

P.Cert.HCM. Ch. 11: "The Origins of Judaism" & C12

Learning About World Religions: Judaism

Content Area: **Social Studies**
 Course(s):
 Time Period: **March**
 Length: **2 Weeks**
 Status: **Published**

Unit Overview

This unit looks at the origins and major leaders of Judaism .

Enduring Understandings

Judaism had a widespread effect on the ancient world and had definable points of origin.

Essential Questions

How did Judaism originate and develop?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Aim:</p> <p>Introduce C11 vocabulary terms</p> <p>Assessment:</p> <p>DBQ Quiz and Essay</p> <p>Standards: RH.6.4; RH.6.5; 6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Introduction to C11 four main leaders</p> <p>Assessment:</p> <p>C11 Vocabulary</p> <p>Standards: RH.6.7; 6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Become an Expert and create a scroll of one of the four leaders</p> <p>Assessment:</p> <p>Become an Expert page</p> <p>Standards: RH.6.5; 6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Identify the four important leaders of Judaism: Abraham</p> <p>Assessment:</p> <p>Jewish leader page</p> <p>Standards:</p> <p>6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Identify the four important leaders of Judaism: Moses</p> <p>Assessment:</p> <p>Jewish leader page</p> <p>Standards:</p> <p>6.2.8.D.2.a; 6.2.3.D.3.d</p>

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6th Social Studies *History Alive!* Chapter 11 “The Origins of Judaism” Essential Question: How did Judaism originate and develop?

NJSLS: RI.6.1-4; L.6.6, RH.6.4; RH.6.5; RH.6.7; WHST.6.4, 9, 10 : 6.2.8.D.2.a., 6.2.8.D.3.d

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Aim:</p> <p>Identify the four important leaders of Judaism: King David and Solomon</p> <p>Assessment:</p> <p>Jewish leader page</p> <p>Standards:</p> <p>6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Review understanding of Judaism.</p> <p>Assessment:</p> <p>C11 Review;</p> <p>Standards:</p> <p>6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Assess understanding of Judaism.</p> <p>Assessment:</p> <p>C11 Test</p> <p>Standards: RH.6.10:</p> <p>6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Identify the key components of Judaism;</p> <p>Assessment:</p> <p>Judaism video sheet</p> <p>Standards: RH.6.7:</p> <p>6.2.8.D.2.a; 6.2.3.D.3.d</p>	<p>Aim:</p> <p>Holocaust understanding</p> <p>Procedure:</p> <p>1. Analyze the poem and apply to our day.</p>

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Online textbook and features

Map analysis

Google Classroom

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.

Interdisciplinary Connections

LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Differentiation

Tiered vocabulary sheet for C11 Vocabulary Terms

Vocabulary review Prezi:

http://prezi.com/st4wbb0ijuns/?utm_campaign=share&utm_medium=copy&rc=ex0share

Scroll readings about the four key leaders

Reading levels: students orally read from the text per oral reading expression readiness; add support as needed

Reading comprehension: paraphrase data

Note taking: provide individual copies as needed

Video analysis: tiered sheets

Prepare a Hint Sheet Use Guide to Reading Notes to prepare a hint sheet to help students complete their Reading Notes for Sections 4–6. For the first three prompts in each section, list in random order the possible responses provided in the Guide. Omit the names and use pronouns so that students have to match the correct actions, contributions, and quotations to the correct historical figure. As students read their assigned section and later listen to other students' presentations, they should find the appropriate statements to copy into their Reading Notes.

Compare Ancient Religions Compare and contrast the religious teachings of the ancient Egyptians with those of the ancient Israelites. Have students work in pairs or groups and complete an appropriate graphic organizer (e.g., Venn diagram, T-chart) summarizing their main ideas. Review as a class, and consider discussing why similarities and differences might exist between the teachings of these two religions.

Modifications & Accommodations

Utilize IEP and 504 accommodations

Benchmark Assessments

Sentence construction and Paragraph writing.

Formative Assessments

See assessments in lesson plans above

Summative Assessments

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials in lesson plans above

Classroom library

Standards

SOC.6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
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.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.