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

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

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
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.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.

9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
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).
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).

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**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - 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.

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Utilize IEP and 504 accommodations

Benchmark Assessments

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Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
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,

peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

See assessments in lesson plans above

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

See assessments in lesson plans above

Instructional Materials

History Alive! textbook series

See materials in lesson plans above

Classroom library

Standards

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.
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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.