



Boulder County Latino History Project Lesson Plans

Title: Religion and Religious Extremism (High School Spanish III) (a Spanish language lesson)

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Overview

Lesson Overview	This lesson is for a high school Spanish III class. It is part of a three-week unit on religion: this is only one lesson within the unit, using primary sources from the Boulder County Latino History Project. Spanish III is a lead-in class to AP Spanish. This unit on religion is meant to prepare students for a larger unit in the AP level. The lesson contains Reading, Writing, Speaking, Listening, Observation, and Culture.
Author(s) & School	Connie Garcia Ft. Lupton High School
Grade Level/ Course	High School Spanish III
Standards	AP Theme: Los Desafíos Mundiales (Global Challenges) #3: El Pensamiento Filosófico y la Religión (Philosophical Thought and Religion) Colorado World Language Standards: (Intermediate/low) 2) Knowledge and Understanding of Other Cultures 2.1--Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied 2.2--Examine how the perspectives of people who speak the target language are reflected in their products 4) Comparisons to Develop Insight into the Nature of Language and Culture 4.1--Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language 4.2--Compare the similarities and differences between the target culture/s and the student's own culture
Time Required	1-2 class periods or 1 90-minute block lesson
Topics	Religion/churches, Racism/discrimination/segregation Outline topics: Racism and the Ku Klux Klan
Time Period	1920s-1930s; 2000-2013



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Tags (key words)	Note: Vocabulary words to help the lesson will be written on a piece of chart paper, hanging in front of the room. Words: El rezar (prayer), extremado (extreme), el túnico/el sayo (tunic), el capriote (cone-shaped hood), la capucha (hood), robar (to steal), los principios (principles), la bandera (flag), la cruz (cross), los miembros (members), las creencias (beliefs), el poder (power), sagrado/a (holy), el desfile (parade), las armas (guns), los hechos (acts), defender (to defend), causar (to cause), los musulmanes (Muslims), Ku Klux Klan, religious extremism, Spanish language
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Preparation *(Links to worksheets, primary sources and other materials):*

NOTE: Prior to this lesson, students will have studied/practiced the following: 1. A sensory poem, "Domingo Means Scrubbing" ("El Domingo es Día de Fregar") by Alicia Gaspar de Alba (from the book Cool Salsa) 2. 4 non-fiction readings on: La Religión y Sociedad, La Religión y la Vida Personal, La Religión en Hispanoamérica and La Iglesia en el Siglo XX (from the text: Civilización y Cultura- Unidad 3: La Religión en el Mundo Hispánico) 3. Religious Festivals (La Semana Santa, El Día de los Muertos, Los Días de los Santos), 4. Santos and Santeros from New Mexico and Curanderismo 5. Short Stories: "Juan Diego" and "Seeds of Faith" (from the book Cuentos from my Childhood by Paulette Atencio) 6. A poem for DICTADO: ¿Cómo es? by Nervo (from the text: Literatura y Arte- Unidad 3: La Religión en el Mundo Hispánico) 7. Los Curas Rebeldes in Latin America (with video clips on the life and death of Archbishop Oscar Romero)

Materials	[See resources/links below]: 6-statement survey (bell ringer), 3 photos (warm-up), copy of "A Summary of the Principles of the Knights of the Ku Klux Klan" (p. 117--for PBoard) and copies of KKK chapter pp. 109-127 in Marjorie McIntosh's book, <i>Latinos of Boulder County, CO, 1900-1980</i> , Vol. I, Compare/Contrast Charts, copy of the Islam Guide (for PBoard) and Islamic Extremism articles/video/ppt., Homework handout (a composition with a "Situación" and personal connection to religious extremism)
Resources/Links	<p>Lesson Procedure #1: 6-statement survey: Decida si está de acuerdo o no con las siguientes afirmaciones. Después vamos a discutir las respuestas con sus compañeros de clase.</p> <ol style="list-style-type: none"> 1. La religión debe ser el elemento más importante de la vida. 2. La religión organizada es mejor que la religión privada. 3. Debe haber una separación entre la religión y el gobierno. 4. Se debe permitir el rezar en las escuelas públicas. 5. No se debe permitir que una organización religiosa posea mucha tierra. 6. Hay unos grupos "religiosos" que se consideran extremados. <p>Lesson Procedure #2: 3 photos (warm-up): http://bocolatinohistory.colorado.edu/photograph/a-kkk-meeting-in-boulder-1920s-front-of-photo (KKK) http://www.eljeferuben.com/sitebuilder/images/Photo_Encuentro_San_Antonio_06-460x271.jpg (Holy Week, New Mexico) https://photos.smugmug.com/Destinations/Spain/i-</p>



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[DF8vPcg/0/X2/priest%20in%20easter%20procession,arcos,spain-X2.jpg](#)
 (Holy Week, Spain)
 BOOK: *Pagan Spain* by Richard Wright

Lesson Procedure #4:

<http://bocolatinohistory.colorado.edu/document/a-summary-of-the-principles-of-the-knights-of-the-ku-klux-klan-p-1> (p. 117)

<http://bocolatinohistory.colorado.edu/sites/default/files/McIntosh-Latinos-Volume1.pdf> pp. 109-127

More photos (religious extremism discussion KKK):

https://upload.wikimedia.org/wikipedia/commons/0/0d/KKK_night_rally_in_Chicago_c1920_cph.3b12355.jpg (KKK pride symbols)

<https://s-media-cache-ak0.pinimg.com/236x/0f/15/ce/0f15ce3821988aca4b41c8ea303d3f36.jpg> (KKK pride symbols)

http://media2.fdncms.com/arktimes/imager/u/original/3972705/ku-klux-klan_3153153b.jpg (KKK violence and fear)

http://www.oldmagazinearticles.com/images/decorations/kkk_and_the_church.jpg (KKK and the church)

http://www.phoenixmasonry.org/masonicmuseum/fraternalism/images/KKK-marching-in-DC_1925.jpg (KKK parades and politics)

Lesson Procedure #5: 3-column chart (Compare/Contrast)

La Religion	KKK	Los Extremistas
Los Principio		
Los Hechos Importa		
Los simbolos		



Lesson Procedure #6:

<https://www.islam-guide.com/ch3-16.htm> (Islam Guide)

Lesson Procedure #7: (options at stations)

<http://www.huffingtonpost.com/kamaldeen-ayodele-muili/islam-condemns-religious-b-8796894.html> (article--Islam vs. extremists)

<http://www.huffingtonpost.com/2015/04/23/among-the-believers-pakistani-islamic-schools-n-7111294.html> (video about jhadists practices in schools)

<http://www.huffingtonpost.com/ribal-alassad/understanding-and-treatin-b-4548261.html> (article--understanding Islamic extremism)

https://docs.google.com/a/weld8.org/presentation/d/16c-V_c3oQPevWdx8d1YuxjNCSmsKLJ0tubpLQDd7Rk8/edit?usp=sharing (ppt)

Islamic Extremist Photos:

https://cdn.asiancorrespondent.com/wp-content/uploads/2016/04/AP_061208037939-940x580.jpg

<https://img.rt.com/files/news/30/a8/c0/00/rtx19e93.jpg>

<http://fpif.org/wp-content/uploads/2015/05/Islamic-State-Public-Doman-Wikimedia.jpg>

Lesson Procedure #8:

Homework (write a 1-page response to the following situation): [Imagine you have an 18-year old son. He has decided to join a religious group. The group is considered to be a little extreme and all the members should turn in all their personal possessions to the church and they have to live in the church with the other members. How would you react as his mom/dad? What would you say to your son?]

Imagine que Ud. tiene un hijo de 18 años. Él ha decidido afiliarse a un grupo religioso. El grupo se considera un poco extremado y todos los miembros deben entregar todas sus posesiones personales a la iglesia y tienen que vivir en la iglesia con los otros miembros. ¿Cómo reaccionaría Ud. como mamá o papá? ¿Qué le diría a su hijo?

Lesson Procedure *(Step by Step Instructions):*



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1. Bell ringer: 6-statement survey handout (students respond to each statement and share in small groups their answers)
2. Warm-up: Using Photographs (primary sources) to Observe, Interpret and Connect--What do you see? Show 3 photos separately and then side-by-side to compare/contrast--Look at similarities and differences. (**¿Qué ven Uds.? ¿Cómo interpretan los símbolos en las fotos? ¿Qué conexiones hay entre las fotos?**) Also share the information about the KKK “stealing” the hood idea from Holy Week traditional costumes in Spain (Richard Wright’s book).
3. Religion vs. Religious Extremism--What is the difference? What are some examples of Religious Extremism? **¿Cuál es la diferencia entre las creencias en una religión y las de una religión extrema? ¿Cuáles son algunos ejemplos de la religión extrema?**
4. Discussion/reading.....What “religion” was the KKK? What did the KKK believe in? What symbols did they use? Show “A Summary of the Principles of the KKK” (project on the PBoard and read as a group) and do a jigsaw (small groups) on the reading from the Latinos of Boulder County, CO book, pp. 109-127, with handouts chunked into smaller reading sections for 5 groups. Students will read in small groups and then re-group so there is a new group with 1 person from each of the 5, who will “teach” about his/her section to the others. End with some photos that show symbols, fear tactics, the church and politics.
5. Handout: 3-column chart: The KKK and Islamic Extremists.....let’s fill in the KKK side! (pair work)
6. What are the 5 Pillars of Islam? (Reading projected on the PBoard)
7. Options (movement activity).....take your 3-column chart to different “stations” and try to complete the Islamic extremists information.....2 articles, a video, a powerpoint and photos--Collect the charts
8. Homework: 1-page in Spanish, write about a given personal connection/situation to religious extremism

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

1. Completion of a Compare and Contrast Chart
2. 1-page writing....Situación (homework)



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