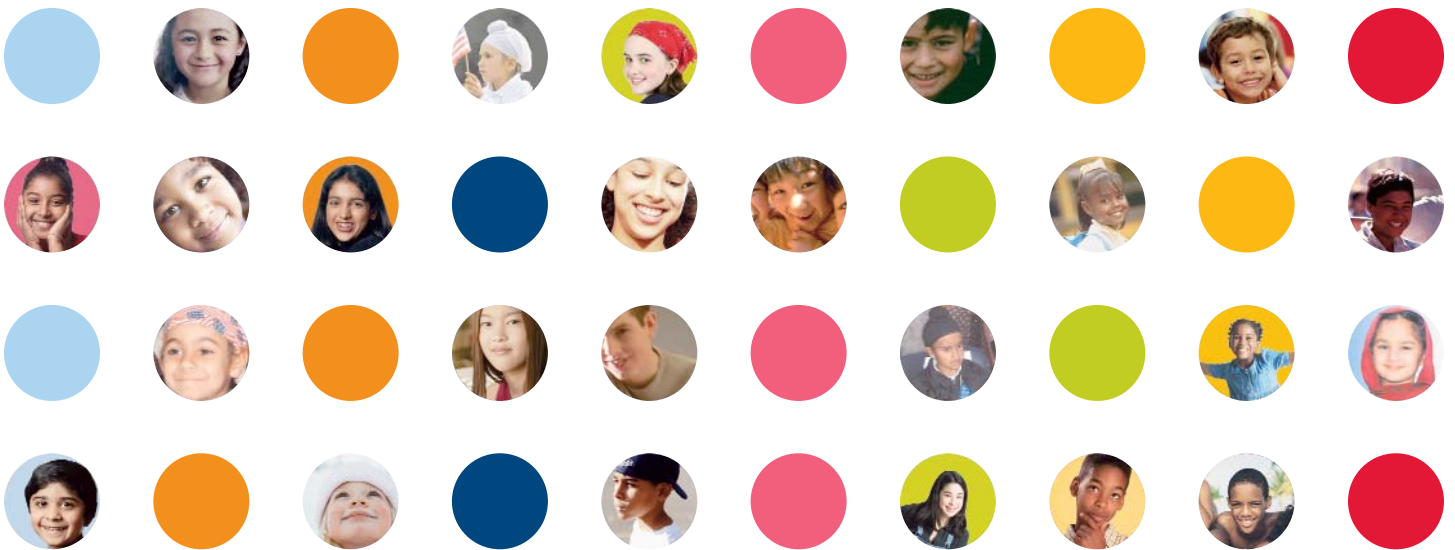


TEACHER'S GUIDE

THE *sikh* NEXT DOOR

**Celebrating America's
Diversity in the Classroom**



A standards-based social studies curriculum package for grades 6-12.
The package includes a video, comprehensive lesson plans,
and a website with resources and activities.

“ If someone sees me walking down the street and **knows that I'm a Sikh**, I'd give them like a high five. I'd shake their hand. **I'd feel great.**”

– Anoop, 15 years old

“ I am really **proud** of being a Sikh because that's what makes me **my own person.**”

– Manpreet, 13 years old

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WHY A CURRICULUM ABOUT SIKHS?

- There are approximately 500,000 Sikhs living in the United States, many of whom are born and raised in the United States. While their colorful turbans make them stand out in a crowd, most Americans know little about them. This lack of understanding has persisted throughout their 100-year history in the States, but became a crisis for Sikhs after the 9/11 terror attacks.
- As a result of the increased American fear of those who "look like terrorists" after September 11, 2001, many Sikh children are bullied and harassed at school.

One very clear problem is that schools and libraries currently lack high-quality, professionally produced materials to introduce Sikhs, their unique identity and their practices to American students.

One of the most powerful ways to reach America's young people is through exciting and engaging video projects that can be incorporated directly into their existing school curriculum.

PROJECT OVERVIEW

- The Sikh Next Door is an engaging educational project celebrating America's diversity while introducing 6th through 12th graders to Sikh practices and culture. The package includes a 17 minute video, comprehensive lesson plans, and a website with additional resources and activities. The Sikh Next Door curriculum was designed by a team of educators and is aligned to national curriculum standards.
- Produced in a quick-paced, broadcast television style, the video introduces students to four Sikh youth who take them on a tour of their bi-cultural lives. This short film encourages all students to think about their own diverse communities and unique personal identity.

Curriculum exercises require minimal planning and background knowledge for teachers and can be easily adapted to a teacher's specific classroom needs. Upper grade level teachers can also use the video as a part of a more detailed course of study on world religions.

GETTING STARTED

- The Sikh Next Door Teacher's Guide includes a versatile set of lesson plans designed to be used by teachers in a wide range of school settings. Lessons are geared toward a variety of curricular objectives, all meeting national social studies standards.
- The Sikh Next Door lesson plans are comprised of two basic Video Viewing Lessons, one for grades 6-8, another for grades 9-12, and several Extended Lessons and Activities.

The Video Viewing Lesson

The Video Viewing Lesson is 45 minutes, designed to be used alone or in combination with an Extended Lesson or Activity.

Teachers can begin by reviewing the Video Viewing Lesson appropriate for their grade level. Note that this lesson requires minimal preparation. However, we strongly encourage teachers to preview the video before viewing it with students.

Extended Lessons & Activities

Next, teachers should review the Extended Lessons & Activities for their grade level to determine which activity (if any) best suits their curricular objectives and available class periods. Extended Lessons & Activities vary in length from week long projects to homework assignments. See the full list of Extended Lessons and Activities in the Table of Contents (p. 3).

GETTING STARTED

● **Appendix: Worksheets and Other Reproducibles**

● The appendix contains a collection of worksheets and other reproducible aids to the lessons and activities.

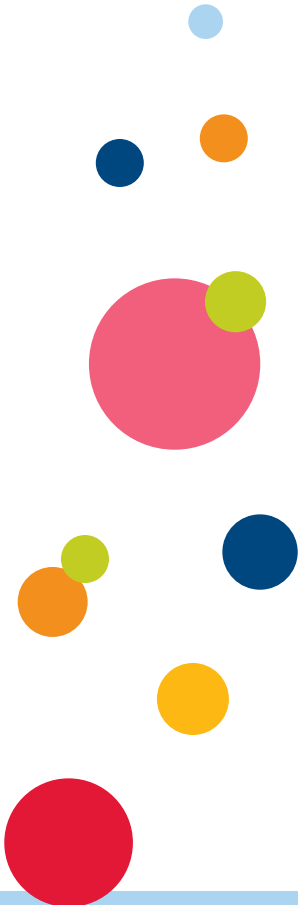
● **Teacher Resources**

● The teacher resources page includes a list of print and internet resources that may be used to supplement information in the video. Use these resources as suggested in the Extended Lessons & Activities or to develop lessons of your own.



VIDEO VIEWING LESSONS

Grades 6-8
Grades 9-12



VIDEO VIEWING LESSON, GRADES 6-8

Video Viewing Lesson

45 minutes

Brainstorm (10 minutes)

Objective: Activate students' prior knowledge about culture and the relationship between culture and religion.

Teacher:

- Write the word culture in the middle of the board and draw a circle around it.
- Ask students: "What are some words that come to mind when you hear the term culture?"
- Add students' responses to the board, creating a web, by drawing lines from the word, culture, to the students' words. If words are closely related, such as language and dialect, group them in the same area.
- You may choose to have students copy this web in a notebook for future reference.
- Encourage dialog about students' responses with leading and follow up questions to their responses.
- Ask students: "Are religion and culture related?" or "How are religion and culture related?" Encourage students to give examples from their own lives.

Introduce and View Video (20 minutes)

Teacher:

- To students: "Today we are going to watch a video about kids in the United States who are a lot like all of you. They like movies, malls, music and other typical teenage things. While these kids share in the mainstream American culture, they also belong to a very unique community. Their ways of living are also based on their religion, Sikhism."
- Write the words Sikhism and Sikh on the board.
- To students: "The video we are about to watch called, The Sikh Next Door, is about 15 minutes long. It will introduce you to some of the basic cultural traits and beliefs of Sikhs."
- Optional worksheet: "As you watch, I'd like for you to fill in the definitions of a few key terms on the note taking worksheet. The key terms are *****. The terms will be introduced in the video in the same order they appear on the sheet. Definitions will remain on the screen for several seconds. If you miss any or all of a definition, don't panic, we will review all of the definitions at the end."
- Watch video. (17 minutes)

After Viewing (15 minutes)

Objective: Review key concepts introduced in video.

VIDEO VIEWING LESSON, GRADES 6-8

Teacher:

- To students: "Before we discuss the video, take a few minutes to right down at least five new facts you learned from the video about Sikhs and Sikh culture." (3-5 minutes)
- Ask students to share one of the new facts they wrote down. For every fact shared, ask other students to indicate by raising their hands if they listed the same or a similar fact.
- Review key terms and their definitions.
- Ask students: "What is one aspect of Sikhism introduced in the video that you would like to explore further?" Direct students to www.SikhNextDoor.com where they can learn more.

Wrap Up

Teacher:

- Assign a Homework Activity.
- Continue with an Extended Lesson

VIDEO VIEWING LESSON, GRADES 9-12

Video Viewing Lesson

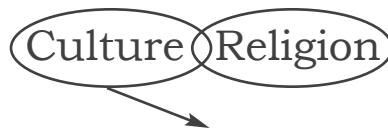
45 minutes

Brainstorm (10 minutes)

Objective: Activate students' prior knowledge about culture and the relationship between culture and religion.

Teacher:

- Write the words culture and religion on the board in a Venn diagram as shown below.



- Ask students: "What are some examples of ways that religion affects culture?" Students might say that religion can affect one's dress, music, customs, values, etc. They might say that religion can affect a society's gender roles, laws, class systems, etc.
- Add students' responses to the board creating a web by drawing lines from the diagram intersection to the students' responses.
- You may choose to have students copy this diagram in a notebook for future reference.

- Encourage dialog about students' responses with leading questions and follow up questions to their responses.
- Ask students: "Do any of you have examples from your own lives of how your religious faith affects the culture of your family or community?"

Introduce and View Video (20 minutes)

Teacher:

- To students: "Today we are going to watch a video about kids in the United States who are a lot like all of you. They like movies, malls, music and other typical teenage things. While these kids share in the mainstream American culture, they also belong to a very unique community. Their ways of living are also based on their religion, Sikhism."
- Write the words Sikhism and Sikh on the board.
- To students: "The video we are about to watch called, The Sikh Next Door, is about 15 minutes long. It will introduce you to some of the basic cultural traits and beliefs of Sikhs."
- Optional worksheet: "As you watch, I'd like for you to fill in the definitions of a few key terms on the note taking worksheet. The key terms are *****. The terms will be introduced in the video in the same order they appear on the sheet. Definitions will remain on the screen for several

VIDEO VIEWING LESSON, GRADES 9-12

seconds. If you miss any or all of a definition, don't panic, we will review all of the definitions at the end."

- Watch video. (17 minutes)

After Viewing (15 minutes)

Objective: Review key concepts introduced in video.

Teacher:

- To students: "Before we discuss the video, take a few minutes to right down five to seven new facts you learned from the video about Sikhs and Sikh culture." (3-5 minutes)
- Ask students to share one of the new facts they wrote down. For every fact shared, ask other students to indicate by raising their hands if they listed the same or a similar fact.
- Review key terms and their definitions.
- Ask students: "What is one aspect of Sikhism introduced in the video that you would like to explore further?" Direct students to www.SikhNextDoor.com where they can learn more.

Wrap Up

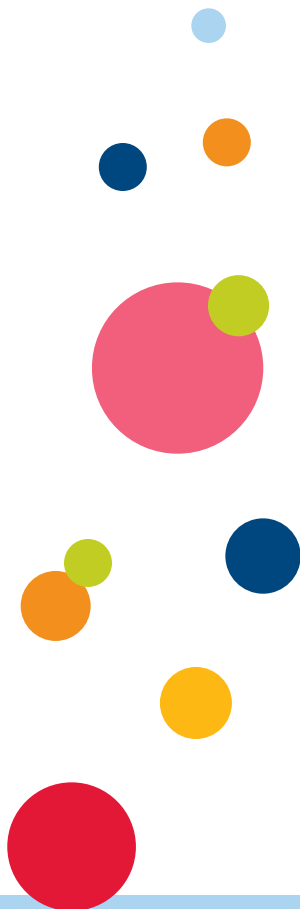
Teacher:

- Assign a Homework Activity.
- Continue with an Extended Lesson.



EXTENDED LESSONS GRADES 6-8

*Cultural Anthropologists
Public Service Announcements
World Religions*



EXTENDED LESSONS, GRADES 6-8

Cultural Anthropologists

5 45-minute periods

Overview of Lesson Plan: In this lesson, students will work as cultural anthropologists studying Sikhism around the world. They will prepare creative, oral presentations about the Sikh culture.

Lesson Objectives

- Students will reflect on the rituals, symbols, and costumes of the Sikh faith and record their thoughts in daily journals.*
- Students will discuss the similarities and differences of Sikhism to their own religious experiences.
- In groups, students will research the rituals, symbols, costumes and foods of the Sikh faith.
- Each group will then develop a class presentation. For instance, the food group might create a Sikh cook book and share a dish with the class.

Materials Needed: Journals, Pens, World Map and Globe

Technical Resources: TV/ VCR or Projection Unit, 1 Computer per group with internet access

Prior Knowledge

- Students should have a basic awareness of a variety of world religions.

- Students should have a basic understanding of how to search the internet.
 - Students should have previous experience with oral presentations and with creating visual aids for oral presentations.
 - The teacher should have a clear understanding of the significance of religion in cultural studies.
- Day 1:** Video Viewing Lesson (45 minutes)

Note: Review the Customs note sheet before beginning the video. Students will use the Customs notes sheet to record information (see appendix).

After the film, students will be given the remaining class time to reflect on the rituals, symbols, food, and costumes involved in the Sikh lifestyle and record their thoughts in their daily journals.*

Day 2: Class will begin with a brief teacher-directed review of the film. Then the class will discuss some similarities and differences of the Sikh lifestyle to that of their own. Students will be divided into groups of four. Each group will be assigned a research topic on Sikhism (rituals, food, costumes, symbols, music, dance).

Day 3: Students will use the internet and several web-based databases to continue their research.

- **Day 4:** Students will work in their groups to brainstorm how to present their information. Students will devise a plan for the presentation and assign roles and responsibilities. Students will complete their roles and rehearse their presentation. Work not completed will be completed at home.
- **Day 5:** Each group will make their class presentations. Students will self-evaluate how well their groups worked together. The teacher and the students will evaluate presentations and use the Oral Presentation Rubric for scoring.

Extension Activity: Compare the lifestyles of Sikhs in India with Sikhs in Canada and the United States. How are they similar and why? How are they different? Give specific examples.

Evaluation and Assessment: Students will be evaluated on their oral presentations and their visual aids used in the presentation. Students' journal entries will be graded for thoughtfulness of content.

**Teacher Tip: Students can create a five-day daily journal using six sheets of notebook paper. Staple sheets together, creating a cover sheet and five journal pages. Write a title and name on the cover and date each journal page.*

Public Service Announcements

4 45-minute class periods

Overview of Lesson Plan: In this lesson, students will create a public service announcement related to Sikhs or Sikhism.

Lesson Objectives

- Students will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
- Students will relate ideas and information to life experiences.

Materials/Resources Needed: Storyboarding sheets or Laptop Storyboard form

Technology Resources Needed: TV/VCR or Projection Unit, Computers

Day 1: Video Viewing Lesson (45 minutes)

Note: Students will record information using the Film Highlights sheet (see appendix).

Day 2: Break the class up into small groups of 5 students each. Each group will be responsible for creating a 45 second Public Service Announcement (PSA) related to Sikhism. Students will use their Film Highlights sheet to create the PSA. The teacher will give each student a roles and responsibilities sheet to complete and return. Students will determine the following

- responsibilities: outliners, storyboarders, scripters, actors, editors, and videographers (optional). Students will have the entire class period to produce their PSA.
- Day 3:** Each Group will share their PSA's for the class. Class time will be used to critique the PSA and to discuss the information presented in the PSA. Students will vote on the most informative and creative PSA. (Optional: The best PSA will be shared with the student body during assembly later in the week.)

Day 4: Students will take a quiz on Sikhism. The quiz will consist of a crossword puzzle and True/False Statements. Students will have an opportunity to receive extra credit for locating the Punjab region of India.

Assessment: Students will be assessed by their classmates and by the teacher using the Oral Presentation Grading Rubric (see appendix.)

World Religions

4 45-minute class periods

Overview of Lesson Plan: In this lesson students will create a PowerPoint slideshow or scrapbook about Sikhism.

Lesson Objectives

- Students will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
- Students will relate ideas and information to life experiences.

Materials/Resources Needed: Old Magazines, Construction Paper, Glue Sticks, Scissors

Technology Resources Needed: TV/VCR or Projection Unit, Computers with Microsoft PowerPoint or other presentation software and internet access(optional)

Prior Knowledge

- Students should have a basic awareness of major world religions.
- If using computers, students should have previous experience with using multimedia presentation software.
- If using computers, students should have a basic understanding of how to search the internet.

Day 1: Video Viewing Lesson (45 minutes)


● *Note: Students will record information using the Film Highlights sheet (see appendix).*

● **Days 2-3:** Divide the class into teams of two to three. Each team will be responsible for creating a 15-20 slide PowerPoint presentation or a 5-10 page scrapbook about the Sikhism.

● Students will use their Film Highlights sheet as well as resources they find on the internet or in print resources to create the PowerPoint presentation or the scrapbook. If internet access is available, students should find two websites that enhance their presentation. Also, Students will find pictures, audio clips, or video clips to incorporate into their program.

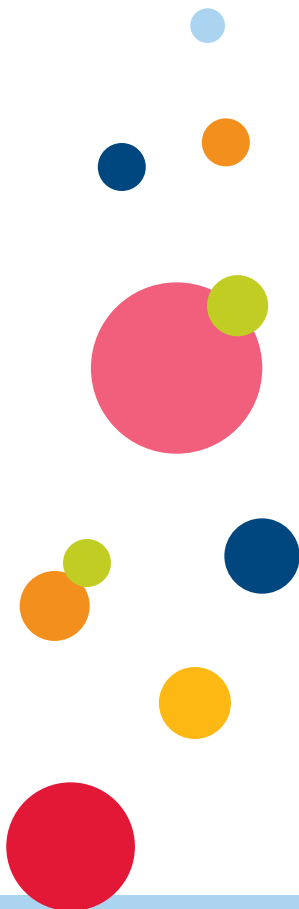
Day 4: Each team will share their PowerPoint presentation or their scrapbook with the class. Class time will be used to view the presentations and scrapbooks. Class discussion will be based on the information presented. Students will take notes on classmates' projects.

Assessment: Students will be assessed by their classmates and by the teacher using the appropriate grading rubric (see appendix.)



EXTENDED LESSONS GRADES 9-12

*After 9-11
Agents of Change
Brown vs. Board of Education
Cultural Symbols*



EXTENDED LESSONS, GRADES 9-12



After 9-11

5 45-minute class periods

Overview of Lesson Plan

Students will use the film "Sikh Next Door" to discuss how the terrorist attacks on September 11, 2001 may have affected the lives of Sikhs in the United States.

Lesson Objectives

- Students will collect and compare information about diverse cultures, environments and peoples.
- Students will relate ideas and information to life experiences.
- Students will identify bias and stereotypes.
- Students will describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

Materials/Resources Needed: Chart Paper, Markers, Magazines, World Map or Globe

Technology Resources Needed: TV/VCR or Projection Unit, Access to the Library or Internet.

Day 1: Students will discuss common stereotypes and bias. Students will evaluate stereotypes and bias portrayed in the media. Students will select one magazine and review it for

- stereotypes and bias. Students will create a class chart of magazines reviewed and stereotypes found in each. Students will then discuss which stereotypes were the most common and why.
- **Day 2:** Video Viewing Lesson (45 minutes)
- *Note: Students will record information using the Film Highlights sheet (see appendix).*
- **Day 3:** The class will begin with a discussion of bias and how it affects attitudes. Can bias make people behave inappropriately? Give examples. In the film, *Sikh Next Door*, there is a subtle reference to September 11, 2001. The class will reflect on how the lives of Sikhs may have been changed by the aftermath of this terrorist attack. The teacher will discuss the importance of 107th CONGRESS 1st Session S. CON. RES. 74, a resolution originally introduced by Senator Richard Durbin (D-IL) condemning bigotry and violence against Sikh Americans. This resolution states "that crimes against Sikh- Americans in the wake of the September 11 terrorist attacks are to be condemned, prevented and prosecuted." The resolution specifically calls upon local authorities to "prosecute to the fullest extent of the law all those who commit crimes" against Sikh-Americans. The teacher will break the class up into teams of 3 or 4. Each team will be responsible for researching a biographical account of someone whose life was hurt by bias or stereotypes. The account should be referenced and resources should be cited.

- **Day 4:** Students will continue work on their research project and prepare for class presentations.
- **Day 5:** Students will present their findings to the class. Students could use PowerPoint, role playing, or another form of oral reporting to present their information.
- **Assessment:** Students will be assessed by their classmates and by the teacher using the Oral Presentation Grading Rubric (see appendix).

Agents of Change

4 45-minute class periods

Overview of Lesson Plan: In this lesson, students will explore stereotypes and bias.

Lesson Objectives

- Students will make predictions about Sikh culture.
- Students will discuss rituals, symbols, and costumes of the Sikh faith.
- Students will discuss how assumptions can lead to stereotypes and prejudice
- Students will discuss how stereotypes and biases affect their own lives.
- Students will collect examples of bias or stereotypes in media.
- Students will discuss ways individuals can help to reduce bias or stereotyping.

Materials Needed: White Board or Chalk Board, Chart Paper, Markers

Technical Resources: TV/VCR or Projection Unit

Day 1: Video Viewing Lesson (45 minutes)

Note: Students will record information using the Film Highlights sheet (see appendix).

● **Day 2:** Students will begin by discussing labels and categories that we use to describe people. Students will discuss characteristics such as clothing, hair, skin color, or accent that help us to "label" people. Students will brainstorm labels that are used at school to categorize people (examples: brains, nerds, jocks). Students will generate a list of labels used at school. Record these labels as headings on separate sheets of paper. Post these sheets around the room. Students will then walk around the room and write adjectives that they believe describe each of these labels. Allow about 10 minutes for this part of the activity. Students will then determine which adjectives are used the most for each label. Then the class will discuss the following questions: "Do assumptions apply to all group members? Do assumptions tell us anything definite about an individual? Did most of the class hold the same assumptions about each group? How do assumptions affect behavior towards the group?"

Day 3: Students will be divided into groups of five. Each group will discuss how stereotypes and biases affect their lives. Each group will make an oral presentation giving examples of their experiences with stereotypes and biases. To conclude the lesson, students will discuss how biases and stereotypes can be found in media (television, film, magazines, etc.) Homework: Students will be assigned a form of media to preview for biases or stereotypes. (Example, TV commercial, TV show, TV movie,

- Newspaper Article, Newspaper Ad, Magazine Article, Magazine Ad.) Students will complete the "Stereotypes & Biases in Media" worksheet (see appendix) and bring it to class the next day.
- **Day 4:** Students will share their findings with the class. Class discussion will revolve around their findings. Students will then discuss how they, as individuals, can reduce biases and stereotyping. Can they themselves affect change in the school community? Return to the groups of five. Have each group formulate a plan for creating change in their school community. Each group will share their plan with the class. The class will select their favorite plan, modify it, and then try to implement it. After a specified time, evaluate whether the plan was effective? How? If not, why not?

Assessment: This lesson is designed to have students reflect on personal experiences with stereotypes and bias. It is also designed to encourage students to be more receptive to cultural differences and to be aware of the dangers of stereotypes and bias. Evaluation should be based on participation and openness to new ideas.

Brown vs. Board of Education

5 45-minute class periods

Overview of Lesson Plan

In this lesson, students will discuss the importance of tolerance and the impact of Brown v. Board of Education on all minority groups in the United States.

Lesson Objectives

- The learner will evaluate information about Brown v. Board of Education.
- The learner will relate ideas and information to school environments today.
- The learner will identify ways diversity enriches the classroom environment.
- The learner will discuss Supreme Court Rulings that have affected diversity in the classroom.

Materials/Resources Needed: Chart Paper, Markers, Magazines, World Map or Globe

Technology Resources Needed: TV/VCR or Projection Unit, Access to the Library or Internet.

Day 1: Video Viewing Lesson (45 minutes)

Note: Students will record information using the Film Highlights sheet (see appendix).

- Day 2: Students will discuss *Brown v. Board of Education*. On May 17, 1954, the U.S. Supreme Court struck down the separate but equal doctrine in American public schools. How did the American Public react to this ruling? Did this ruling affect only black students? Why or Why not? What other minority groups have benefited from this 50 year old ruling?
- Day 3: The class will begin with a discussion of bias and how it affects attitudes. Can bias make people behave inappropriately? Give examples. In the film, *Sikh Next Door*, there is a subtle reference to September 11, 2001. The class will reflect on how the lives of Sikhs may have been changed by the aftermath of this terrorist attack. The teacher will discuss the importance of 107th CONGRESS 1st Session S. CON. RES. 74, a resolution originally introduced by Senator Richard Durbin (D-IL) condemning bigotry and violence against Sikh Americans. This resolution states "that crimes against Sikh- Americans in the wake of the September 11 terrorist attacks are to be condemned, prevented and prosecuted. The resolution specifically calls upon local and law enforcement authorities to prosecute to the fullest extent of the law all those who commit crimes" against Sikh-Americans. The teacher will break the class up into teams of 3 or 4. Each team will be responsible for researching biographical accounts of people whose lives have been hurt by bias or stereotypes. Accounts must be referenced and resources must be cited.

EXTENDED LESSONS, GRADES 9-12

- Day 4: Students will continue work on their research project and prepare for class presentations.
- Day 5: Students will present their findings to the class. Students may use PowerPoint, role plays, or some other form of oral presentation to share their information.
- **Assessment:** Students will be assessed by their classmates and by the teacher using the appropriate grading rubric (see appendix.)

Cultural Symbols

3 45-minute class periods

Overview of Lesson Plan: In this lesson students will study symbols in culture and religion.

Lesson Objectives

- Students will discuss the role and importance of symbols in a culture.
- Students will study the symbols valued in Sikh culture.

Materials/Resources Needed: Poster Board, Markers

Technology Resources Needed: TV/VCR or Projection Unit, Computers (optional)

Day 1: Explain that all cultures have symbols that represent their culture's values. Give a few examples of cultural symbols. (Example: Arlington Cemetery might represent Heroism of soldiers to American citizens. The Samurai Sword might represent power to Japanese Citizens.) Then discuss that religions also have symbols. Ask students to give examples of religious symbols. Create a table from their examples of religious symbols and what they represent.

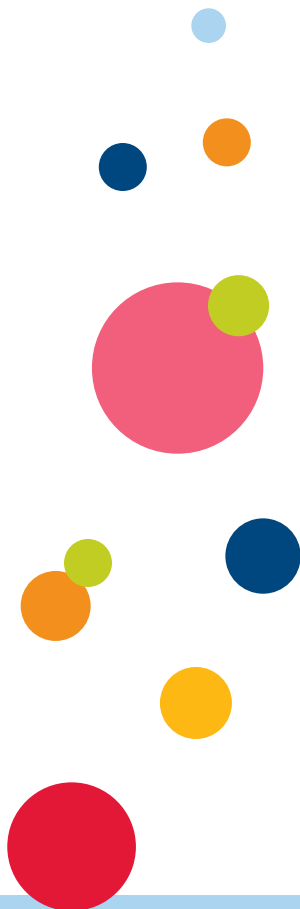
Day 2: Video Viewing Lesson (45 minutes)

- *Note: Remind the class of the previous lesson about symbols and prompt students to watch for symbols as they view Sikh Next Door.*
- **Day 3:** Divide the class into groups of five students. Each group will create a graphic presentation of five symbols of the Sikh faith and what they represent using poster board and markers. Each group will be allowed three minutes to give their presentation.
- **Assessment:** Students will be assessed by their classmates and by the teacher using the appropriate grading rubric (see appendix.)



EXTENDED ACTIVITIES

Bias in Media
True/False Questions
Crossword Puzzle





BIAS IN MEDIA

● Homework Activity

Choose one of the following forms of media: TV commercial, TV show, TV movie, newspaper or magazine article, newspaper or magazine ad. After reviewing your media selection, determine whether any bias or stereotype is evident. If you select a TV show or movie, spend at least 15 minutes evaluating it. Record your findings below:

Description of Media:	Type of Bias Depicted:



TRUE/FALSE QUESTIONS



● Homework Activity or Quiz

Answer the following statements with T for true or F for false. If the answer is false, rewrite the sentence to make it true.

1. ____ All Sikhs cut their hair as a sign of respect.
2. ____ Sikh Men and Women are required to wear turbans.
3. ____ Sikhs believe that all people should be treated with equality.
4. ____ Sikhs believe in multiple gods.
5. ____ Sikhs place a strong emphasis on community service.
6. ____ Sikhism began over 500 years ago in India.
7. ____ Sikhs wear their shoes inside their place of worship.
8. ____ Sikhs recognize 5 articles of faith called the kakkars.

Extra Credit:

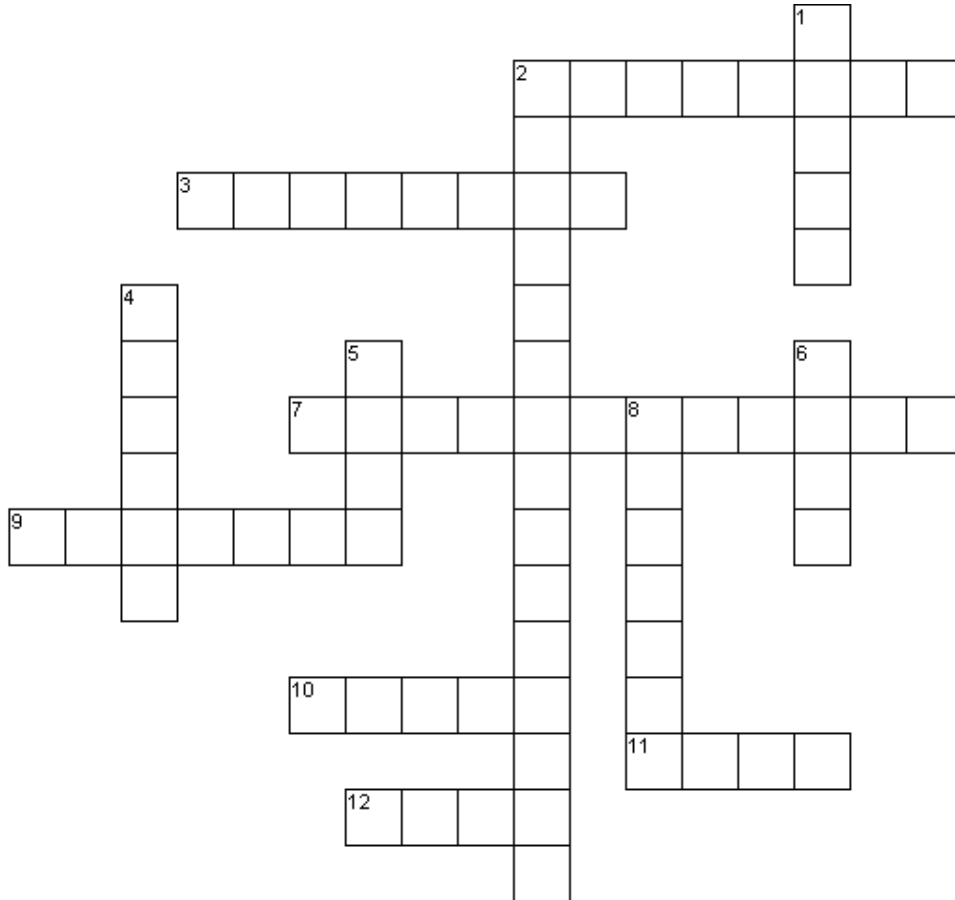
On the map of India, circle the Punjabi region.





CROSSWORD PUZZLE

● Homework Activity or Quiz



Across

2. Name of Temple where Sikhs Worship
3. Long undergarment that symbolize modesty
7. Name for a Punjabi Party Suit
9. Traditional music and dance
10. Wooden Comb
11. Term used for Community Service
12. A bread eaten with most Punjabi food

Down

1. Small Under Turban
2. Holy Book
4. Symbolic Sword with a dull edge
5. Silver Bangle Bracelet
6. Uncut Hair
8. Five Articles of Faith



APPENDIX

Film Highlights Note Taking Sheet
Cultural Highlights Note Taking Sheet
Public Service Announcement Instruction Sheet
Multimedia Storyboard
Oral Presentation Grading Rubric
World Religions Table – Creating a Database
PowerPoint Presentation Grading Rubric
World Religions Scrapbook Project Instructions
Scrapbook Grading Rubric
Research Topic: Sikh Food
Research Topic: Sikh Weddings
Research Topic: Sikh Music
Biographical Accounts
Related Course Standards



FILM HIGHLIGHTS



● Note Taking Sheet

Terms

Definitions

Gurdwara

Seva

Guru Granth Sahib

Patka

Turban

Kakkars

Kesh

Kara

Kanga

Kirpan

Kachhera

Salwar Kameez

Roti

Bhangra

Sikhs Believe:

Cultural Highlights:



CULTURAL HIGHLIGHTS



● Note Taking Sheet

Terms

Definitions

Gurdwara

Seva

Guru Granth Sahib

Patka

Turban

Kakkars

Kesh

Kara

Kanga

Kirpan

Kachhera

Salwar Kameez

Roti

Bhangra

Sikhs Believe:

Cultural Highlights:

Include comments on clothing, food, rituals, symbols, music, dance, and characters in the film.



PUBLIC SERVICE ANNOUNCEMENT

● Instruction Sheet

Each team will create a plan for presenting their information in a 45 second Public Service Announcement (PSA). Each team should consist of the following: outliner, storyboarder, scripter, actors, editor, and videographer (optional).

Creating Your Presentation:

1. Gather Information – using Film Highlights Sheets
2. Determine Intended Audience
3. Brainstorm Ideas – led by Editor
4. Outline Your Group's Plan – led by Outliner
5. Create a Storyboard – led by Storyboarder
6. Plan Your Script – led by Scripter
7. Plan Your Filming – led by Videographer
8. Film – led by Editor, Actors, and Videographer
9. Edit – led by Editor
10. Present!

Guidelines for Teamwork:

1. Use everyone's Film Highlights note taking sheets to compile information.
2. Divide the duties and work together. Teamwork will produce the best results!



PUBLIC SERVICE ANNOUNCEMENT



● Roles & Responsibilities

Job	Job Description	Teammate's Name
Outliner	The Outliner will lead the team in outlining the initial plan for creating the PSA.	
Storyboarder	The story-boarder will lead the team in creating the storyboard for the presentation.	
Scripter	The scripter will lead the team in writing a working script for the PSA. The script should include instructions for the speaker(s).	
Editor	The editor will use editing software or "on-camera" editing to refine the PSA.	
Actors	Actors will perform the PSA. Scripts should be memorized if possible.	
Videographer	The videographer will film the PSA. This person is responsible for the camera, tape, battery and tripod.	



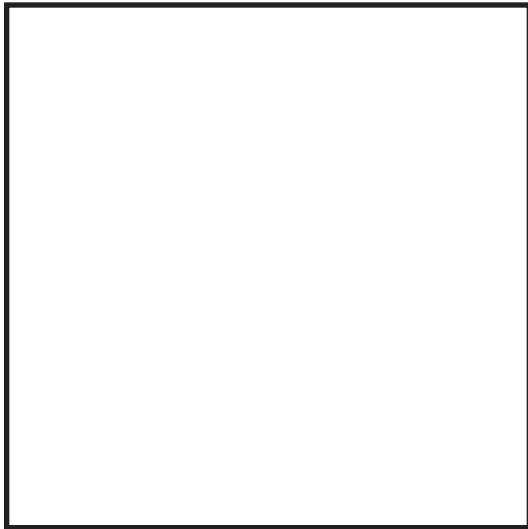
PUBLIC SERVICE ANNOUNCEMENT



● Multimedia Story Board

Project Title: _____

Scene # and Description:

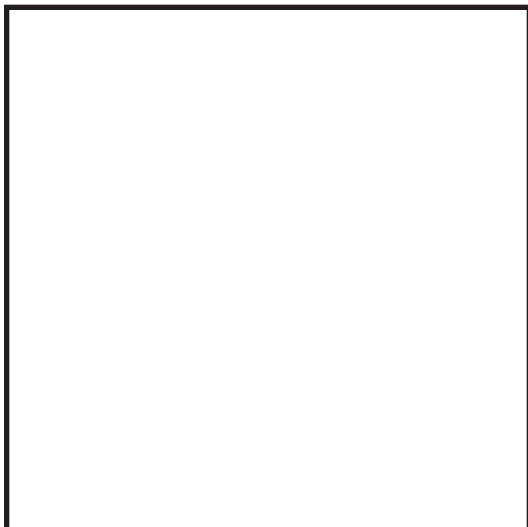


Characters in Scene:

Dialogue:

Special Instructions for
Camera Person:

Scene # and Description:



Characters in Scene:

Dialogue:

Special Instructions for
Camera Person:

ORAL PRESENTATION



● Grading Rubric

Student	Organization 0-20 points	Opening 0-10 points	Time 0-10 points	Accuracy 0-20 points	Creativity 0-20 points	Overall Performance 0-20 points	Total



WORLD RELIGIONS TABLE



● Creating a Database

1. Using a sheet of paper or software such as Microsoft Word or Excel, create a database (table) of information about religious groups.
2. Your database should include as much information as possible to illustrate the similarities and difference of four major religious groups.
3. Include all of the basic information on the various beliefs of each group. Also, include information related to holidays, food, music, dance and ceremonies.
4. Information can be used from notes taken while watching the Sikh Next Door, during your classmates' presentations, internet resources, print resources, or classroom instruction.
5. Do your best work.

Example:

	Sikhism	Christianity	Islam	Judaism
Founded by				
When?				
Where?				



WORLD RELIGIONS SCRAPBOOK



● Project Instructions

- Create a 5-10 page scrapbook about the Sikh faith using art supplies in the classroom.
- Scrapbooks will need to provide specific information. You may use your notes from the video, Sikh Next Door.
- You may use pictures from print or electronic resources to decorate your scrapbook. Use captions for your pictures when necessary.
- All resources (except film notes) must be cited.
- Be creative.
- Have fun and work together as a cohesive group!

SCRAPBOOK



● Grading Rubric

Student	Organization 0-20 points	Neatness 0-10 points	Number of Pages 0-10 points	Accuracy of Information 0-20 points	Creativity 0-20 points	Overall Quality 0-20 points	Total



RESEARCH TOPIC: SIKH FOOD

Subtopic	Information You found
Spices Used	
Meats	
Vegetables	
Dishes for Special Occasions	
Favorite Recipes	



RESEARCH TOPIC: SIKH WEDDINGS



Subtopic	Information You found
Marriage Ceremony <i>(Include as many details as you can find about the actual ceremony.)</i>	
Clothing of Bride	
Clothing of Groom	
Clothing of Guests	
Celebrations Before and After Ceremony	



RESEARCH TOPIC: SIKH MUSIC



Subtopic	Information You found
Instruments	
Where is it played?	
What kinds of songs are sung?	
Music for Special Occasions	
Traditional Dancing	



BIOGRAPHICAL ACCOUNTS



● Record your research in the following table:

Name of Person	Place of Residence	Bias or Stereotype Experienced	Reference and Bibliographic Citation

RELATED COURSE STANDARDS, GRADES 6-8

● Geography

● Standard 6

● Understands that culture and experience influence people's perceptions of places and regions.

● **Benchmarks:** Knows how places and regions serve as cultural symbols; Knows the ways in which culture influences the perception of places and regions



Standard 10

Understands the nature and complexity of Earth's cultural mosaics.

Benchmarks: Knows ways in which communities reflect the cultural background of their inhabitants.

Standard 13

Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

Benchmarks: Understands factors that contribute to cooperation or conflict within and between regions and countries; Knows the social, political, and economic divisions on Earth's surface at the local, state, national, and international levels; Understands the factors that affect the cohesiveness and integration of countries.



● **Language Arts**

● **Standard 4**

● Gathers and uses information for research purposes.

● **Benchmarks:** Uses a variety of resource materials to gather information for research topics; Determines the appropriateness of an information source for a research topic; Organizes information and ideas from multiple sources in systematic ways.



Behavioral Studies

Standard 1

Understands that group and cultural influences contribute to human development, identity, and behavior.

Benchmarks: Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it; Understands that usually within any society there is broad general agreement on what behavior is "unacceptable," but that the standards used to judge behavior vary for different settings and different subgroups and may change with time and in response to different political and economic conditions; Understands that various factors affect decisions that individuals make.

RELATED COURSE STANDARDS, GRADES 9-12

Behavioral Studies

Standard 1

Understands that group and cultural influences contribute to human development, identity, and behavior.

Benchmarks: Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it; Understands that usually within any society there is broad general agreement on what behavior is "unacceptable," but that the standards used to judge behavior vary for different settings and different subgroups and may change with time and in response to different political and economic conditions; Understands that various factors affect decisions that individuals make.

Standard 2

Understands various meanings of social group, general implications of group membership, and different ways that groups function.

Benchmarks: Understands how the diverse elements that contribute to the development and transmission of culture function as an integrated whole.



● **Civics**

● **Standard**

● Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American Society.

● **Benchmarks:** Knows examples of conflicts stemming from diversity and understands how some conflicts have been managed and why some of them have not yet been successfully resolved.

Language Arts

Standard

Gathers and uses information for research purposes.

Benchmarks: Uses a variety of resource materials to gather information for research topics; Determines the appropriateness of an information source for a research topic; Organizes information and ideas from multiple sources in systematic ways.



● Geography

● Standard 6

● Understands that culture and experience influence people's perceptions of places and regions.

● **Benchmarks:** Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society; Knows ways in which people's changing views of places and regions reflect cultural change.

Standard 10

Understands the nature and complexity of Earth's cultural mosaics.

Benchmarks: Knows how cultures influence the characteristics of regions; Understands how human characteristics make specific regions of the world distinctive.

Language Arts

Standard

Gathers and uses information for research purposes.

Benchmarks: Uses appropriate research methodology; Uses a variety of print and electronic sources to gather information for research topics.



● Behavioral Studies

● Standard 1

● Understands that group and cultural influences contribute to human development, identity, and behavior.

● **Benchmarks:** Understands that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences; understands that social distinctions are a part of every culture, but they take many different forms; Understands that heredity, culture, and personal experience interact in shaping human behavior, and that the relative importance of these influences is not clear in most circumstances; Understands that family, gender, ethnicity, nationality, institutional affiliations, socioeconomic status, and other group and cultural influences contribute to the shaping of a person's identity.

Note: Content Standards were taken from "Content Knowledge"
<http://www.mcrel.org/standards-benchmarks/>