

## Lesson Plan: The Druze Culture

CCSS-Aligned Social Studies / ELA Lesson Plan

Teacher Name: \_\_\_\_\_

School / District: \_\_\_\_\_

Course / Grade Level: World History / Global Studies / Human Rights – Grades 10–12

Date: \_\_\_\_\_

Lesson Duration: 2–3 class periods (90–120 minutes total)

### 1. Lesson Title & Overview

Title:

The Druze of Syria: Identity, Resilience, and the Struggle for Survival

Overview:

Students will explore the cultural identity of the Druze people and analyze the systematic persecution they have faced, focusing on atrocities in Swaida, Syria (2025). They will evaluate evidence, understand how identity can make groups vulnerable, and reflect on the moral and civic implications of global inaction toward ethnic violence.

### 2. Essential Questions

Compelling Questions:

- How does religious and cultural identity shape a community's resilience in times of persecution?
- What are the global responsibilities of individuals and governments in responding to crimes against humanity?
- In what ways can understanding the persecution of the Druze promote empathy, justice, and human rights education?

Supporting Questions:

- Who are the Druze, and what distinguishes their beliefs and traditions?
- What evidence exists of crimes against humanity in Swaida in 2025?
- How do propaganda, silence, and misinformation perpetuate injustice?

### 3. Learning Objectives

By the end of this lesson, students will be able to:

- Identify and summarize the historical and cultural identity of the Druze people.
- Analyze primary and secondary sources documenting the atrocities in Swaida (2025).
- Evaluate how bias, propaganda, and political structures enable persecution.
- Construct a written or multimedia argument advocating for human rights protections for religious minorities.

### 4. Standards Alignment

Common Core – English Language Arts / Literacy:

- CCSS.ELA-LITERACY.RH.11-12.2 — Determine central ideas of primary and secondary sources; provide an accurate summary that makes clear relationships among key details and ideas.

- CCSS.ELA-LITERACY.W.11-12.1 — Write arguments to support claims using valid reasoning and relevant evidence.
- CCSS.ELA-LITERACY.SL.11-12.1 — Initiate and participate effectively in a range of collaborative discussions.
- CCSS.ELA-LITERACY.RH.11-12.9 — Integrate and evaluate multiple sources of information presented in diverse formats and media.

### C3 Framework — Social Studies:

- D1: Developing Questions & Planning Inquiries
- D2: Applying Disciplinary Concepts (History, Civics, Human Rights, Geography)
- D3: Evaluating Sources & Using Evidence
- D4: Communicating Conclusions & Taking Informed Action

### Common Core Themes (NCSS, State-Aligned):

- Culture — Religious identity and preservation amid persecution
- Time, Continuity, and Change — Historical continuity of sectarian violence
- Individuals, Groups, and Institutions — Role of governments and international organizations
- Power, Authority, and Governance — Authoritarian structures and accountability
- Global Connections — Human rights, international response, and global interdependence

## 5. Materials & Resources

### Primary / Secondary Sources:

- UN Universal Declaration of Human Rights (Articles 1–5, 18, 19)
- News reports and NGO statements — Amnesty International, Human Rights Watch
- MEMRI Report: Druze Documentation Nexus Releases Initial Estimates Following Massacre of Druze in Swaida, Syria
- Flash Update on the Situation in As-Sweida #3

## 6. Web & Multimedia Resources:

- [sweida-massacre.com](http://sweida-massacre.com) – Official Documentation Hub
- Religion Media Centre – Explainer: Who are the Druze
- EUAA Overview on Druze Communities

### Classroom Tools: Projector, student devices, printed source packets, graphic organizers

### 6. Lesson Procedure

Time	Instructional Step	Teacher Actions / Prompts	Student Engagement / Activities
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5–10 min	Opening / Hook	Show a map of Swaida and quote: “We are Druze; they unleashed hell.” Ask: Why are minority identities often targeted during conflicts?	Students brainstorm, predict, and discuss reasons minority groups may face persecution.
15–20 min	Mini-Lesson / Overview	Present Druze faith, traditions, and 2025 atrocities (1,700+ killed, 228,000 displaced). Discuss moral and political implications.	Students take notes, annotate sources, and ask questions.
25–30 min	Guided Practice / Analysis	Students analyze assigned primary/secondary sources, identify bias, summarize findings.	Students work in pairs/groups, highlighting evidence, discussing reliability, and noting differing perspectives.
20 min	Independent Practice	Students compose a short evidence-based argument on global justice failures.	Individual writing or multimedia project creation, integrating multiple sources.
10 min	Closure / Reflection	Discuss: “What responsibilities do individuals and nations have in preventing atrocities?”	Students share exit slips or oral reflections connecting lesson to global citizenship.

## 7. Differentiation & Supports

- Scaffolded texts for ELLs and diverse learners
- Visual timelines, infographics, translated summaries
- Sentence frames for writing and discussion
- Heterogeneous grouping and peer reading
- Extensions: civic action project, advocacy poster, or research on other persecuted minority groups

## 8. Assessment & Evidence of Learning

Formative Assessments:

- Annotated text analysis
- Participation in discussions
- Exit slips with reflections on key questions

Summative Assessment:

- Analytical essay or multimedia presentation on global responsibility

Rubric Criteria: Evidence use, structure, clarity, and empathy

## 9. Extensions & Cross-Curricular Links

- Global Studies: Compare Druze persecution to other genocides (e.g., Rohingya, Yazidis)
- Civics: Analyze UN responses to crimes against humanity
- ELA: Write a first-person narrative from a survivor's perspective
- Ethics / Philosophy: Debate moral courage, bystander responsibility, and civic duty