



7th Grade Quakerism

COURSE SYLLABUS

Faculty

Camille S. Edwards, camille_edwards@fa.org
Dean of Equity & Inclusion

M-F, 7:45AM-3:45PM

All questions, comments, and concerns are welcomed via email. We would appreciate your support in offering us a window of 24 hours to respond to all communication sent to us throughout the week.

2018-2019 ACADEMIC YEAR

Quarter Course

Camille S. Edwards, RM 204

course summary |

7TH GRADE QUAKERISM

This seminar style course introduces students to the history and beliefs of the Religious Society of Friends. Quaker approaches to biblical stories are examined; stories introduce students to the important concerns and perspectives of Friends. (*Quarter Course*)

We begin the term with an overview of the tenets of the Quaker religion. The history and the precepts of the Society of Friends are discussed, starting with its founder, George Fox. We delve into the meaning and significance of Meeting for Worship and the Meeting House, and explore what it means to be a member of a Friends' school community.

This class reads biblical stories with an emphasis on narratives that help elucidate how early Quakers defined their beliefs and practices. We explore the significance of the stories when applied to our contemporary lives. Throughout the course, we look at how Quakers and other religious groups view God's plan and love for mankind. We spend a great deal of time examining the Quaker testimonies of equality, simplicity, integrity, service and peace, and how they are both a part of the life of our school, and our individual choices.

We learn about famous Quakers and we study how the Quaker belief in peace is similar to other world religions and has influenced the teachings of modern leaders such as Dr. Martin Luther King Jr. and Mohandas Gandhi.

Materials Needed: Students are required to come prepared to each lesson with their (1) planners, (2) pronged pocket folders (1/student), and (3) pens/pencils of preference. The faculty will provide a journal and pronged pocket folder for each student. *A student may choose to bring in a pronged pocket folder of their preference, but all journals will be distributed in class by the teaching faculty. The folders will travel to & from school while their journals remain in the classroom.

class offerings |

Students experience the coursework through a variety of offerings.

Any combination of these tools create their experience in the classroom week over week:

- Class Journaling
- Interviewing
- Collaborative Brainstorm Sessions
- Prose/Article/Published Writing Shares
- Community Building Activities
- Seminar Discussions
- Public Speaking Opportunities

unit journey |

Over the course of the quarter, we explore the following critical questions:

- What is Quakerism?
- Who is G-d?
- How does one find “true happiness”?
- Why is being a “doer” rather than a “sayer” important?
- What are the meanings associated with the Quaker testimonies in our modern lives?
- Why do we attend Meeting for Worship?
- How do we see diversity within our school community as a strength?
- What role does faith play in your life?
- How do you contribute to the spirit of community within your family, among friends, and within our school community?
- How do you imagine your gifts can strengthen our community?

Students receive more specific unit components week over week, preparing them for the work that is to come. This is intentional on the part of our teaching faculty, as our aim is to craft an organic and authentic learning process for students in each section of this course.

grading |

This course is marked as pass/fail. Students receive positive credit for this course based on attendance, preparedness for class, and engagement in all class lessons & activities/events. A student seeking a grade marking of ‘pass’ explicitly demonstrates the following:

- Consistent class attendance with 0-2 unexcused absences over the course of the quarter, timely arrival to class
- An expressed commitment to ‘leading self’, ‘leading others’, and ‘leading community’; leadership lenses
- The desire to ask questions, offer comments/insights, welcome/offer feedback, and welcome/offer constructive perspectives w/regard to the class lesson
- A willingness to embrace the mental challenge of the coursework and actively seek the next opportunity for his/her growth
- An interest in the peer-peer collaborative process, and seeks unique ways to engage with his/her peers each lesson