



Course Overview

Grade 5

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Overview	
Learning Goal	
In Grade 5, students will learn about diversity, culture, and communication through the lens of religion. By learning about the role of religion in their own lives, communities, and across the world, students will come to appreciate the richness of cultural diversity. Students will also discuss how people can communicate across cultural differences, and come together to solve problems.	
Lesson Scaffold	
Lesson 1	How do My Values Relate to the Values of Others?
Lesson 2	What Does Religion Look Like in My Community?
Lesson 3	Religion Across the World
Lesson 4	Exploring Religion
Lesson 5	Communication, Conflict, and Collaboration Across Religions
Learning Objectives	
<ul style="list-style-type: none">• Students will learn about new cultures, focusing on the religions of the world.• Students will think critically about the role of religion and other cultural institutions in their own community and lives.• Students will use communication and problem-solving skills to develop ways to address conflict across differences.	



Grade 5 Lesson 1

“How do My Values Relate to Others?”

Time Frame: 60 minutes

Subjects: Civics, History, Social Studies

Standards: Quality Education (SDG 4); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

Summary and Rationale: To enable students to explore the intersection of values and religion, students will complete an exercise where they articulate their own values, and then discuss how different religions may or may not align with those values. In doing so, students will gain a greater understanding of why people believe and worship in different ways.

Instructional Goal: Students will articulate their values and learn which religions may or may not align with their personal value set.

Understanding Goals: Cultivate tolerance for all religions and gain a deeper understanding of one’s own personal identity.

Essential Questions:

- What is religious tolerance?
- What is your religion and what does your religion value?
- How can we build tolerance and respect for religious diversity?

Student Learning Objectives (Students will be able to):

- Develop an awareness of religions around the world
- Develop an understanding of the overlap between religions’ and their values
- Develop an appreciation and respect for religious diversity

Assessment: Students can demonstrate an understanding of their values and how they relate to the values of the class as a whole.

Sequence of Activities:

- **Pre-Class:** Talk with students about values, and ask students to reflect on their values and pick the 5-10 values that are the most important to them.



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- **Start:** Have students predict how similar their values are to other students. Have a discussion about how people's values are similar or different.
- **Next,** list values placed in categories, and ask students which category they align with most and vote on that category.
- **Then** reveal to students what religion those values align with.
- **Segue to religion** → discuss with students how values and religion from categories interrelate, and where they are different.
- **Local:** Discuss with students how religion exists in one's community.
- **Questions to explore and research on their own:**
 - How many religions exist in the world?
 - Watch the 100 People video (link in Resources below)
 - Research the religion of one's ancestry

Resources for Students:

- 100 People Project: <http://tiny.cc/G5L1R1>

Resources for Teachers:

- 100 People: <http://tiny.cc/G5L1R2>



Grade 5 Lesson 2

“What Does Religion Look Like in My Community?”

Time Frame: 60 minutes

Subjects: Civics, History, Social Studies

Standards: Quality Education (SDG 4); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

Summary and Rationale: The goal of this lesson is to help students to become aware and reflect on their place in this world where many religions are practiced and find connections in their own local community.

Instructional Goals: Students will explore the religions present in their own community and think about how these different religions interact with each other and the community at large.

Understanding Goal: Learn about the different religions present in their local community.

Essential Question: Should a difference in religion even be a factor in how we view our local community members?

Students will be able to: Develop familiarity with different religions in the student's local community (or regional community).

Assessment: Students will be able to demonstrate an understanding of different religions present in their local community.

Sequence of Activities:

- Class discussion on different religions, reviewing content from prior lesson.
- Prompt students to split into groups to explore the religions available in one's community, either through accessing online resources such as websites and YouTube videos or by having students walk around in their local community and visit different houses of worship.
 - Ideally, students can visit and have first-hand exposure to different religious sites.



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- Class discussion in which students reflect on what they learned about the different religions in their local community. Students can share 1- 2 big ideas about they took from their topic, as well as 1-2 big ideas that they took from others' topics.

Resources for Teachers:

- The United Nations Global Survey: <http://tiny.cc/G5L2R1>



Grade 5 Lesson 3

“Religion Across the World”

Time Frame: 60 minutes

Subjects: Civics, History, Social Studies

Standards: Quality Education (SDG 4); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

Summary and Rationale: To expose students to religious leaders who are making positive contributions to their societies, and spark a discussion by having them think of and articulate questions in a mindful, respectful manner while learning the similarities and differences between world religions.

Instructional Goals: Students will learn about a famous religious leader and discuss what they have done to promote understanding and religions tolerance.

Understanding Goals:

- Cultivate tolerance for all religions
- Gain a deeper understanding of one’s own personal identity

Essential Questions:

- What is religious tolerance?
- What is your religion (if any) and what does your religion value?
- Who are the leaders that represent religions of the world?
- How can we build tolerance and respect for religious diversity?

Student Learning Objectives (Students will be able to):

- Become familiar with world religions through religious leaders
- Reflect on the similarities and differences in religion
- Cultivate an appreciation for all people regardless of religion

Assessment: An "Out of Respect and Curiosity Sheet" that highlights reflective questions students have of the religions they will have had the opportunity to explore.

Sequence of Activities:



- **Start (20 minutes)** by reviewing a list of world religions. Then, proceed to give an example of major and minor major religions, following giving an overview of:
 - Major beliefs of the religion
 - Sacred texts
 - Festivities and ceremonies
 - Clothing
- **Next (for 25 minutes)** have students listen to a recording, watch a video, or read a text of a religious leader that has made positive contributions to society. Examples include Mahatma Gandhi, Martin Luther King Jr., Mother Teresa, Malala Yousafzai, Aga Khan, etc. A local religious leader in the community may work as an option. Prompt students to turn and talk to one another sharing what they have learned from these leaders, and comparing them to one another.
 - Question Prompts:
 - How does religion play into social change?
 - How does religion influence leadership?
 - What are the differences and similarities between these leaders?
- **Finally (in the last 15 minutes of class)** ask students to reflect on the class by writing to a religious leader.
 - The only guidelines for the students is that they must write out of curiosity and respect, to challenge students to write their questions in a sensitive and mindful manner.
 - After the reflection exercise, students will share their questions and the instructor will affirm those students whose questions are mindful, as well as help those whose questions are insensitive by suggesting words that form their questions in a more mindful, neutral, curious way.

Resources for Teachers:

- Religious Tolerance: <http://tiny.cc/G5L3R1>
- Teaching Tolerance: <http://tiny.cc/G5L3R2>
- Taking a Closer Look at Religions Around the World: <http://tiny.cc/G5L3R3>
- Teaching About Religion: <http://tiny.cc/G5L3R4>
- Maintain Neutrality: <http://tiny.cc/G5L3R5>



Grade 5 Lesson 4 “Exploring Religion”

Time Frame: 60 minutes

Subjects: Civics, History, Social Studies

Standards: Quality Education (SDG 4); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

Summary and Rationale:

- Students will be given a class period to start on a miniature group research project where they can explore a religious topic they are curious about.
- Students will share their research and discovery with other students.
- Students should be encouraged to select a topic they are less familiar with — ideally the topic will not be broadly related to their own religion (if they follow one).

Instructional Goals: Students will research a new topic about religion and share their findings with other students.

Understanding Goal: Cultivate fact-based tolerance for all religions.

Essential Questions:

- What are you curious about?
- How can we explore and share what we learn?

Student Learning Objectives (Students will be able to):

- Develop a deeper understanding of and awareness of religions.
- Develop research, writing, and editing skills.

Assessment: The final product after students receive revisions; feedback from the “newspaper editor” (either the teacher or a student in class).

Sequence of Activities:

- **Part 1**
 - Students will first be asked, “How are newspapers made?” This will hopefully lead to a discussion about reporters and research techniques.



- From here, teachers will ask students what is important to consider as a reporter (accuracy, writing in a way that interests people, the effect on the public, etc.)
- Here it will be introduced that the class is planning to open a school newspaper. To make this happen, there are different positions that need to be filled (newspaper designer, newspaper editors, etc.) and students will be challenged to take on these roles as well as serving as reporters.
- **Part 2**
 - Students will be asked what religions would be interesting to report on; these will be written on the board. Students will then be asked what they are curious about within these religions, and subcategories will be created (e.g. history, locations around the world, different hierarchical positions, relation to one's own community, values, holidays, etc.)
 - Students will be encouraged to come up to the board and put their names by projects of interest, or create new topics that they would like to research in the realm of religion.
- **Part 3**
 - Students will be challenged to develop a research plan on their own in pairs, including:
 - A few questions/interest points about the topic
 - Reflection and documentation on what students currently know about the topic.
 - Students will be given the rest of the period to start their research for their first draft article due in one week.
- **Part 4**
 - Once drafts are completed, students will be given peer “editor” feedback:
 - Was the reporting unbiased?
 - Did it attract the reader's attention?
 - Was it free of grammatical errors?
 - etc.
 - Then students will be given a chance to make revisions before their piece goes to the final editor (the teacher).
- **Part 5**
 - From here, either the teacher can piece the articles together and share them with students, or an additional activity can be created where students come up with a



newspaper name, and think and experiment with different designs for editing the available pieces (either online via a blog or through print).

- **Part 6**
 - Once the project is completed, students will be asked to go back to their initial notes and answer the following reflection question: “I used to think _____.” “I now know _____.” (See Visible Thinking Framework link below for more info on this activity.)

Resources for Teachers:

- Visible Thinking Framework — Project Zero: <http://tiny.cc/G5L4R1>



Grade 5 Lesson 5

“Communication, Conflict, and Collaboration Across Religions”

Time Frame: 60 minutes

Subjects: Civics, History, Social Studies

Standards: Quality Education (SDG 4); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Isabelle Byusa, Arianna Pattek, Emily Pope, Sam (Shiv) Sharma, Tisha Verma, Devon Wilson

Summary and Rationale: To utilize knowledge from previous lessons and apply it to a real-life scenario.

Instructional Goal: Students will discuss religious intolerance in the context of a hypothetical scenario, and consider how this translates to their lives.

Understanding Goals:

- How to work across differences
- How to identify a problem
- How to reach consensus on a peaceful solution that includes the viewpoints of all parties involved (stakeholders).

Essential Questions:

- What is conflict?
- How do we resolve problems peacefully?

Student Learning Objectives (Students will be able to):

- Present an inclusive solution
 - Measurable by class participation and presentation in front of the group
- Work productively in a group setting
 - Measurable through teacher observations of group work and student reflection of group process

Assessment: Rubric for the group presentation drawn from Grade 5 regional or common core standards for speaking and listening.

Sequence of Activities:



- **Pre-Class (10 min):** Ask the class the following questions to open with a class discussion; begin in small groups and then open to full class:
 - What does conflict mean?
 - What does intolerance mean to you?
 - When was a time you have witnessed a conflict? What happened?
 - What feelings/emotions did you observe in each party of the conflict?
 - How did they come to a solution?
- **Main Activity (30 min):** Split students into groups of no more than 4-5 students. Read the example scenario below to the whole class, then allow them time to work in small groups to design a skit that models their ideal solution:

In the country of Zorg, there are 4 main national religions. The majority of people belong to the religion of Tor. The other three religions are Zaria, Mooka, and Bic. Tor and Zaria fundamentally oppose the idea of girls going to school based on their religious doctrine. Mooka and Bic both believe girls have a right to attend school given to them by their god. Additionally, Zaria, Mooka, and Bic don't feel represented in the government, as it is dominated by people from the Tor religion. The government is trying to pass a law to prevent girls from attending school because of their religion. Mooka, Bic, and Zaria are resorting to violent protests in the capital of Zorg to have their voices heard. This only makes Tor more unwilling to negotiate with the other religions. What do you do?

- **Presentation and Conclusion (20 min):** Students present their solutions in skits of 3-4 minutes each. Teacher leads a discussion on personal reflection of the process. What went well? What did you learn?

Resources for Students:

- Resolving Conflict Situations: <http://tiny.cc/G5L5R1>

Resources for Teachers:

- Standards for Speaking and Listening: <http://tiny.cc/G5L5R2>