2024 Global Children’s Literature Teacher Fellowship Program Lesson Plan Template

| **Context** |
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| **Lesson Title:** |
| What was the context for your lesson?  1. 7/8th Grade  2. Literature Class,  3. Mostly suburban, dominantly white students. Diversity of Socio-economic situations. Most students, if not all, are Christian with politically conservative families.  4. My primary identity is as a Christian teacher in a Christian school. This influences how I frame other religions; while fine in making good people, but ultimately not what will save us. I also have experience being in the ethnic and religious minority in a country that is dominantly Muslim (Oman), and in major European cities, where there is a plurality of religions. |
| **Process** |
| How did you select the literature for your lesson?  1. *The Night Before Eid* by …  2. I selected this based on a desire to address rampant Islamophobia (or at the least misunderstanding of Islam) in the western conservative Christian worldview. I wanted something that humanizes the people who may look very different and have been in a way demonized. I also selected this book as what appeared to be an authentic celebration of an eid by modern Muslims. It shows a combination of tradition and present. It also includes nonfiction explanations at the back to further elaborate what couldn't fit inside the narrative.  3. Browsing through the Africanah award list for the last few years.  4. Yes, I used the library guide for awards as the starting point of my lesson. |
| **Lesson** |
| 1. What do you want students to learn?   * Students will be able to describe the core beliefs of Islam in general terms * Students will be able to describe what the purpose of Eid is in general terms * Students will be able to describe why Muslims celebrate Eid in general terms * Students will be able to identify the tone of the book as positive or negative * Students will be able to identify the mood of the book. * Students will be able to connect Islam and Eid to previous knowledge and new knowledge.   2. Why does this lesson matter from the perspective of global understanding and engagement? The first step to a more peaceful world is  3. What will you do? This lesson was planned as a standalone right before Good Friday/Easter and our spring break.  Bell-ringer: What do you think of when you hear the words Muslim and Islam? Do you know anyone directly or indirectly who is Muslim?  While students answer bellringer handout research worksheets.    "We are taking a look through a 'window' into another perspective of the world. Avoid making judgements about good or bad. Yes, we know that if they do not accept Jesus Christ's death and resurrection they do not go to heaven, but that does not mean what they believe makes them bad people. It also does not mean we are better than them. In fact, I have met and befriended a number of Muslims whose dedication to their faith is an inspiration to my own."  Review questions as a class:  Students have 10 minutes to answer questions on "Islam Basics" handout using provided sources.  Mr. K Read aloud *The Night Before Eid*  - while reading students take notes on connections to previous knowledge, or what they learned today about Islam.    "During literature circles, I want you to compare the book to a similar holiday of your choice. Also, compare what motivates the celebration of Eid to what motivates our celebration of Lent and Easter.  Literature circles in five groups of four    Homework: "Discussion Debrief"  4. How will you know if students learned what you intended?   * Students will be able to describe the core beliefs of Islam in general terms: worksheet guided research * Students will be able to describe what the purpose of Eid is in general terms: worksheet guided research * Students will be able to describe why Muslims celebrate Eid in general terms: worksheet guided research * Students will be able to identify the tone of the book as positive or negative: verbal feedback * Students will be able to identify the mood of the book: verbal feedback * Students will be able to connect Islam and Eid to previous knowledge and new knowledge: discussion debrief. |
| **Enactment** |
| How did the lesson go?  1. When did you teach the lesson? 3/27  2. What did you do? I followed the lesson plan pretty closely. I did change the beginning from a bellringer to an open note quiz based on the sources I printed for the students, then discussed as a whole group the information on the quiz and any connections they made between their previous understandings and what they learned.  3. How did students respond? Students responded with great questions and drawing the connections I was hoping they would. For example, "Wow! [Christians] share a lot in common with [Muslims]," and, "[Islamic] people and [Christian] people sound really similar." The last quote is in reference to the people in our shared Old Testament. For written responses, see the attached artifacts.  Artifacts: |
| **Reflection** |
| Reflection (Self-evaluation)  1. What were you pleased with?  Discussion Debrief  2. Are there things you learned for next time?  Planning the quiz for the same day as the rest of the lesson. That was a lot, and the students were not settled enough with the content to really make connections and have a conversation in the later small group discussions.  3. Were there any surprises? There was little knowledge or preconceptions about Islam and Muslims in general.  4. What recommendations do you have for other teachers when using this book. Emphasize at the beginning the celebration of an eid in this book is a regional snapshot, not a description of how every Muslim celebrates their eids.  5. What did this experience teach you about global children’s literature and including global children’s literature in your curriculum? Students love learning about other places and are naturally inclined to empathize towards people very different from themselves when given the correct information. |
| **References** |
| List all references or resources you used.  Ch. 6 of Teaching Globally  OPRE Report #2022-156: Debriefing in the Classroom on acfs.hhs.org  Britannica excerpts: [Islam](https://www.britannica.com/summary/Islam#:~:text=Islam%20is%20a%20strictly%20monotheistic,contains%20God's%20revelations%20to%20Muhammad.)  Brandeis University Spiritual Life: [Ramadan](https://www.brandeis.edu/spiritual-life/resources/guide-to-observances/ramadan.html)  Muslim Aid Charity: [Eid al Adha](https://www.muslimaid.org/media-centre/blog/what-is-eid-ul-adha/)  Muslim Aid Charity: [Eid al Fitr](https://www.muslimaid.org/what-we-do/religious-dues/ramadan/eid-ul-fitr/)  Guide to Islam by Brendan Krueger [Guide to Islam](https://docs.google.com/document/u/0/d/1df6dvLhVRilnYnwRZSiJaetX-x5mJ7bap7DmiUZIplc/edit)  Discussion Debrief by Brendan Krueger [Discussion Debrief](https://docs.google.com/document/u/0/d/1QurM3T4-Jnr9XK05_ozFq5-f6NcWNGm1UJXH6DHjKAg/edit) |

[Evidence](https://drive.google.com/drive/folders/1EPFphEgvznlxBo7I0fmAMFafW2AQ8kjB)