from



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*Any views, findings, conclusions, or recommendations expressed in these lessons, videos, and accompanying materials do not necessarily reflect those of the National Endowment for the Humanities.*

**Summary:** Religious institutions and authorities sometimes claim that people must have a single, exclusive religious identity, but in fact religions are often *lived* in more complex, fluid, and multilayered ways. Many individuals, families, and communities practice more than one religion – including interfaith families in the United States and many other people of faith globally. Academics sometimes call this phenomenon “multiple religious belonging,” but as discussed in Lesson One there are many other useful terms.

### **Objectives**

- Compare different terms used to describe multiple religious belonging.
  - Understand the social and historical roots of multiple religious belonging.
  - Identify individuals and communities who practice more than one religion.
  - Understand the benefits and challenges of multiple religious belonging.
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# Introduction

Susan Katz Miller, author of *Being Both: Embracing Two Religions in One Interfaith Family*

Most students do not ever get education in religions, other than the one they grew up in. And a growing percentage get no religious education at all. Those who are lucky enough to get a “Religion 101” course in high school, or college, may get something like a couple of weeks each on Buddhism, Hinduism, Judaism, Christianity, and Islam. And they may or may not get coursework in indigenous American, European (Pagan), or African religions. Teaching these religious traditions as separate, distinct, and mutually exclusive, creates an easy form of clarity.

However, our lived religious lives are more complex, layered, and fluid. Today, a growing number of people in the U.S., and many people around the world, participate in more than one religion. For instance, throughout the Americas, there are people practicing indigenous (Native American) religions and Christianity, or African diasporic religions and Christianity. There are also Christians practicing Buddhism or Hinduism, in various ways. And, there is a growing number of people, especially young people, born into interfaith families, with heritage in two or more religions. [One in five adults in the U.S. now grew up in an interfaith family. And nearly a third of adults in the U.S. say they explore other religious traditions sometimes, with 16% following the practices of more than one religion.](#)

Why introduce the concept of multiple religious practice in the classroom? Depending on the geographic location, a student may reveal themselves as Jewish and Buddhist, or as a Quaker Witch, or as a Catholic who also honors traditional Mayan practices. For a growing number of students, the idea that you can only pick one religion box is alienating, and othering, when they embody more than one tradition. So the reality that multiple religious practice is an academic term deserving of academic attention will engage these students.

But also, we all know that the concept that [religions collide, embrace, and shift](#) through time, in relation to each other, is good pedagogy. And multiple religious practice is part of what happens when religions overlap and interact in time and space, around the world.

This toolkit brought to you by...

## Curriculum

- Dr. Tim Hall, President-Elect, [North Carolina Council for the Social Studies](#) and Executive Director, [Religion Matters](#)
- Susan Katz Miller, author, [Being Both: Embracing Two Religions in One Interfaith Family](#)

## Advisor

- Dr. Henry Goldschmidt, Director of Programs, [Interfaith Center of New York](#), and Director of the [Religious Worlds of New York Summer Institute](#)

## Funding

- National Endowment for the Humanities

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# Understanding the Lessons

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***Got More Than One Religion? A Toolkit for Educators*** consists of three adaptable lessons. Teachers can easily adjust the activities, content, and reflections to fit the needs of the learning context. The lessons can be used for adult learners, and for students in grades 6 - 12 with pedagogical scaffolding. The three lessons are designed following the “5E” instructional model, which is described below. Each lesson includes the following components:

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**Lesson Objective:** Learning objectives guide teachers and learners through the module and evaluate progress.

**National Council for the Social Studies Religious Studies Companion Document for the C3 Framework Standard:** The NCSS Religious Studies Companion Document for the C3 Framework was added to the NCSS College, Career and Civic Life (C3) Framework in June 2017.<sup>1</sup> State and school district curriculum specialists use the NCSS C3 Framework to develop social studies standards, curriculum, and instruction. The NCSS Religious Studies Companion Document for the C3 Framework extends the "American Academy of Religion Guidelines for Teaching about Religion in K-12 Public Schools in the United States,"<sup>2</sup> published in 2010, to develop standards, curriculum, and instruction to teach about religion in K-12 public schools.

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<sup>1</sup> [Supplement on the Academic Study of Religion Added to C3 Framework](#)

<sup>2</sup> [Teaching about Religion in K-12 Public Schools in the United States](#)

**5E Plan of Instruction:** Originally developed for science instruction, the 5E instructional model can be applied to any learning setting. This instructional model guides learners through a sequence of instruction that facilitates content exploration, application, and reflection.

- **Engage:** Activities designed to generate learner interest while activating and assessing prior knowledge and understanding.
  - **Explore:** Activities designed to build knowledge and understanding of a topic while reflecting on shifts in learning.
  - **Explain:** Activities designed to communicate knowledge and understanding of a topic while gaining insights from other learners.
  - **Extend:** Activities designed to have learners apply new knowledge and understanding of a topic beyond the classroom.
  - **Evaluate:** Activities designed to have learners reflect on learning while demonstrating knowledge and understanding of a topic.
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**Note On Terminology:** The lessons generally use the term "multiple religious belonging" to describe the lives and experiences of people who practice more than one religion, or affiliate with more than one religious community. We tend to use this academic term rather than more well known terms like "interfaith identity" because we feel it is more inclusive of diverse experiences – including those of interfaith families in the United States, as well as people of faith in other societies where multiple religious belonging is a common, unremarkable pattern.

It is important to stress, however, that there's no one perfect term or label to describe the religious lives that students will explore in these lessons. Indeed, Lesson One will introduce and compare a range of relevant terms, including "interfaith," "spiritually fluid," "bi-religious," and much more.

# Key Terms for Understanding Multiple Religious Belonging

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## Lesson objective

- Compare different terms used to describe multiple religious belonging.

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

- **D2.Rel.5.9-12:** Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.

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## Lesson Description

In this lesson, learners develop an understanding of multiple religious belonging and its importance to personal identities through talk-to-learn activities, a video, an article, and a writing activity.

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## Engage - Pique interest and assess prior knowledge

### Option #1 - Chalk Talk<sup>1</sup>

1. **Set up:** Write the following question prompts on large sheets of chart paper and place them on tables around the room.
  - a. Have you ever heard that someone could have more than one religion?
  - b. Do you know anyone who practices more than one religion?
  - c. How do you think people identify themselves if they have more than one religion?<sup>2</sup>

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<sup>1</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [Chalk Talk | Project Zero](#)

<sup>2</sup>Learners will provide a variety of answers to this question with a lot of specificity (e.g., "half Jewish," "JewBu," "Muslim and Protestant," "Buddhist and Quaker") These terms are not wrong. Still, the video for this module is focused on formal and academic terms rather than the everyday combination terms typically used. This difference can be discussed under the **Explore** prompt "How is the video different from responses developed in the starting activity?"

2. Chart paper can also be placed on walls with space to allow groups access. Have markers available. Decide if you wish to assign learners to groups or allow them to move freely around the room.
3. **Present the Chalk Talk prompt:** Invite learners to think about their reactions to the prompts and record the ideas and questions. Encourage learners to read and add to each other's responses with additional comments and questions.
4. **Circulate:** Give learners time to circulate the Chalk Talk paper, reading and adding to the prompts and responses as they build. Let them stay with one recording sheet for 5 minutes if working in groups to allow a conversation to develop. Groups can rotate to another group's paper, silently reading what is written there and adding their reactions and questions to the paper.
5. **Facilitate:** Prompt groups about the responses, connecting ideas, elaborating on others' ideas, commenting on what others have written, and asking others to respond with more detail, etc.
6. **Share:** If people have rotated as a group, allow them to return to their original starting places to read what others have written on "their" Chalk Talk paper. Ask the group what themes they noticed emerging. What did they see as common reactions? What questions surprise them? Debrief the process, asking the group how their thinking developed.

## Option #2 - Think-Pair-Share<sup>3</sup>

1. **Question:** Ask the following question prompts to learners.
  - a. Have you ever heard that someone could have more than one religion?
  - b. Do you know anyone who practices more than one religion?
  - c. How do you think people identify themselves if they have more than one religion?<sup>4</sup>
2. **Think:** Give learners time to record their thoughts in a journal.
3. **Pair:** Invite learners to pair with one another to exchange and read journal responses.
4. **Share:** After reading journals, have learners share their thoughts.

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<sup>3</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [Think, Pair, Share | Project Zero](#)

<sup>4</sup>Learners will provide a variety of answers to this question with a lot of specificity (e.g., "half Jewish," "JewBu," "Muslim and Protestant," "Buddhist and Quaker") These terms are not wrong. Still, the video for this module is focused on formal and academic terms rather than the everyday combination terms typically used. This difference can be discussed under the **Explore** prompt "How is the video different from responses developed in the starting activity?"



## Explore - Engage to build understanding

### Option #1 - Whole class

1. As a class, watch the video, [Got More Than One Religion? What Do We Call That?](#)
2. After watching the video, ask the following questions:
  - How is the video similar to responses developed in the starting activity?
  - How is the video different from responses developed in the starting activity?
  - What new information have you learned from the video to improve your understanding of multiple religious practice and belonging?
3. As a whole, read a selection from *When One Religion Isn't Enough: The Lives of Spiritually Fluid People*, Beacon Press, 2018. [Chapter Five, "A Field Guide to Spiritual Fluidity." pp 101-119.](#)
4. After reading the selection, ask the following questions:
  - How does the reading confirm some of the responses developed in the starting activity?
  - How is the reading different from the responses developed in the video?
  - What new information have you learned from the reading to improve your understanding of multiple religious practice and belonging?

### Option #2 - Individual or pairs

- Have learners watch video, [Got More Than One Religion? What Do We Call That?](#), and read a selection from *When One Religion Isn't Enough: The Lives of Spiritually Fluid People*, Beacon Press, 2018. Chap. 5, "A Field Guide to Spiritual Fluidity," pp 101-119.
- After completing the video and reading, ask:
  - How are the sources (video and reading) similar to the responses developed in the starting activity?
  - How are the sources different from the responses developed in the video?
  - What new information have you learned from the sources to improve your understanding of multiple religious belonging?

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**Explain** - Communicate understanding

1. Have learners respond to the following activity prompt:
  - “Based on your understanding of multiple religious belonging, create a paragraph summary of the term to be included in school handbooks. Use this [rubric](#) to help guide the creation of your summary paragraph.”
2. Have learners exchange and share responses after responding to the activity prompt providing feedback.
3. Have a few learners share paragraph responses with the whole group to deepen their understanding of multiple religious belonging.

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**Extend** - Apply new knowledge

1. Have learners complete a See-Think-Wonder<sup>5</sup> activity as they read the Pew Forum article: [Where Religious Identity Fits into Your DEI Strategy](#)
  - **See** - Record the details you notice as important in the article.
  - **Think** - Record your thoughts about the details, including possible biases, points of view, implications, inferences, predictions, and/or connections.
  - **Wonder** - Record questions you “wonder” about the reading after completing the article.
2. After completing the See-Think-Wonder activity, have learners share with the whole group highlighting themes, including but not limited to the prevalence and importance of recognizing religious identities, including multiple religious belonging.
3. If not highlighted in learner responses, note to learners that this article could have been more inclusive if it included people of multiple religious practitioners and/or come from multiple religious belonging families.

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<sup>5</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [See, Think, Wonder | Project Zero](#) and The Reading Roundup - [What is the See Think Wonder Strategy? - The Reading Roundup](#)

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## Evaluate - Reflect on understanding

1. Explain to learners that the purpose of “I Used to Think....Now I think”<sup>6</sup> is to reflect on their thinking and identify how their ideas have changed.
2. Use the following prompt to detail the learners’ prior understanding of multiple religious belonging:
  - “When we began our study of multiple religious belonging, you had some initial ideas about it. Take a minute to remember what ideas you previously had about multiple religious belonging. Write a few sentences using the sentence starter, “I used to think...”
3. Use the following prompt to describe changes in the learners’ thinking:
  - “Now, think about how your ideas about multiple religious belonging have changed due to what we’ve been doing. Again, in just a few sentences, write down what you now think about multiple religious belonging. Start your sentences with, ‘Now, I think...’”
4. Alternatively, have learners choose one sentence stem from each category of [I Used to Think...Now, I think... with Sentence Stems](#).<sup>7</sup>
5. As a whole group, have learners share and explain their shifts in thinking using additional questions to help learners explain changes in more depth.

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## Closing - Complete the lesson connecting with the standard and objectives

1. Close the lesson by returning to the lesson objective highlighting the connection of the learning activities to the objective.

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<sup>6</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [I Used to Think... Now I Think... | Project Zero](#)  
<sup>7</sup>[The Power of I Used to Think...Now I Think - Dr. Catlin Tucker](#)

# Why Do People Have More Than One Religion?

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## Lesson objective

- Understand the social and historical roots of multiple religious belonging.
- Understand the benefits and challenges of multiple religious belonging.

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

- **D2.Rel.5.9-12:** Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.

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## Lesson Description

In this activity, learners summarize the social and historical origins of multiple religious belonging, and detail the challenges and benefits of multiple religious belonging through talk-to-learn activities, a video, articles, and the creation of a graphic organizer.

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**Engage** - Pique interest and assess prior knowledge

### Option #1 - Think-Pair-Share<sup>1</sup>

1. **Question:** Ask the following questions to prompt to learners.
  - a. What do you think are the origins of multiple religious belonging? What might be the benefits and challenges of having more than one religious identity?
2. **Think:** Give learners time to record their thoughts in a journal.
3. **Pair:** Invite learners to pair with one another to exchange and read journal responses.
4. **Share:** After reading journals, have learners share their thoughts.

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<sup>1</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [Think, Pair, Share | Project Zero](#)

## Option #2 - Chalk Talk<sup>2</sup>

1. **Set up:** Write the following question prompt on large sheets of chart paper and place them on tables around the room.
  - a. What do you think are the origins of multiple religious belonging? What might be the benefits and challenges of having more than one religious identity?
2. Chart paper can also be placed on walls with space to allow groups access. Have markers available. Decide if you wish to assign learners to groups or allow them to move freely around the room.
3. **Present the Chalk Talk prompt:** Invite learners to think about their reactions to the prompts and record the ideas and questions. Encourage learners to read and add to each other's responses with additional comments and questions.
4. **Circulate:** Provide time for learners to circulate the Chalk Talk paper, reading and adding to the prompts and responses as they build. Let them stay with one recording sheet for 5 minutes if working in groups to allow a conversation to develop. Groups can rotate to another group's paper, silently reading what is written there and adding their reactions and questions to the paper.
5. **Facilitate:** Prompt groups about the responses, connecting ideas, elaborating on others' ideas, commenting on what others have written, and asking others to respond with more detail, etc.
6. **Share:** If people have rotated as a group, allow them to return to their original starting places to read what others have written on "their" Chalk Talk paper. Ask the group what themes they noticed emerging. What did they see as common reactions? What questions surprise them? Debrief the process, asking the group how their thinking developed.

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**Explore** - Engage to build understanding

### Option #1 - Whole class

1. As a whole, watch the video, [Got More Than One Religion? Why?](#)
2. After watching the video, ask the following questions:
  - How is the video similar to responses developed in the previous activity?

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<sup>2</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [Chalk Talk | Project Zero](#)

- How is the video different from responses developed in the previous activity?
  - What new information have you learned from the video to improve your understanding of the origins, benefits, and challenges of multiple religious belonging?
3. As a whole, read the article by Susan Katz Miller, [The Case for Raising Your Child With Two Religions | TIME.com](#)
4. After reading the selection, ask:
- How does the reading confirm some of the responses developed from the previous activities?
  - How is the reading different from the responses developed in the previous activities?
  - What new information have you learned from the reading to improve your understanding of the origins, benefits, and challenges of multiple religious belonging?

## **Option #2 - Individual or pairs**

1. Have learners watch the video, [Got More Than One Religion? Why?](#), and read the article by Susan Katz Miller, [The Case for Raising Your Child With Two Religions | TIME.com](#)
2. After completing the video and reading, ask:
- a. How are the sources (video and reading) similar to the responses developed in the previous activities?
  - b. How are the sources different from the responses developed in the previous activities?
  - c. What new information have you learned from the sources to improve your understanding of the origins, benefits, and challenges of multiple religious belonging?

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## **Explain** - Communicate understanding

1. Have learners respond to the following activity prompt:

- “Based on your understanding of the origins, benefits, and challenges of multiple religious belonging, create a graphic organizer that details your learning. Use this [rubric](#) to help guide the creation of your graphic organizer.”
2. Have learners exchange and share responses after responding to the activity prompt, providing feedback.
  3. Have a few learners share graphic organizers with the whole group to deepen their understanding of multiple religious belonging and identity.
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### **Extend** - Apply new knowledge

1. Have learners complete a See-Think-Wonder<sup>3</sup> activity as they read the Pew Forum articles:
    - [One-in-Five U.S. Adults Were Raised in Interfaith Homes | Pew Research Center](#)
    - [Mixing and Matching: Who Practices Multiple Religions? | PRRI](#)
  2. **See-Think-Wonder:**
    - **See** - Record the details you notice as important in the articles.
    - **Think** - Record your thoughts about the details, including possible biases, points of view, implications, inferences, predictions, and/or connections.
    - **Wonder** - Record questions you “wonder” about the reading after completing the articles.
  3. After completing the See-Think-Wonder activity, have learners share with the whole group highlighting themes, including but not limited to the prevalence and importance of recognizing multiple religious identities and their origins.
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### **Evaluate** - Reflect on understanding

1. Explain to learners that the purpose of “I Used to Think....Now I think”<sup>4</sup> is to reflect on their thinking and identify how their ideas have changed.
2. Use the following prompt to detail the learners’ prior understanding of the origins of multiple religious belonging, practice, and identity:

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<sup>3</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [See, Think, Wonder | Project Zero](#) and The Reading Roundup - [What is the See, Think, Wonder Strategy? - The Reading Roundup](#)

<sup>4</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [I Used to Think... Now I Think... | Project Zero](#)

- “When we began to study the origins of multiple religious belonging, you had some initial ideas about it. Take a minute to remember your previous ideas about the origins of multiple religious belonging. Write a few sentences using the sentence starter, “I used to think...”
3. Use the following prompt to describe changes in the learners’ thinking:
    - “Now, think about how your ideas about the origins of multiple religious belonging have changed due to what we’ve been doing. Again, in just a few sentences, write down what you now think about the origins of multiple religious belonging. Start your sentences with, ‘Now, I think...’”
  4. Alternatively, have learners choose one sentence stem from each category of [I Used to Think...Now, I think... with Sentence Stems](#).<sup>5</sup>
  5. As a whole group, have learners share and explain their shifts in thinking using additional questions to help learners explain changes in more depth.

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**Closing** - Complete the lesson connecting with the standard and objectives

1. Close the lesson by returning to the lesson objective, highlighting the connection of the learning activities to the objective.

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<sup>5</sup>[The Power of I Used to Think...Now I Think - Dr. Catlin Tucker](#)



# Where Do People Have More Than One Religion?

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## Lesson objective

- Identify individuals and communities who practice more than one religion.

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

- **D2.Rel.5.9-12:** Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.

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## Lesson Description

In this activity, learners identify different regions and societies where multiple religious belonging is a common pattern, through talk-to-learn activities, a video, an essay, and a mapping activity.

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## Engage - Pique interest and assess prior knowledge

### Option #1 - Think-Pair-Share<sup>1</sup>

1. **Question:** Ask the following question prompt to learners.
  - a. Where do you think practicing more than one religion is a common pattern?
  - b. What is the reasoning for your response?
2. **Think:** Give learners time to record their thoughts in a journal.
3. **Pair:** Invite learners to pair with one another to exchange and read journal responses.
4. **Share:** After reading journals, have learners share their thoughts.

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<sup>1</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [Think, Pair, Share | Project Zero](#)

## Option #2 - Chalk Talk<sup>2</sup>

1. **Set up:** Write the following question prompts on large sheets of chart paper and place them on tables around the room.
  - a. Where do you think practicing more than one religion is a common pattern?
  - b. What is the reasoning for your response?
2. Chart paper can also be placed on walls with space to allow groups access. Have markers available. Decide if you wish to assign learners to groups or allow them to move freely around the room.
3. **Present the Chalk Talk prompt:** Invite learners to think about their reactions to the prompts and record the ideas and questions. Encourage learners to read and add to each other's responses with additional comments and questions.
4. **Circulate:** Provide time for learners to circulate the Chalk Talk paper, reading and adding to the prompts and responses as they build. Let them stay with one recording sheet for 5 minutes if working in groups to allow a conversation to develop. Groups can rotate to another group's paper, silently reading what is written there and adding their reactions and questions to the paper.
5. **Facilitate:** Prompt groups about the responses, connecting ideas, elaborating on others' ideas, commenting on what others have written, and asking others to respond with more detail, etc.
6. **Share:** If people have rotated as a group, allow them to return to their original starting places to read what others have written on "their" Chalk Talk paper. Ask the group what themes they noticed emerging. What did they see as common reactions? What questions surprise them? Debrief the process, asking the group how their thinking developed.

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**Explore** - Engage to build understanding

### Option #1 - Whole class

1. As a whole, watch the video, [Got More Than One Religion? Where?](#)
2. After watching the video, ask the following questions:

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<sup>2</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [Chalk Talk | Project Zero](#)

- How is the video similar to responses developed in the previous activity?
  - How is the video different from responses developed in the previous activity?
  - What new information have you learned from the video to help you understand where multiple religious belonging is common?
3. As a whole, read the [World Religions Map Background Essay](#) by PBS LearningMedia and explore the [World Religions Map by PBS LearningMedia](#).
4. After reading the selection, ask:
- How do the sources (video, reading, and exploration) confirm the responses developed in the previous activities?
  - Do the sources take into account multiple religious belonging?
  - What would be the result of including, or not including multiple religious belonging in this map and essay?
  - What new information have you learned from the reading and exploration to help you understand where multiple religious belonging is common?

## **Option #2 - Individual or pairs**

1. Have learners watch the video, [Got More Than One Religion? Where?](#), read the [World Religions Map Background Essay](#) by PBS LearningMedia, and explore the [World Religions Map by PBS LearningMedia](#).
2. After completing the video, reading, and exploration, ask:
- a. How do the sources (video, reading, and exploration) confirm the responses developed in the previous activities?
  - b. Do the sources take into account multiple religious belonging?
  - c. What would be the result of including, or not including multiple religious belonging in this map and essay?
  - d. What new information have you learned from the reading and exploration to help you understand where multiple religious belonging is common?

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## Explain - Communicate understanding

1. Have learners respond to the following activity prompt:
  - Based on your understanding of where multiple religious belonging is common, create a map that details your learning. Use this [rubric](#) to help guide the creation of your map.
  - Learners may use the following [PDF](#) or create a map using [National Geographic Mapmaker](#).
2. Have learners exchange and share responses after responding to the activity prompt providing feedback.
3. Have a few learners share their completed maps with the whole group to deepen their understanding of the locations and prevalence of multiple religious belonging.

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## Evaluate - Reflect on understanding

1. Explain to learners that the purpose of “I Used to Think...Now I think”<sup>3</sup> is to reflect on their thinking and identify how their ideas have changed.
2. Use the following prompt to detail the learners’ prior understanding of the origins of multiple religious belonging:
  - “When we began our study of *where* multiple religious belonging is common, you had some initial ideas about it. Take a minute to remember your previous views of where multiple religious belonging is a common pattern. Write a few sentences using the sentence starter, “I used to think...”
3. Use the following prompt to describe changes in the learners’ thinking:
  - “Now, think about how your understanding of where multiple religious belonging is common has changed due to what we’ve been doing. Again, in just a few sentences, write down what you now think of where multiple religious belonging is a common pattern. Start your sentences with, ‘Now, I think...’”

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<sup>3</sup>Adapted for activity from Harvard Graduate School of Education Project Zero - [I Used to Think... Now I Think... | Project Zero](#)

4. Alternatively, have learners choose one sentence stem from each category of [I Used to Think...Now, I think... with Sentence Stems](#).<sup>4</sup>
5. As a whole group, have learners share and explain their shifts in thinking using additional questions to help learners explain changes in more depth.

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**Closing** - Complete the lesson connecting with the standard and objectives

1. Close the lesson by returning to the lesson objective, highlighting the connection of the learning activities to the objective.

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<sup>4</sup>[The Power of I Used to Think...Now I Think - Dr. Catlin Tucker](#)

# Resources Cited in the Lessons and Additional Resources

## Resources Cited in the Lessons

### Short Videos

- Harvard Divinity School: [Misunderstandings About Religion](#) - This video is an excellent start to the study of religion.
- “[The Interfaith Musings of Raphael B.](#),” 5 min, created by a teen from an interfaith family who belongs to the Interfaith Families Project (IFFP), a community celebrating Judaism and Christianity.
- “Got More Than One Religion?” series. three 1-2 min videos by Susan Katz Miller:
  - [Got More Than One Religion? What Do We Call That?](#)
  - [Got More Than One Religion? Why?](#)
  - [Got More Than One Religion? Where?](#)
- “[Can You Belong to More Than One Religion at a Time?](#)” 3.5 min, Religions Demystified.

### Readings

- Duane Bidwell, *When One Religion Isn't Enough: The Lives of Spiritually Fluid People*, Beacon Press, 2018. [Chapter Five, “A Field Guide to Spiritual Fluidity,” pp 101-119.](#)
- Susan Katz Miller: [The Case for Raising Your Child With Two Religions | TIME.com](#)
- Susan Katz Miller, “[Bill of Rights for Interfaith People.](#)”

### Other Resources

- [World Religions Map Background Essay](#) by PBS LearningMedia
- [World Religions Map by PBS LearningMedia](#)

- [One-in-Five U.S. Adults Were Raised in Interfaith Homes | Pew Research Center](#)
- [Mixing and Matching: Who Practices Multiple Religions? | PRRI](#)

## Additional Resources for Teachers

- Susan Katz Miller, [Being Both: Embracing Two Religions in One Interfaith Family](#), Beacon Press, 2013.
- Duane Bidwell, [When One Religion Isn't Enough: The Lives of Spiritually Fluid People](#), Beacon Press, 2018.
- "[Complex Interfaith Identity in the Context of Interfaith Dialogue](#)," Karla Suomala, Crosscurrents, [Vol. 62, No. 3 \(September 2012\)](#), pp 360-370.
- *Many Yet One: Multiple Religious Belonging*, Peniel Jesudason Rufus Rajkumar and Joseph Prabhakar Dayam (editors), 2016, pp 1-12 [available online](#).
- "[Discussing Displacement: Decolonizing Multiple Religious Belonging](#)," Teresa Crist, Journal of Interreligious Studies, Issue 21, October 2017, pp 13-21.
- Podcast, "Called to Be Multiple." [Season 2 Episode 4 with Susan Katz Miller](#).
- Harvard Divinity School: [Misunderstandings About Religion](#) - This video is an excellent introduction to the academic study of religion.
- Wide range of resources on the website of [Religious Worlds of New York](#) Summer Institute for Teachers.

## Films

- "[The Life of Pi](#)," the award-winning film version of the novel by Yann Martel. The 12-year-old hero claims three religions.
- "[Leaps of Faiths](#)," doc (57 mins), Catholic & Jewish families "doing both" in Chicago.
- "[All of Us](#)," doc (90 mins) on interfaith peacemaking around the world, minutes 57-65 on a Muslim & Jewish family "doing both."

## Discussion Questions

1. What are some of the ways people end up practicing more than one religion?
2. Why is there resistance to people being able to check more than one religion box?
3. What specific knowledge and skills can students with interfaith heritage or multiple religious practices bring to the classroom? For example:
  - Lived experience with more than one religion. **Example:** Having participated as a family member in both Muslim and Christian funerals for relatives, a student may have noticed the differences and similarities.
  - Experience in communicating across religious divides. **Example:** Having explained a Hindu home altar to visiting Christian relatives, a student may have developed sensitivity around how the explanation can resonate, or be misunderstood.
  - Time spent examining personal beliefs and choosing practices, rather than assuming default religious practice. **Example:** Having participated in both Hanukkah and Christmas in December with extended family, a student may have thought about whether these practices are religious and/or cultural for them, and which practices they might choose to continue or discontinue, and why.