# Mar. 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              |
|--|--------------------------|----------------------------|--------------------|--------------------|
| Aim:   | Aim:                     | Aim:                       | Aim:               | Aim:               |
| 1  | Introduction to C11 four |                            | , ,                | Identify the four  |
| vocabulary terms                               | main leaders             | and create a scroll of     | *                  | 1                  |
| Assessment:                                    | Assessment:              | one of the four<br>leaders | Judaism: Abraham   | Judaism: Moses     |
|  |                          |                            | Assessment:        | Assessment:        |
| DBQ Quiz and                                   | C11 Vocabulary           | Assessment:                |                    |                    |
| Essay  |                          |                            | Jewish leader page | Jewish leader page |
| 1  | Standards: RH.6.7;       | Become an Expert           |                    |                    |
| <b>Standards:</b> RH.6.4; RH.6.5; 6.2.8.D.2.a; | 6.2.8.D.2.a; 6.2.3.D.3.d | page                       | Standards:         | Standards:         |
|  |                          | Standards: RH.6.5;         | 6.2.8.D.2.a;       | 6.2.8.D.2.a;       |
| 6.2.3.D.3.d                                    |                          |                            |                    | 6.2.3.D.3.d        |
|  |                          | 6.2.8.D.2.a;               |                    |                    |
|  |                          | 6.2.3.D.3.d                |                    |                    |
|  |                          |                            |                    |                    |
|  |                          |                            |                    |                    |
|  |                          |                            |                    |                    |

6<sup>th</sup> 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                |
|----------------------|------------------|----------------------|---------------------|-----------------------|
| Aim:                 | Aim:             | Aim:                 | Aim:                | Aim:                  |
| Identify the four    | Review           | Assess understanding | , ,                 | Holocaust             |
| important leaders of | understanding of | of Judaism.          | 1 -                 | understanding         |
| Judaism: King David  | Judaism.         |                      | Judaism;            |                       |
| and Solomon          |                  | Assessment:          |                     |                       |
|                      | Assessment:      |                      |                     |                       |
| Assessment:          |                  | C11 Test             | l                   | Procedure:            |
|                      | C11 Review;      |                      | Assessment:         |                       |
| Jewish leader page   |                  | Standards: RH.6.10:  | <u> </u>            | 1. Analyze the poem   |
|                      | Standards:       |                      | Judaism video sheet | and apply to our day. |
| Standards:           | ( 0 0 D 0        | 6.2.8.D.2.a;         |                     |                       |
| ( 0 0 D 0            | 6.2.8.D.2.a;     | 6.2.3.D.3.d          | Standards: RH.6.7:  |                       |
| 6.2.8.D.2.a;         | 6.2.3.D.3.d      |                      | (2002               |                       |
| 6.2.3.D.3.d          |                  |                      | 6.2.8.D.2.a;        |                       |
|                      |                  |                      | 6.2.3.D.3.d         |                       |
|                      |                  |                      |                     |                       |
|                      |                  |                      |                     |                       |
|                      |                  |                      |                     |                       |
|                      |                  |                      |                     |                       |
|                      |                  |                      |                     |                       |

# **Integration of Career Readiness, Life Literacies and Key Skills**

| WRK.9.2.8.CAP   | Career Awareness and Planning   |
|-----------------|---|
| WRK.9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest.  |
| TECH.9.4.8.CI   | Creativity and Innovation   |
| TECH.9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries.  |
| TECH.9.4.8.CT   | Critical Thinking and Problem-solving   |
| TECH.9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |
| TECH.9.4.8.DC   | Digital Citizenship   |
| TECH.9.4.8.DC.1 | Analyze the resource citations in online materials for proper use.  |
| TECH.9.4.8.DC.2 | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).   |
| TECH.9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.                                  |

| TECH.9.4.8.GCA   | Global and Cultural Awareness   |
|------------------|---|
| TECH.9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  |
| TECH.9.4.8.IML   | Information and Media Literacy  |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information.   |
| TECH.9.4.8.IML.7 | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). |
| TECH.9.4.8.IML.8 | Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).   |
|                  | Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.                                      |
|                  | An individual's strengths, lifestyle goals, choices, and interests affect employment and income.  |

Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

## **Technology and Design Integration**

Online textbook and features

Map analysis

Google Classroom

## **Interdisciplinary Connections**

| 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.  |
|----------------|--|
| LA.WHST.6-8.9  | Draw evidence from informational texts to support analysis, reflection, and research.  |
| 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.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.   |

#### **Differentiation**

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Definitions of Differentiation Components:
  - o Content the specific information that is to be taught in the lesson/unit/course of instruction.
  - o Process how the student will acquire the content information.
  - o Product how the student will demonstrate understanding of the content.
  - Learning Environment the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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

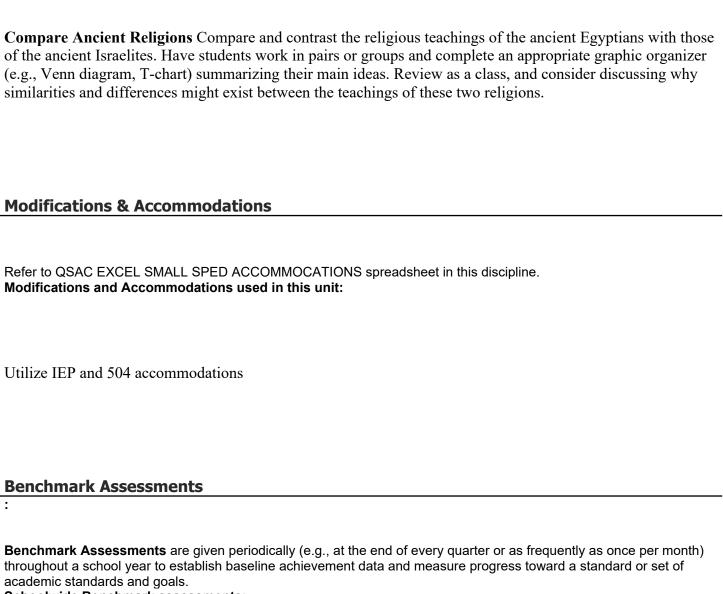
Reading levels: students orally read from the text per oral reading expression readiness; add support as needed

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.



Schoolwide Benchmark assessments:

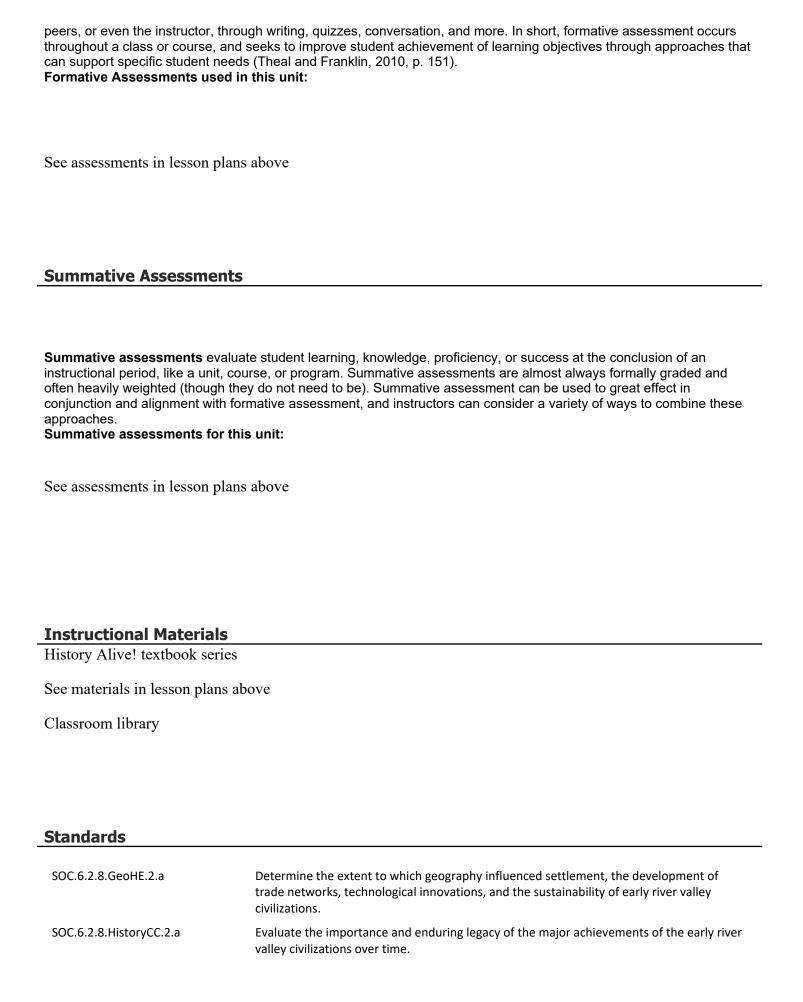
Aimsweb benchmarks 3X a year Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Sentence construction and Paragraph writing.

#### **Formative Assessments**

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves,



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.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.