

# 2017 Unit 1: World Religions (Honors)

Content Area: **Social Studies**  
Course(s): **Social Studies 8**  
Time Period: **September**  
Length: **4**  
Status: **Published**

## Unit Overview

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Religion is defined as an organized system of beliefs, ceremonies, practices and worship that center around one or more gods. Comparing and contrasting the tenets of world religions is important to understanding their influence within their societies, their patterns of expansion, and their responses to the current challenges of globalization. Students will research each of the five major world religions and the settings in which they were formed. This unit will include the use a variety of sources to help increase students' understanding of the original societies and their founder's teachings. When possible, guest speakers will be invited in to add to student understanding and expose them to current day practices.

## Enduring Understandings

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- Throughout history, religious practices have influenced the development of, and interaction between civilizations.

## Essential Questions

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- How do the tenets, patterns of expansion and responses to present-day challenges compare when analyzing these religions?
- How did the development of Islam change the world dynamic?
- How do individuals impact their society?
- How is what is "right" for a society determined? (By whom?)
- To what extent do religions, mythologies, and other belief systems play a role in shaping the values of societies?
- What makes a good leader?
- Why do societies expand?

## Standards/Indicators/Student Learning Objectives (SLOs)

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- Student will be able to identify and explain similarities and differences in basic beliefs and practices of the five major world religions by completing a comparison chart
- Students will be able locate the society of origin for each of the five major world religions by creating a map with both ancient and current geographical locations noted
- Students will be able recognize the causes and effects of prejudice on individuals, groups, and society by discussing current events as they relate to world religions in today societies
- Students will be able to analyze the relationship between a primary and secondary source on the same

topic by completing a DBQ

- Students will be able to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to the five major world religion by creating and updating a triple entry vocabulary journal
- Students will be able to explain how an individual or group of individuals influenced change as the report on the lives of the founders of each of the five major world religions
- Students will be able to identify key tenets and practices of the five major world religions by completing a graphic organizer for each religion
- Students will be able to properly cite primary source documents to complete a DBQ based on the five major world religions
- Students will use research and primary source documents to create a report or presentation demonstrating knowledge of five major world religions gained during this unit

## Standards/Indicators

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- Standard 6.2 World History/Global Studies. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

## Lesson Titles

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- Religion Unit Introduction and Unit Purpose (understanding and tolerance)
- The Major Tenets of Hinduism: Founder, Beliefs, Daily Life, Major Holidays, and Modern Problems
- The Major Tenets of Buddhism: Founder, Beliefs, Daily Life, Major Holidays, and Modern Problems
- The Major Tenets of Judaism: Founder, Beliefs, Daily Life, Major Holidays, and Modern Problems
- The Major Tenets of Christianity: Founder, Beliefs, Daily Life, Major Holidays, and Modern Problems
- The Major Tenets of Islam: Founder, Beliefs, Daily Life, Major Holidays, and Modern Problems
- Research project and student presentations

## 21st Century Skills and Career Ready Practices

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Life and Career Skills
- Communication and Collaboration
- Global Awareness

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Inter-Disciplinary Connections

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- English Language Arts
- Geography
- Sociology

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

- Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
- Cornell Notes
- Group Work
- PLAN Notes
- Prezi presentation
- Primary Source Readings

- Research and presentations
- Triple Entry Vocabulary
- Video w/notetaking

## **Modifications**

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### **ELL Modifications**

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- Make comparisons to religious practices in native country
- Compare religious diversity of world, U.S., and New Jersey (state, county, and local) to native country
- Digital translators
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Provide academic (Tier III) vocabulary

### **IEP & 504 Modifications**

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- Testing modifications:
  - modified project requirements
  - less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
  - multiple choice, matching questions help when possible
  - less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
  - rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
  - if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
  - Political cartoons and other images/graphics should include a synopsis
  - Maps with keys/ word banks
  - Current events can be watched or read
  - Read test aloud

- Retesting
- Instructional modifications/accommodations:
  - teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
  - providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
  - providing a copy (digital or print) of completed/correct notes
  - modeling and showing lots of examples
  - providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
  - speaking to students privately when redirecting behaviors
  - allow student to edit with teacher comments the first attempt at a graded written assignment
  - monitoring student moods/behavior fluctuation patterns to report to case manager
  - Oral presentations to small groups or teacher only
  - Preferential Seating
  - Use visuals
  - Use graphic organizer
  - Repeat reword and clarify
  - Provide academic (Tier III) vocabulary
  - Repetition of key concepts through varied methods
  - Organizational Management
  - Academic Enrichment
  - Peer Mentoring

## **G&T Modifications**

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- Encourage students to explore additional unit specific resources materials provided on Google Classroom (videos, articles, primary sources, etc.)
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)

- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Analysis of current events to understand origins from historical periods.
- Options for type of project relating to content
- Retesting
- Organizational Management
- Peer Mentoring
- Academic Enrichment

## Formative Assessment

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### • Warm Up

- Picture Analysis - Comparisons of religious symbols, places of worship, assorted holy sites, etc.
- Pre Reading - Small groups discussion of homework from the textbook that provided background on the various religions being taught
- Self Assessment - Progress on the project, questions and the project develops, what activities work for them
- AnswerGarden - Name religious symbols (lesson dependant), name religious holy sites (lesson dependant)
- Poll Everywhere - Christian ideas about right and wrong, Orgins of Buddhism, Judaism history stories (e.g. Abraham, Moses, David, etc.), Hindu belief in gods, Five Pillars of Islam

### • Anticipatory Set

- Connections to current events linked to unit's focus (Religious wars, Palestian-Israeli conflict, stereotypes/discrimination against Muslims and Jews, etc.)
- Discussions of what tolerance, respect and acceptance of various religions looked like/currently looks like
- Global Citizenship - Understanding the need for tolerance and acceptance in modern society, showing leadership
- Hypothetical Scenario (What if?) - based on various religions moral beliefs (to promote discussion)
- Map Analysis - Where the major religions originated vs. modern nations, where are the religions predominantly practiced today
- Picture Prompt - Comparisons of religious symbols, places of worship, assorted holy sites, etc.
- Video Clip - Religious tolerance
- Vocabulary - Religion specific terms (e.g. Torah, Qu'ran, Ascetic, Guru, Karma, Moksha, Nirvana, Tripitaka, Reincarnation, Synagogue, Mitzvot, Kosher, Communion, Protestant, etc.)
- Warm-Up Discussions

### • Learning Activities

- Have students summarize the lesson using their notes either orally or using the written word (homework)
- Exit Slips to check for understanding of lessons - Name religious symbols (lesson dependant), name religious holy sites (lesson dependant), Christian ideas about right and wrong, Orgins of Buddhism, Judaism history stories (e.g. Abraham, Moses, David, etc.), Hindu belief in gods, Five Pillars of Islam, etc.

- Graphic Organizers to consider similar concepts in new ways
- Homework to reinforce learning
- Random Sampling - check student progress on project, pop questions as needed (lesson specific) if students had difficulty with any concepts
- Self Assessment - Progress on the project, questions and the project develops, what activities work for them
- Teacher Observation
- Think Pair Share to brainstorm ideas and concepts related to the unit's focus

## ● Closure

- Have students summarize the lesson using their notes either orally or using the written word
- 20 Word Summary
- Compare notes with a partner
- Self Assessment - Progress on the project, questions and the project develops, what activities work for them
- Think Pare Share
- What do I need to do for homework
- What Questions do I have?
- AnswerGarden - Name religious symbols (lesson dependant), name religious holy sites (lesson dependant)
- Poll Everywhere - Christian ideas about right and wrong, Orgins of Buddhism, Judaism history stories (e.g. Abraham, Moses, David, etc.), Hindu belief in gods, Five Pillars of Islam

## Summative Assessment

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- Religion Project (small group): research the places of worship, major symbols, historical origins, and daily practices for the 5 major world religions
- Student Presentations of Group Projects
- Graphic Organizer Notes
- Unit Assessment: Major beliefs, practices, holidays, and history of the 5 major world religions

## Resources & Materials

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- *World History Journey Across Time*, McGraw-Hill, Chapter 3, Sections 1 - 3, pages 80-99
- *World History Journey Across Time*, McGraw-Hill, Chapter 6, Section 2, pages 202-208
- *World History Journey Across Time*, McGraw-Hill, Chapter 10, Sections 1 - 3, pages 342-364
- *World History Journey Across Time*, McGraw-Hill, Chapter 11, Sections 1 - 3, pages 372-394
- *World Religions: Interdisciplinary Thematic Unit*, Teacher Created Materials, Inc.
- YouTube: *Overcoming Religious Intolerance*
- YouTube: *Religious Tolerance is a MUST*
- YouTube: *Religious Tolerance: Made in America*
- YouTube: *My Life, My Religion: Hinduism*
- YouTube: *The Enlightenment of the Buddha*
- EdPuzzle of YouTube Video: *Christianity from Judaism to Constantine: Crash Course World History #11*
- EDpuzzle of YouTube video (partial): *The origins of Islam part 2*
- Maps of War website
- Socrative Student Testing website



- Google Classroom: notes, worksheets, graphic organizers, charts, etc.

## Technology

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- Google Classroom
- Promethean Board
- Google slides for tenets of the 5 major world religions
- Student presentations format options: Google slides, Powerpoint, Prezi, Emaze, Powtoons, GoAnimate, etc.
- Socrative: student testing <https://www.socrative.com/>
- Padlet <https://padlet.com/>
- Poll Everywhere <https://www.pollev Everywhere.com/>
- Answergarden <https://answergarden.ch/>
- YouTube: *Overcoming Religious Intolerance* <https://www.youtube.com/watch?v=nPwVX0RrCB8>
- YouTube: *Religious Tolerance is a MUST* <https://www.youtube.com/watch?v=-PsRgO3vXbk>
- YouTube: *Religious Tolerance: Made in America* <https://www.youtube.com/watch?v=TVcTSLsS3WE>
- Maps of War website (<http://www.mapsofwar.com/ind/history-of-religion.html>)
- The Origins of Hinduism: the Indus River Valley & the Harappa Culture (<http://study.com/academy/lesson/the-origins-of-hinduism-the-indus-river-valley-the-harappa-culture.html>)
- YouTube: *My Life, My Religion: Hinduism* <https://www.youtube.com/watch?v=Hfhka-OvLSA>
- YouTube: *The Enlightenment of the Buddha* <https://www.youtube.com/watch?v=nVKK-WVW2uw>
- EDpuzzle of YouTube video: *The Story of Judaism* <https://www.youtube.com/watch?v=HyEaAcPGAhA&t=11s>
- EDpuzzle of YouTube video (partial): *Christianity from Judaism to Constantine: Crash Course World History #11* <https://www.youtube.com/watch?v=TG55ErfaeY&t=612s>
- EDpuzzle of YouTube video (partial): *The origins of Islam part 2* <https://www.youtube.com/watch?v=Tpcbfxtdol8>

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.