

**Standard 1(f) Rationale: Participates in and contributes to a school culture that focuses on improved student learning.**

I chose a lesson from my Modern America I class to demonstrate my fulfillment of this criterion. This particular lesson uses a controversial YouTube clip, several readings, and several intensive rounds of group and class discussion to examine the similarities and differences between Middle Eastern values and Western Values (such terms being nebulously defined). I believe this lesson is a great example of my implementation of several reading strategies that spring from my involvement in our school's literacy and reading team. This team focused on identifying and implementing at a school-wide level research-based strategies to improve student reading and literacy skills. In this activity, two literacy building techniques are apparent: a word mastery and a sentence frame activity. This shows that I participate and contribute to a school culture that focuses on improving student learning. Not only did I help identify the literacy skills which should be implemented in class instruction (via my work on the literacy team), I also helped prepare a presentation which educated my fellow teachers in how to implement these strategies in their lessons. I also helped present it to my colleagues in a professional development session.

**Standard 1(f) Artifact:**

**Understanding Conflicting Values**

Name:

**Vocabulary (define)**

- Blasphemy
- Taboo
- Militant Fundamentalist Islam
- Mainstream Islam
- Justify
- Value
- Traditionalism
- Secularism
- Individualism

**1<sup>st</sup> Reading (as a class)**

1. Why are Muslims in many countries angered by the YouTube video “Innocence of Muslims?”
2. How might these protests be about differences in religion? How might these protests be about differences in politics? How might they be about differences in culture? Which of these do you think the protests are about?
3. How is these protests be linked to Militant Fundamentalist Islam? How can they be linked to mainstream Islam?
4. How is this religious violence be related to religious violence that has occurred in the USA?

**2<sup>nd</sup> Reading (with partner, reporting to the class)**

1. Describe the incident. What was the perceived Western Insult to Islam?
2. Is there are difference between angry protests and violent acts in response to perceived Western insults to Islam? If so, why? If not, why?
3. Based on the article, who is protesting and who is resorting to violence? Are they different groups of people or the same?
4. Do you think the people in this article are justified in their anger? Do you think they are justified in their actions?

**Vocabulary Sentence Frames**

*Complete the following sentence frames in order to demonstrate your understanding of the lesson vocabulary. You may select which pair of vocabulary terms you use. Make sure that vocabulary terms you use can be compared and contrasted.*

1. **Example:** An example of **Mainstream Islam** from the readings is calling for US government to punish those that give offense to Islam . This is different from **Militant Fundamentalist Islam**, because Militant Fundamentalist

okays the use violence to achieve all of its aims. An example of this from the readings is political activities stirring up protesting mobs to violence .

2. An example of \_\_\_\_\_ from the readings is \_\_\_\_\_  
\_\_\_\_\_.

This is different from \_\_\_\_\_, because \_\_\_\_\_

An example of this from the readings is \_\_\_\_\_  
\_\_\_\_\_.

3. An example of \_\_\_\_\_ from the readings is \_\_\_\_\_  
\_\_\_\_\_.

This is different from \_\_\_\_\_, because \_\_\_\_\_

An example of this from the readings is \_\_\_\_\_  
\_\_\_\_\_.

**3<sup>rd</sup> Reading (with your partner)**

*Read through the 3<sup>rd</sup> article with your partner. Use your highlighter to identify conflicting values that are “Western” or “Middle Eastern”.*

<b>Conflicting Values &amp; Beliefs Table</b>	
<b>“Western” Values &amp; Beliefs</b>	<b>“Middle Eastern” Values &amp; Beliefs</b>
<ul style="list-style-type: none"> <li>• Values Individual freedom to believe what you want</li> <li>• Values Individual freedom to say what you want</li> <li>• Feels War on Terror is war for USA safety</li> <li>• Wants easy solutions of past (dictators provided) hard to deal with democratic forces</li> <li>• Individualism</li> <li>• Secularism</li> <li>• Thinks government has done all it can in response</li> <li>• Hate crimes against Muslims are more appalling than religious insults</li> </ul>	<ul style="list-style-type: none"> <li>• Values Community</li> <li>• Values right of community to be safe from insult to its identity and values</li> <li>• Feels that War on Terror is War on Islamic identity and values</li> <li>• Demanding respect for popular will after Arab Spring</li> <li>• Religion should be respected and protected</li> <li>• Traditionalism</li> <li>• Freedom of speech is not a right</li> <li>• State should have power to keep speech respectful and has responsibility to</li> <li>• Want respect from West</li> <li>• Religious insults are more insulting than hate crimes</li> </ul>

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**Individual Essay (separate sheet of paper):** How might these protests be about differences in religion? How might these protests be about differences in politics? How might they be about differences in culture? Which of these do you think the protests are about? Use the 3<sup>rd</sup> article to pick out examples of political, cultural, and religious differences. Use these examples in your essay.