# March Ch. 36: The Origins and Spread of Christianity

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **1-2 weeks**
Status: **Published**

## Unit Overview

This unit is a study of *Chapter 36: The Origins and Spread of Christianity*

## Enduring Understandings

The spread of Chistianity made fundamental changes in Roman Society.

## Essential Questions

**: How did Christianity originate and spread?**

## Instructional Strategies & Learning Activities

| Date: | Day 1 | Day 2 | Day 3 | Day 4 |
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| | **Aim**: Explain the origins of Christianity in the Jewish Messianic prophecies and the life and teachings of Jesus of Nazareth as described in the New Testament.<br><br>**Procedure:**<br><br>.<br><br>3. Introduce concepts of fable and parable. Play Track 19 "The Lion and the Mouse" and complete Preview Activity. | **Aim:** Explain the origins of Christianity in the Jewish Messianic prophecies and the life and teachings of Jesus of Nazareth as described in the New Testament.<br><br>**Procedure:**<br><br>y.<br><br>4. Students visit the different Christian parables around the room and complete handout. | **Aim**: Explain the origins of Christianity in the Jewish Messianic prophecies and the life and teachings of Jesus of Nazareth as described in the New Testament<br><br>**Procedure:**<br><br>2. View *What is Christianity?* video and take notes. Submit notes | **Aim**: Identify the contribution of earl Christian leaders to spread of Christian describe the role of Roman Empire in tl persecution and spr Christianity<br><br>**Procedure:**<br><br>2. Read Choosing Y Way Through the P "The Persecution" a |

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| | **Assessment:** C36 vocab., preview<br><br>**Homework:**<br><br>finish reading and complete questions through 36.4-36.6 due Day 3 | **Assessment:**<br><br>C36 vocab; C36 questions; parable activity | via Google Classroom<br><br>**Assessment:**<br><br>Parable Activity; video notes; HW | complete WS.<br><br>3. Review Game<br><br>Assessment:<br><br>C36 Packet; Review |

| Date: | Day 6 | Day 7 |
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| | Aim:Describe the internal weaknesses of the Roman Empire and identify reasons for the fall of the empire in the<br><br>west; summarize the events that led to the establishment, by Constantine, of a new capital in the east and to the rise of the Byzantine Empire; identify some of the major lasting contributions of Rome and explain their influence on modern society.<br><br>Procedure:<br><br>1. Review C37 questions. Read Reading Further: Pompeii<br><br>2. Collect Ancient World | Aim: Describe the internal weaknesses of the Roman Empire and identify reasons for the fall of the empire in the<br><br>west; summarize the events that led to the establishment, by Constantine, of a new capital in the east and to the rise<br><br>of the Byzantine Empire; identify some of the major lasting contributions of Rome and explain their influence on modern society.<br><br>Procedure:<br><br>1. Log in to new online textbook<br><br>2. Review Unit 1 |

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| | textbooks<br><br>3. Distribute Middle Ages textbooks<br><br>4. Distribute and complete Unit 1 Geography Challenge in pairs<br><br>Assess: Unit 1 Geo Challenge<br><br>HW: Finish Unit 1 Geo Challenge | Geography Challenge.<br><br>3. Orally read Chapter 1<br><br>Assessment: Geography Challenge<br><br>Homework:<br><br>Complete C1 Online Game |

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

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| 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.1 | Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. |
| 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.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.GCA | Global and Cultural Awareness |
| | Awareness of and appreciation for cultural differences is critical to avoid barriers to |

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| | 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. |
| 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. |
| | Sources of information are evaluated for accuracy and relevance when considering the use of 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.TL | Technology Literacy |
| | Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. |

## Technology and Design Integration

Students will create reports using Google Drive.

## Interdisciplinary Connections

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| 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.6-8.10 | By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |
| LA.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.6-8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| LA.WHST.6-8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 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.6-8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| LA.WHST.6-8.7 | Conduct short research projects to answer a question (including a self-generated |

question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## 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:**

Learners Below Grade Level Reading and Writing:

- **Reduce the Reading** Have pairs read and complete their Reading Notes for only one or two sections. Then use the Guide to Reading Notes to debrief all the answers as a class and to answer questions.
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- **Paraphrase All Parables** Before class, paraphrase the four parables that are primary source quotations from the Gospels. This will make them easier for students to read and analyze.

Learners with Special Education Needs

- **Model the Activity** Before students begin to analyze parables, explicitly model the steps of the activity. Create a transparency of the Student Handout. Read one parable aloud and have students identify the characters. Write their responses in the correct row on the transparency. Repeat for the plot and moral lesson. You also might consider requiring pairs to identify only the characters and plot of each parable. Brainstorm the moral lessons as a class.

Advanced Learners

- **Compare the Stories of Religious Leaders** Students may have now learned about important figures in many religions, including Judaism, Buddhism, Daoism, and Christianity. Have students choose two religious figures and compare their stories and their impacts on the world. Have students write a dialogue in which their religious figures discuss questions such as:
- • What was your life like? What challenges did you face?
- • What are your main beliefs?

- • How should people act according to your religion?

Learners Reading and Writing Below Grade Level

- **Read One Section at a Time** Break up the reading during the Visual Discovery activity so that students read only one section at a time.
- To break up the reading for *Physical Geography of Greece*:
- Ask all but the last bulleted question in Step 2. Have students read Section 2 and complete the corresponding Reading Notes.
- Ask the last bulleted question in Step 2. Have students read Section 3 and complete the corresponding Reading Notes.
- To break up the reading for *Ancient Greek Colonies and Trade Routes*: Ask all but the last two bulleted questions in Step 5. Have students read Section 4 and complete the corresponding Reading Notes.
- Ask the last two bulleted questions in Step 5. Have students read Section 5 and complete the corresponding Reading Notes.
- **Scaffold the Reading Notes** Use the Guide to Reading Notes to scaffold the Reading Notes so that students take steps toward working more independently.
- For Section 2, omit key words that students can fill in.
- For Sections 3 and 4, provide prompts that students can complete.
- For Section 5, have students complete as written.

Learners with Special Education Needs

- **Divide the Preview Question** Divide the Preview question in the Interactive Student Notebook into two separate questions: *How do you think the physical geography of Greece influenced where people settled? and How do you think the physical geography of Greece influenced how people lived?* Students should write a brief response to each question.
- **Offer a Choice for the Processing Activity** Have students complete two of the four storyboard pages for the Processing activity. Allow students the choice of doing Pages 1 and 2 or Pages 3 and 4. Alternatively, consider pairing students to work together to complete all four pages of the storyboard.

Advanced Learners

- **Add Questions to the Debrief** Add the following questions to Step 8 in the Visual Discovery activity:

## Modifications & Accommodations

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

IEP and 504 Accommodations will be utilized.

## 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

DBQ

## 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 listed 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 listed above.

## Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

## Standards

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| | 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. |
| 6.2.8.HistoryCC.4.g | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. |