

# Are belief systems a unifying or dividing force?

## Inquiry Design Model (IDM) Blueprint™

<b>Compelling Question</b>	Are belief systems a unifying or dividing force?		
<b>Staging the Question</b>	Students will evaluate the image of a mural in Seychelles, France		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
To what extent have people been united or divided by Judaism?	To what extent have people been united or divided by Christianity?	To what extent have people been united or divided by Islam?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Students will create a graphic organizer comparing the two vantage points: division or unification.	Students will add to their graphic organizer comparing the two vantage points: division or unification.	Students will add to their graphic organizer comparing the two vantage points: division or unification.	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<p><b>Featured Source A:</b> <a href="#">Frontline, "The Jewish Diaspora" 1998</a></p> <p><b>Featured Source B:</b> <a href="#">Facing History.org "Anti-Judaism before the Enlightenment"</a></p> <p><b>Featured Source C:</b> <a href="#">Robert Weinberg, "The Pogrom of 1905 in Odessa: A Case Study" in Pogroms: Anti-Jewish Violence in Modern Russian History, John D. Klier and Shlomo Lambroza, eds. (Cambridge,1992): 248-89</a></p> <p><b>Featured Source D:</b> <a href="#">1979 UN Nations Films "The Palestinian People Do Have Rights." found on CSPAN's website archiving The Historical Background of the Creation of Israel</a></p> <p><b>Featured Source E:</b> <a href="#">Yardena Schwarts for National Geographic. Published November 20,2019</a></p>	<p><b>Featured Source A:</b> <a href="#">The History Guide: Lecture on Medieval European History, Lecture 20: Charlemagne and the Carolingian Renaissance</a></p> <p><b>Featured Source B:</b> <a href="#">Fulcher of Chartres' recount of Pope Urban II Call to Crusade. from Fordham University's sourcebook</a></p> <p><b>Featured Source C:</b> <a href="#">Brandi Klingerman, Notre Dame News. "The Lasting Impact of Martin Luther and the Reformation" 2017</a></p> <p><b>Featured Source D:</b> <a href="#">Lumen Learning "The Peace of Westphalia and Sovereignty"</a></p> <p><b>Featured Source E:</b> <a href="#">Diane Kirby for Oxford Research Encyclopedias. "The Cold War and American Religion." 2017</a></p>	<p><b>Featured Source A:</b> <a href="#">BBC News, "Sunni and Shia: Islam's Ancient Schism" 2016</a></p> <p><b>Featured Source B:</b> <a href="#">Gustave E. von Grunebaum. Medieval Islam. University of Chicago Press, 1946. p.181-3</a></p> <p><b>Featured Source C:</b> <a href="#">BBC "Religions: Ottoman Empire" 2014</a></p> <p><b>Featured Source D:</b> <a href="#">Homa Katouzian for Middle East Institute. "The Iranian Revolution of 1979" 2009</a></p> <p><b>Featured Source E:</b> <a href="#">American Defamation League. "Myths and Facts about Muslim People and Islam"</a></p>	
<b>Summative Performance Task</b>	<b>Argument</b>	Students will construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.	
	<b>Extension</b>	<p>Students will create one of the following products to showcase their claim and argument:</p> <ul style="list-style-type: none"> <li>• Create a poster that provides visuals of each piece of their argument &amp; explains each visual with text-based explanation</li> <li>• A slideshow that showcases their claim and argument.</li> <li>• An infographic that provides visuals, statistics, and explanation of all parts of the developed claim and argument.</li> </ul>	
<b>Taking Informed Action</b>	Students will design/create a mural promoting religious tolerance.		