April: Ch. 15 Hinduism HCM

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **1 week**
Status: **Published**

Unit Overview

This unit looks at the origins of Hinduism.

In a Response group activity, students analyze images representing important beliefs in Hinduism to discover the religion's origins in ancient traditions and discuss how these beliefs affect life in ancient India and today.

Enduring Understandings

Hinduism is a widespread religious belief system in Aisa.

Essential Questions

What are the origins and beliefs of Hinduism?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Introduce Chapter 15 Hinduism **Procedure:** 1. Orally read and discuss 15.1 and 15.2. 2. Complete the	**Aim**: Examine the caste system and some of the Hindu beliefs. **Procedure:** 1. Share, collect, and hang Rangolis. 2. Collect, check, and review C15 vocabulary.	**Aim:** Examine the caste system and some of the Hindu beliefs. **Procedure:** 1. Complete the entrance slip and review. 2. Review 15.4-	**Aim**: View *Hinduism* DVD **Procedure:** 1. View *Hinduism* DVD for understanding and building	**Aim**: Assess C15 and introduce C16. **Procedure:** 1. Complete C15 test. 2. Distribute the Chapter 16 Packet and preview. Note that there is no test but just quiz.

C15 Preview Activity in C15 Packet. 3. Complete Vocabulary page in C15 packet. 4. Begin Rangoli by showing samples. 5. Distribute template and assign. Ask *How will you make yours unique?* **Assessment:** Reading 15.1 and 15.2 **Standards:** 6.2.8.A.3.a.; 6.2.3.D.2.b.; 6.2.8.D.3.a.; 6.2.8.D.3.d. **Homework:** Complete Rangoli; Read Chapter 15	3. Complete Packet 15.2 in the packet. 4. Complete packet 15.3 as guided practice. 5. Begin 15.4 in packet **Assessment:** Packet 15.2-15.3 **Standards:** 6.2.8.A.3.a.; 6.2.3.D.2.b.; 6.2.8.D.3.a.; 6.2.8.D.3.d. **Homework:** Finish the C15 packet	15.8 packet. 3. Students pair up and review the vocabulary. 4. Begin Hinduism Acrostic. **Assessment:** C15 Packet **Standards:** 6.2.8.A.3.a.; 6.2.3.D.2.b.; 6.2.8.D.3.a.; 6.2.8.D.3.d. **Homework:** Study Packet for C15 test; Begin Hinduism Acrostic	tolerance/acceptance. 2. Complete and review entrance slip. 3. Complete Hinduism Acrostic Poem. **Assessment:** Hinduism Acrostic Poem **Standards:** 6.2.8.A.3.a.; 6.2.3.D.2.b.; 6.2.8.D.3.a.; 6.2.8.D.3.d. **Homework:** Hinduism Acrostic Poem; C15 online game Study Packet for C15 test	3. View the Buddhism PPT for overview. 4. Complete C16 Preview Activity and then begin C16 vocabulary. **Assessment:** C15 test **Standards:** 6.2.8.D.3.d. **Homework:** Complete C16 Vocabulary

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal

	behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
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.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
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.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	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.

Technology and Design Integration

Google Classroom

online textbook and features

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.

Differentiation

Differentiation

- **Support a Discussion** Provide note cards and a copy of Visual 15E while students discuss the Critical Thinking Question. Have groups circle the belief they have chosen and write down three or more reasons. Have each group member select one reason to share, writing it down on his or her note card. Pair each group with a group that has chosen a different belief, and have groups share their reasons. Encourage the two paired groups to ask clarifying questions of each other. Then facilitate the class discussion as outlined in the activity procedures.

- **Provide Sample Sentences** For the Processing activity, change the word *Hinduism* to *Hindu* and require only four Key Content Terms. Fill in a few letters of the acrostic poem ahead of time (see samples below). Leave blanks in place of the italicized words, for students to fill in the Key Content Terms.
  Hindus built beautiful temples to express their love for *(their deities)*.
  I
  Nonviolence is one effect of the Hindu belief in *(dharma)*.
  D
  Under Hinduism, *(karma)* is made up of all the good and evil that a person has done.

Conduct a Prewriting Activity Use the word *Hindu* as the base for the acrostic poem. Have students find and highlight words in their Reading Notes that begin with each of the letters in the word *Hindu*. Encourage students to write sentences, but allow them to use words or phrases. Provide students with a list of sample words and phrases to use in their acrostics. Examples are given below.
Hinduism began . . .
In ancient India, . . .

Not just one deity . . .
Dharma stands for . . .
Under the law of karma, . . .

Add Poem Requirements For the Processing activity, give students the following additional requirements for completing the acrostic poem.
• Add these terms to your poem: Sanskrit, *Ramayana*, nonviolence, reincarnation, pilgrimage, meditation.
• Try to add rhyme and/or rhythm to your lines.

Create Thematic Maps Have students work in pairs or small groups to research and create thematic maps about Hinduism.

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

- **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

paragraph writing

Acrostic Poem 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 assessment 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 listed in lesson plans above.

http://www.mitchellteachers.org/WorldHistory/IndiaUnit/AncientIndiaVideosMain.htm

Standards

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

	valley civilizations.
	Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
	An individual’s perspective is impacted by one's background and experiences.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
	Historical contexts and events shaped and continue to shape people’s perspectives.
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.
	Historians analyze claims within sources for perspective and validity.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.