Unit 7: Religion

Content Area: **Global Studies**
Course(s): **Global Studies**
Time Period: **Marking Period 4**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will reflect on the place of world religions on the global stage: what part they play in driving and stopping conflict, their place in bringing together and driving apart different peoples, and the intersectionality of religion with other global phenomena that the students have studied up to this point. Students will reflect upon their learning through their time in Global Scholars, including their ideas about what their hopes are for bringing about change in the world.

Standards

LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.CS6	Demonstrate understanding of democratic values and processes.
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.

Essential Questions

- In what ways are the people of the world all connected?
- What is the role of religion in society?
- What human behaviors are pre-determined, and which are able to be changed?
- How can human behavior be changed on a wide scale?

Application of Knowledge: Students will know that...

- Beliefs of the world's religions influence the ethics of the world's cultures
- Religions are largely oriented in a specific region or regions, uniting the people of that region in common practice
- Religious beliefs intersect in many ways with other global phenomena by dictating the way in which people live daily and the way people think about themselves and the world

Application of Skills: Students will be able to...

- Detail the similarities between and uniqueness of the world's religions
- Explain the cultural relevance of different world religions in their home countries
- Identify how religious beliefs influence how people live their lives

Assessments

-Written reflection on Global Scholars and global activism

-Google Slides presentations on various world religions

-Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

-Class discussion on the positive and negative effects of religion on the global stage

-Series of journal questions reflecting on knowledge gained and its intersection with religion

-Watch documentary on a religion's role in a culture

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time

    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Student choice of project presentation
    - One-on-one aid for reflection prompts

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Hinduism, Christianity, Buddhism, Islam, Judaism, religion, ethics, Torah, Muhammad, Kami, Diwali, Karma, Amrit, Chi, Naw-Ruz

Differentiation to extend learning for gifted students may include:

- Regular leadership of class discussion and reflection

Integrated/Cross-Disciplinary Instruction

Social Studies: world religions, global conflicts

ELA: reflective writing

Sociology: intersectionality

Resources

http://www.darke.k12.oh.us/curriculum/SocialStudies/WorldReligions.pdf

http://www.bbc.co.uk/religion/religions/

http://www.bbc.co.uk/religion

http://www.educationworld.com/a_lesson/world-religions-multicultural-diversity.shtml

http://www.bbc.co.uk/guides/zcnm82p

http://www.pbs.org/pov/myreincarnation/lesson-plan/

https://sites.google.com/a/cms.k12.nc.us/mrs-gilbert-6th-grade-social-studies/4th-grade/unit-9-world-religions

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.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.CRP12	Work productively in teams while using cultural global competence.