

Language Lizard Unit: *Appreciating Diverse Cultures and Religions*  
**Multicultural Lesson Plans**

*Appreciating Diverse Cultures and Religions*

**Language Lizard Books Used:**

[Samira's Eid](#): Arabic/English

[The Swirling Hijaab](#): Urdu/English

[All Kinds of Beliefs](#): Bengali/English

\*\*Lessons can be adapted to use each of these books in any dual language combination

**Focus Languages:** Arabic, Urdu, Bengali, English

**Grades:** 3-5

**Topic:** Appreciating Diverse Cultures and Religions

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*Instructional Unit: Appreciating Diverse Cultures and Religions*

The three lessons presented in this unit of instruction have been designed to help students

- learn about and appreciate different cultures, religions and customs of people around the world and in the United States;
- hear and see new languages and text;
- build an appreciation of the diverse languages present in the world and in the United States;
- learn about other countries, and people similar to and different than themselves;
- introduce important Social Studies concept such as Culture and Geography;
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment.

The main Language Lizard books used in these lessons include: [Samira's Eid](#), [The Swirling Hijaab](#), and [All Kinds of Beliefs](#). The languages of the books used to design this unit include: Arabic, Urdu, Bengali and English. Each of these titles is available in many other languages, and other language combinations can be substituted for or used in addition to the dual languages presented here.

This unit of instruction is easily aligned with state standards, and national standards in Social Studies and Language Arts. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections, Individuals, Civic Ideals and Practices, Groups and Institutions, Science Technology and Society and Production, Distribution, Consumption.

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*After hearing the introduction to the mini-unit, the teacher can help students locate the countries where the focus languages are spoken around the world. As a supplement, the teacher may offer instruction about these countries and the people who live in them currently. He or she may also share with student's information about each of the languages, including presenting how these languages are represented in the United States, in the state where students reside and in the local community.*

*The teacher may also integrate learning about the languages, countries/regions/areas where the languages are spoken throughout the lessons. The CIA World Factbook Online provides excellent information on countries and people of the world.*

*<https://www.cia.gov/cia/publications/factbook/index.html>*

Language Lizard Unit: *Appreciating Diverse Cultures and Religions*  
**Lesson Number: Introduction and Number One**

**Lesson Title: Unit Introduction and Places of Worship**

**Grade Level:** 3-5

**Estimated Length:** 60 minutes

**Lesson Goals:**

- Students will appreciate the different beliefs of customs of other people.
- Students will understand that the United States grants everyone the right to believe whatever they want.
- Students will examine different architecture of places of worship for six different religions.
- Students will develop an understanding of maps.

**Vocabulary:**

- Christianity
- Islam
- Hinduism
- Buddhism
- Sikhism
- Judaism
- Church/Chapel/Cathedral
- Mosque/Masjid
- Mandir/Kovil
- Wat
- Gurdwara
- Synagogue
- Temple

**Skills:**

- Reading
- Listening
- Divergent thinking
- Map reading
- Writing
- Participating in discussions
- (Interviewing)

**Learning Outcomes**

Students will be able to locate on a map the region with a high population of Bengali speakers.  
Students will be able to list the places of worship for the six different religions with the aid of a fact sheet.

**Anticipatory Set**

Define religion for the class.

Religion is belief in a supreme being or beings; belief in God or gods. Religion is a belief system that is practiced through faith, obedience, prayer, and worship.

Ask students to name as many religions as they can think of. List these on blackboard or chart paper.

Ask students which of the listed religions people are allowed to be in the United States.

Target answer:

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People can be any religion they want to be in the United States because they are free. If target answer not given, explain that the United States is full of people with different beliefs. Living in the United States gives everyone the right and opportunity to choose what they want to believe. Ask students to guess what the top 6 most popular religions are in the world.

### **Procedures**

Hand out packet of Fact Sheets at this time. Write these on chart paper for display. Introduce top 6 religions, mention secular. When introducing each religion read some information from the fact sheets (Symbols and holidays will be mentioned on Days 2 and 3 so save them for later).

#### **Christianity** - 2.1 billion -

In Christianity, God is almighty and rules over all of heaven and earth. The central figure in Christianity is Jesus Christ. Christianity is based on the teachings and life of Jesus Christ. As the Son of God, he came to earth to teach about love and brotherhood.

#### **Islam** - 1.2 billion

Based on the teachings of a man named Muhammad, one who practices Islam is called a Muslim. A practicing Muslim follows the teachings from the Koran. The overall purpose of life is to serve Allah (God), to worship him alone and to construct a moral lifestyle.

#### **Secular/irreligious** - 1.1 billion

#### **Hinduism** - 900 million

Unlike most other religions, Hinduism does not promote the worship of one particular deity or god. According to Hindu beliefs, Brahman is the principle source of the universe.

#### **Buddhism** - 376 million

Buddhism is based on the teachings of Siddhartha Gautama. The ultimate goal of a Buddhists is to achieve freedom from the cycle of reincarnation and attain nirvana.

#### **Sikhism** - 23 million

Sikhism preaches a message of devotion and remembrance of God at all times, truthful living, equality of mankind, social justice and denounces superstitions and blind rituals. There is only One God. He is the same God for all people of all religions.

#### **Judaism** - 14 million

The most essential characteristic is the belief in one God who created the universe and continues to rule it. It is a system in which

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everyone is under God's rule

Talk about where each religion holds its services.

Many religions include some form of community worship. The religious community often gathers together to celebrate and worship in buildings: churches, temples, and mosques, for example.

Show pictures on overhead or from PowerPoint of an example of each.

### **Christianity** - Church

### **Islam** - Mosque/Masjid

All those who enter must take off their shoes. Cleanliness is also important. Clothing must cover the body and be loose. No loud talking. Men and women pray in separate areas.

### **Hinduism** - Mandir/Temple/Kovil

All those who enter must take off shoes and socks. No pictures. No loud talking. Certain areas are restricted to Hindus or priests.

### **Buddhism** - Wat/Temple

### **Sikhism** - Gurdwara

Wear loose fitting clothing that covers the body. Take off shoes and socks. You must cover your head.

### **Judaism** - Synagogue/Temple

Introduce the book [All Kinds of Beliefs](#) by Emma Damon.

Explain that the book is written in two different languages and that while you are reading it aloud to the students, they will be able to see the same words written in Bengali.

Bengali is from the eastern South Asia region which includes Bangladesh and parts of India (point these areas out on a map for the students)

Bengali is the 6th most popular language in the world; there are 232 million speakers.

After pointing out the area on a map, hand out the map of Southern Asia and allow students to color/highlight/circle/point to the areas of India and Bangladesh.

(This map is attached as a pdf file, it is also available online at [eduplace.com](http://eduplace.com).) This map needs to be saved as it will be used on Day 3.

Read the book [All Kinds of Beliefs](#) by Emma Damon. - Since some of the symbols in the book are small, it would be helpful to read this while sitting together. There is a poster in the back of the book, this can be examined at this time as well.

After reading the book, reread the pages that talk about where each group worships and what is inside the place of worship.

Answer any questions the students may have about the reading.

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*At this time, the teacher may facilitate a conversation about the languages presented in the dual language book used. This can lead into later lessons, and begin to build awareness of language diversity.*

### **Closure**

Lead a class discussion on aspects of religion the students would like to learn about. Remind them that today they learned about where people go to worship and tomorrow they will be learning about some of the festivals that different religions have.

After reading the book and class discussion, pass out the Religions Worksheet (attached). Explain to the class that over the next few days they will fill this sheet out completely. Begin by answering Question 1 "When did it begin?" as a class. Refer to the fact sheets to help answer the questions. If there is time left in the class period have the students answer question 2 in class, if not, this can be done for homework. Do not answer questions 3 or 4 yet.

Explain that you will be taking a closer look at some of the other aspects of religion in the next few days, tomorrow will be focusing on festivals.

#### *Possible extension/enrichment activity:*

Students can interview parents and grandparents, or other adults, to learn about their own or others' religious backgrounds and traditions, and also to get a sense of generational differences in religious practices and beliefs. Help students plan their interviews, keeping in mind that there may be students who do not have family members they can interview. You may wish to line up willing interview subjects among school staff ahead of time so that such students will not have to struggle to find someone.

Interview planning sheet and Tips for interviewing are attached

### **Assessment of Students' (P-12) Performance Outcomes**

Informal assessment of the map coloring/highlighting will be done to ensure students understanding of map reading.

The students will complete their chart handout after each day's lesson. This will be collected at the end to formally assess the students' understanding of the lessons.

### **Materials/Equipment**

#### **Teacher's Materials:**

Damon, Emma. [All Kinds of Beliefs](#). London: Mantra Lingua, 2000.

Blackboard

Chart paper

Markers

Computer

PowerPoint Presentation (attached)

Projector

World map

#### **Students' Materials:**

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Fact Sheets (attached)  
Worksheet (attached)  
Southern Asia map

Religions Fact Sheet:

### **Buddhism Fact Sheet**

*Date founded:* c. 520 BCE

*Place founded:* Northeastern India

*Founder:* Siddhartha Gautama ("the Buddha")

*Followers:* 360 million

*Size rank:* Fourth largest world religion

*Main locations:* China, Japan, Korea, Southeast Asia

*Sacred texts:* Pali Canon, and numerous Mahayana sutras

*Place of ritual:* Temple, meditation hall

*Purpose of life:* Theravada - Become an arhat, escape the cycle of rebirth, and attain nirvana.

Mahayana - Become a bodhisatva then help others attain enlightenment.

*Other:* Buddhism is based on the teachings of Siddhartha Gautama. The ultimate goal of a Buddhists is to achieve freedom from the cycle of reincarnation and attain nirvana.

*Symbols:* Lotus, Wheel, Parasol, Endless Knot, Pair of Golden Fishes, Conch Shell, Banner of Victory, Treasure Vase

*Holidays:*

Vary by region

Often include:

Buddha's birthday

Buddha's enlightenment

Lunar quarters

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**Christianity Fact Sheet**

*Date founded:* c. 33 AD

*Place founded:* Palestine

*Founder:* Jesus of Nazareth

*Followers:* 2.1 billion

*US Followers:* 159 million in 2001

*Size rank:* largest world religion

*Main location:* Europe, North America, South America

*Sacred text:* Bible

*House of worship:* Church, chapel, cathedral, basilica, meeting hall

*Purpose of life:* Know, love and serve God

*How to live:* Have faith in the true God and Christ's resurrection, do good works, participate in sacraments

*Other:* In Christianity, God is almighty and rules over all of heaven and earth. The central figure in Christianity is Jesus Christ. Christianity is based on the teachings and life of Jesus Christ. As the Son of God, he came to earth to teach about love and brotherhood.

*Symbols:* Cross, dove, anchor, fish, alpha and omega, chi rho

*Major holidays:*

Advent (Nov. 30 - Dec. 24)

Christmas (Dec. 25)

Epiphany (Jan. 6)

Lent (40-day period prior to Easter)

Good Friday (last Friday before Easter)

Easter (date varies)

All Saint's Day (Nov. 1)



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**Hindu Fact Sheet**

*Date founded:* 1500 BC

*Place founded:* India

*Founder:* none

*Followers:* 900 million

*Size rank:* third largest in the world

*Main location:* India, also United Kingdom and United States

*Sacred texts:* Vedas, Upanishads, Sutras, Bhagavad Gita

*Place of worship:* temple or home shrine

*Purpose of life:* to attain liberation from the cycle of reincarnation

*How to live:* order life according to the dharma

*Other:* Unlike most other religions, Hinduism does not promote the worship of one particular deity or god. According to Hindu beliefs, Brahman is the principle source of the universe.

*Symbols:* Aum, Swastika, Lotus, Bindi

*Major holidays:*

Mahashivarati (mid-February)

Holi (Spring)

Ramnavami (late March)

Dusserah (early November)

Diwali (mid-November)

**Islam Fact Sheet**

*Date founded:* 622 CE

*Place founded:* Mecca, Saudi Arabia

*Founder:* Muhammad

*Followers:* 1.2 billion

*Size rank:* second largest in the world

*Main location:* Middle East and North Africa

*Sacred text:* Qur'an (Koran)

*House of worship:* mosque

*Purpose of life:* Submit to the will of Allah and attain paradise after death

*How to live:* Follow the Qur'an, Hadith and Five Pillars of Islam

*Other:* Based on the teachings of a man named Muhammad, one who practices Islam is called a Muslim. A practicing Muslim follows the teachings from the Koran. The overall purpose of life is to serve Allah (God), to worship him alone and to construct a moral lifestyle.

*Symbol:* crescent moon and star, "Allah" written in Arabic

*Major holidays:*

Ramadan - month long, begins Oct. 16, 2004

Eid al-Fitr - Festival of Breaking the Fast

Hajj - week long; begins 1 Muharram

Eid al-Adha - Festival of Sacrifice

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**Judaism Fact Sheet**

*Date founded:* c. 1300 BC

*Place founded:* Mesopotamia

*Founder:* Abraham

*Followers:* 14 million

*Size rank:* sixth largest world religion

*Main location:* Israel, Europe, and USA

*Sacred text:* Tanakh and Talmud

*Place of worship:* synagogue or temple

*Purpose of life:* obedience to God

*How to live:* obey the law and atone for sin

*Other:* The most essential characteristic is the belief in one God who created the universe and continues to rule it. It is a system in which everyone is under God's rule

*Symbols:* Magen David, Menorah, Chai, Hamesh Hand, Yarmulke

*Major holidays:*

Rosh Hashanah: Jewish New Year

Yom Kippur: Day of Atonement

Sukkot: Festival of Booths

Hanukkah

Tu B'Shevat: New Year for Trees

Purim

Pesach: Passover

Shavuot: Pentecost

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**Sikhism Fact Sheet**

*Date founded:* c. 1500 AD

*Place founded:* Punjab, India

*Founder:* Guru Nanak

*Followers:* 23 million

*Size rank:* fifth largest world religion

*Main location:* India, North America

*Sacred text:* Adi Granth

*Place of worship:* Gurdwara

*Purpose of life:* Overcome the self, align life with will of God, and become a "saint soldier," fighting for good.

*Other:* Sikhism preaches a message of devotion and remembrance of God at all times, truthful living, equality of mankind, social justice and denounces superstitions and blind rituals. There is only One God. He is the same God for all people of all religions.

*Symbols:* Ek-Onkar, Khanda, Nishan Sahib

*Major holidays:*

Baisakhi (Vaisakhi)

Diwali

Hola Mohalla

**Lesson Number: 2**

**Lesson Title: Religious Festivals**

**Grade Level:** 3-5

**Estimated Length:** One class period, 45 minutes

**Lesson Goals:**

- Students will recognize that groups of people have religious celebrations unique to them.
- Students will examine different religious festivals for six different religions.
- Students will develop an understanding of maps.

**Vocabulary:**

- Samosa
- Zakat
- Eid Mabararak
- Shalwar-kameez
- Imam
- Ramadan
- Islamic lunar calendar
- Fasting
- Eid ul-Fitr

**Skills:**

- Divergent thinking
- Convergent thinking
- Reading
- Listening
- Map reading
- Writing
- Participating in discussions

**Learning Outcomes**

Students will be able to locate on a map the region with a high population of Arabic speakers.  
Students will be able to list the festivals for the six different religions with the aid of a fact sheet if necessary.  
Students will be able to make connections between religious festival activities mentioned in the book [Samira's Eid](#) and those they may experience in their own lives.

**Anticipatory Set**

Before allowing students to look at their notes, ask students to name as many religious festivals and holidays that they can. List these on the blackboard.  
After gathering as much as they can give allow them to use the poster in the back of "All Kinds of Beliefs" by Emma Damon to come up with any others that they may have left out.  
After asking for the names of the festivals, ask what are some things that people do on these days. How do people celebrate a festival or holiday?

Examples:

Feasting

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- Ceremonies
- Fasting
- Praying
- Singing
- Gift Giving
- Lighting Candles

### Procedures

Tell students that today we are going to focus on the Islamic festival of Ramadan and to help us we are going to read the story [Samira's Eid](#) by Nasreen Aktar and Enebor Attard.

Explain that the book is written in two different languages, just like the book yesterday and that while you are reading it aloud to the students, they will be able to see the same words written in Arabic.

Arabic is mostly spoken in the Arab World which stretches from Mauritania in northwest Africa to Oman in southwest Asia. Point these areas out on a map.

Arabic is the fifth most popular language in the world. There are 270 million speakers.

After pointing out the area on a map, hand out the map of Africa and Southwest Asia and allow students to color/highlight/circle/point to the areas of Mauritania to Oman. (This map is attached as a pdf file, it is also available online at [eduplace.com](http://eduplace.com).)

Explain that before reading the story we need to discuss what Ramadan is.

Ask students if anyone would like to share what they think Ramadan is.

Target answer:

Ramadan is the ninth month of Islamic lunar calendar. This means that at the sighting of the new moon in the 9th month, the observance will begin. Every day during this month, Muslims around the world spend the daylight hours in a complete fast. This means that starting when the sun comes up and ending when the sun goes down, they do not eat anything. Muslims do this to help strengthen their belief in Allah or God. Ramadan started on September 23th in 2006 so in 2007 it should start around September 10th, and in 2008 it should start around August 28th. The Islamic lunar calendar is about 13 days shorter than the solar year (which is the calendar that we follow) so every year the start of the month of Ramadan changes. The Islamic holiday of Eid ul-Fitr marks the end of the fasting period of Ramadan. Eid ul-Fitr means the Festival of Breaking the Fast and is a time of great celebration.

Explain that in the book you will read, the family is observing Ramadan, and the story ends with the festival of Eid ul-Fitr.

Read the book [Samira's Eid](#).

During the reading, the following vocabulary words should be addressed to aid comprehension.

Samosa - a fried bread stuffed with potato onion and peas, usually

Zakat - donations made by Muslims to the poor, similar to that of tithing for Christians

Eid Mabarak - a greeting meaning "Blessed Festival"

Shalwar-kameez - Shalwar is the pajama like pants, and the kameez is a long shirt or tunic

Imam - the prayer leader

After reading the story ask students to think of anything that we read in [Samira's Eid](#) that might be similar to something they do when they are celebrating a holiday or festival.

Example:

Sending letters

Going to Mosque or place of worship

Gift Giving

Saying Greetings

Praying

Gathering with family/friends

Feasting

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### Closure

As a class brainstorm some possible academic festivals that you could celebrate. Remind students of Dr. Seuss Day, or Read Across America Day, which is celebrated on March 2. The festival can be another reading celebration, or any other form of celebration.

Possible suggestions are:

Publishing day, when students finish writing their first story/poem/other writing piece

Horace Mann day, celebrating the birth of the man who made school available to everyone, May 4

The birthday of a favorite author

Roald Dahl - September 13

Jeff Brown - birth date unknown

Doreen Cronin

Ruth Stiles Gannett

Decide as a class on one that you will celebrate later that year. The date can be chosen as a class if there is adequate flexibility or by the teacher if not.

### Assessment of Students' (P-12) Performance Outcomes

Informal assessment of the map coloring/highlighting will be done to ensure students understanding of map reading.

Informal observational assessment will be used to evaluate students' abilities to make connections between the book and their own lives.

The students will complete their chart handout after each day's lesson. This will be collected at the end to formally assess the students' understanding of the lessons.

### Materials/Equipment

#### Teacher's Materials:

Aktar, Nasreen, and Enebor Attard. [Samira's Eid](#). Italy: Mantra Lingua, 2004.

Damon, Emma. [All Kinds of Beliefs](#). London: Mantra Lingua, 2000.

World Map

#### Students' Materials:

Africa and Southeast Asia map

Fact sheets and worksheet from day 1

**Lesson Number: 3**

**Lesson Title: Clothing/Symbols and Conclusion**

**Grade Level:** 3-5

**Estimated Length:** One class period; 45 minutes

**Lesson Goals:**

- Students will appreciate the symbols and dress for the different religions.
- Students will understand what a symbol is what it represents.

**Vocabulary:**

- symbol
- hijab
- bedouin
- sari
- nomad

**Skills:**

- Reading
- Listening
- Map reading
- Writing
- Participating in discussions

**Learning Outcomes**

Students will be able to locate on a map the region with a high population of Urdu speakers.  
Students will be able to list 2 of the symbols and draw one for each of the six different religions with the aid of a fact sheet.  
Students will be able to make connections between clothing and symbols mentioned in the book [The Swirling Hijab](#) and those they may experience in their own lives.  
Students will write a short paragraph or group of sentence explaining the class holiday that they created over the past few days.

**Anticipatory Set**

As a class re-read the pages in the book [All Kinds of Beliefs](#) that deal with symbols (the first page) and clothing (the third page). Ask the students what they noticed as the similarities and differences between the different religions. Ask the students what are some of the symbols and different styles of clothing that were shown in the book. Lead a discussion about what they have noticed in the past two days that could relate to the lesson today on clothing and symbols.

**Procedures**

Start with asking the student what a symbol is?

Target response:

Symbols are objects, characters, figures, sounds or colors used to represent ideas or concepts. Ask them what are some symbols that they are familiar with. Write the responses on the board.



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Talk with the students of the different dress that certain religions wear. Begin by asking if there is something special that they wear for their religion. What does that clothing represent or mean? Refer to the book [All Kinds of Beliefs](#), to talk about the meaning of other religion's clothing. Specifically mention the hijab. The hijab is a head covering that Islamic women wear to show their respect for Allah and the Muslim faith. At this time the book [Samira's Eid](#) can be brought out for reference, the women in the book wear hijabs when they are not in their own home.

Tell students that today we are going to focus on Islamic clothing, specifically the hijab, and to help us we are going to read the story [The Swirling Hijab](#) by Na'imh bint Robert and Niles Mistry.

Explain that the book is written in two different languages, just like the books from the past two days and that while you are reading it aloud to the students, they will be able to see the same words written in Urdu.

Urdu is mostly spoken in South Asia in the countries of Pakistan Afghanistan and India. Point these areas out on a map.

Urdu is the 20th most popular language in the world. There are 160 million speakers.

After pointing out the area on a map, have the students bring out their maps from day one of Southern Asia, allow students to color/highlight/circle/point to the areas of Pakistan, Afghanistan, and India. India was also colored for the Bengali speaking people.

Read the book together with the class and as you are reading point out some of the unfamiliar vocabulary with the students.

Possible vocabulary terms to discuss:

Bedouin - nomadic Arab, refer to definition below for "nomad"

Sari - a piece of clothing worn by Hindu women, a long piece of cotton or silk wrapped around the body with one end draped over the head

Nomad - a member of a tribe that has no permanent home but moves about from place to place according to the seasons in search of food, water, and grazing land.

When you finish reading the book discuss as a class what they saw. Lead the discussion to talk about what some of the symbols that were presented were.

Example:

On the page with the sail boat, on the sail there is a picture of the crescent moon and star which is symbolic of the Islamic faith. On the next page there is a picture of the little girl and her mother with the hijab over their head in the traditional style.

Discuss why they had particular meanings and what those meanings were? Talk about the different styles of dress and what they represented?

After the students seem like they have a good understanding of the book, pass out the attached hand out which contains symbols from each of the 6 religions we have been discussing. The students will need this to help complete the worksheet they have been filling out for the past 2 days.

The students will then brainstorm a symbol to go with the class holiday that they created the day before.

## Closure

Students will be given class time to finish the worksheet that they have been working on over the past 2 days. This will be collected and graded.

The students will then write a short passage, or group of sentences about the new holiday that their class has created.

Students will be given time during class, if there is no time left in the Social Studies block then the Language Arts block can be used, to write about their holiday. Here they will write the name of the holiday, the date it will be celebrated, the purpose or meaning behind it, the place it will be held (to connect to the place of worship), the dress, the symbol, and anything else that they would like to add that they have learned over the past three days. The students will be given enough time to complete it in class and then it will be collected and graded according to the attached rubric.

### **Assessment of Students' (P-12) Performance Outcomes**

Informal assessment of the map coloring/highlighting will be done to ensure students understanding of map reading.

Informal observational assessment will be used to evaluate students' abilities to make connections between the book and their own lives.

Formal summative assessment will be used to determine the level of understanding with the students' paragraphs and worksheets. The attached rubric provides a basis for grading.

### **Materials/Equipment**

#### **Teacher's Materials**

Damon, Emma. [All Kinds of Beliefs](#). London: Mantra Lingua, 2000.

Robert, Na'imh Bint, and Nilesh Mistry. [The Swirling Hijab](#). London: Mantra Lingua, 2002.

Paper

Blackboard

World Map

#### **Students' Materials:**

Fact Sheets from day 1

Worksheet from day 1

Southern Asia map from day 1

### **Unit Closure**

*In order to bring closure to the unit learning, reinforce the concepts presented earlier, and focus especially on language and religious differences, the teacher may guide a grand discussion about culture and how people express culture differently, how religion and language are part of a person's culture, how both globally and nationally, there are many people who have similar cultures and there are many, many cultures, languages and religions in our world.*