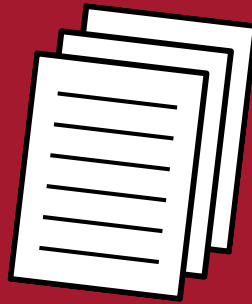


# LESSON SPARK



**FEARING THE UNFAMILIAR &  
UNKNOWN- TERMS THAT COME  
WITH ASSUMPTIONS**



# LESSON PLAN

LESSON SPARK

## Communication & Collaborating

"Acquiring and presenting information" ([British Columbia's Curriculum](#), n.d., para. 5).

## Critical, Reflective, Creative Thinking

"Reflecting and assessing" ([British Columbia's Curriculum](#), n.d., para. 6).

## Personal/ Social

"Understanding relationships and cultural contexts" ([British Columbia's Curriculum](#), n.d., para. 3).

### Big Idea(s): What will students understand after the lesson is over (enduring understandings)?

"Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens" ([British Columbia Ministry of Education](#), 2018, p. 2).

### Essential Question(s): What questions will drive the lesson (connected to big ideas)?

How does information affect our understanding of the world?

### Learning Intention(s): Verb-based statements to target learning & assessment.

I recognize how language in media constructs personal, social, and cultural identities ([British Columbia Ministry of Education](#), 2018).

### Curricular Competencies: What students will do (activities to deepen understanding / product)

"Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability" ([British Columbia Ministry of Education](#), 2018, p. 2).

### Content: what students will know (knowledge, definitions, theories, laws)

Strategies in writing like predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting ([British Columbia Ministry of Education](#), 2018).

### Structure / Activity:

"Sharia" has always had a limited meaning in the Global North. As an introduction, ask students to write down what they have heard about this word, and any assumptions that go along with the term.

Ask students to read the article, [What is Sharia? Islamic law shows Muslims how to live, and can be a force For progress as well as a tool of fundamentalists](#). Then have students write an essay about what makes one information sources more or less reliable than another (e.g., article in library book versus story in news media, use idea of sharia as one example, and think of others such as "critical race theory" or "climate change").

The goals of this lesson include developing student understanding of the definitions of sharia, and relate popular mis/understandings to academically-informed understandings, and how to seek out and discern sources to combat one's assumptions about unfamiliar terms.



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*This Lesson Spark was developed by Tala Adlouni.*