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SUBJECT(S)

Civics, Geography, Ethnic Studies

LEARNING OBJECTIVES:

1. Analyzing and Comparing Religious Freedoms in the United States and Turkey.
2. Stating and supporting a position as to whether Turkey should be considered a secular or non-secular state.

CONTENT STANDARDS:

Common Core Standards:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CONTEXT:

Students have previously studied the Establishment Clause and the formation of the Turkish Republic under Mustafa Kemal Ataturk. Students have previously studied freedom of speech cases and challenges in both the United States and Turkey.

ACADEMIC VOCABULARY:

Constitution
Establishment Clause
First Amendment
Freedom of Religion
Freedom of Speech
Conscience
Demography
Separation of Church and State
Discrimination
Compulsory
Morality

Materials:

Graphic Organizer

United States Constitution

Bill of Rights-First Amendment

Establishment Clause Supreme Court Cases

Turkish Constitution –

Article 24 – Freedom of Religion

Article 136 – Presidency of Religious Affairs

Turkish Court Challenges (Eg., The Alevis)

Recent current event articles in the U.S. and Turkey from print and the Internet

INTRODUCTION

Note: This lesson is being used in an independent study school setting in which students only attend classes once per week. Students will be provided print and online links to various reading materials and current events listed below one week prior to attending the teacher-led introduction of this lesson. This project will be completed in three sessions over the course of three weeks.

Session 1 - Students will spend 2 hours in class participating as follows:

1. Teacher led discussion with handouts and power-point presentation explaining the differences between the organization of the United States Congress and the Turkish Grand National Assembly. Included will be a brief discussion of current events surrounding the present election cycles taking place in each country.
2. Teacher will ask students what they believe are the major religions in the U.S. and Turkey and the percentage of membership in each religion. Teacher will provide visual and written displays for students with said data, including representative data connecting parties with their respective religious and ethnic affiliations.
3. Class discussion continues as follows:
 - A. Teacher asks students to list the positive and negative aspects of a society with an established religion. Responses will be compiled in two columns on the blackboard or overhead screen. (Positive aspects might include a shared sense of morality, social cohesion, a legal code that reinforces religious values and fewer controversies about religious diversity. Negative aspects might include oppression of those with divergent values or beliefs, control of the church by the state or religious differences being played out through government policies, limits on who may participate in the political process and more controversies about religious diversity.)
 - B. Teacher asks students to give examples of nations that have official state religions (Great Britain, Saudi Arabia and Iran); other countries that have close

and/or explicit ties to one religion; and those nations that have policies that are hostile to religious beliefs.)

4. Teacher provides students graphic organizers to complete for both the United States and Turkey. Students shall use these graphic organizers to take a position as to whether Turkey should be considered a secular or non-secular country. Students are to add one or two of their own questions to the graphic organizer.

5. Students use teacher provided handouts and they begin their own in class Internet research to gather and organize information.

6. Teacher provides additional Internet links to students before students leave class.

Session 2 – Students present outline and draft of their position paper. Teacher reviews draft and makes comments for students to revise initial draft.

Session 3 – Students submit final draft of position paper and conduct a 3-minute oral or power point presentation in class.

GRAPHIC ORGANIZER HEADINGS:

COUNTRY (UNITED STATES OR TURKEY)
Is Religious liberty, or freedom of conscience, an inalienable right? Where do these rights come from?
Does the government promote, endorse, or disapprove of religion? If so, how?
Does the government have a duty to guard and respect the individual's freedom of conscience and belief? If so, how?
Does the government remain secular, rather than affiliating with religious beliefs or institutions, to avoid discriminating against citizens on the basis of their religious beliefs? Explain
Who may hold public office?
Have public officials attempted to influence laws based on their religion? If so provided details. (Eg, Marriage, Immigration, Criminal?)
Does religion influence public schools? If so, how are teachers affected? How are students affected?
Create and answer question of your choice?
Create and answer question of your choice?