

P.Cert.Ch. 36: The Origins and Spread of Christianity

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

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

Enduring Understandings

The spread of Christianity 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
	<p>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.</p> <p>Procedure:</p> <p>3. Introduce concepts of fable and parable. Play Track 19 “The Lion and the Mouse” and complete Preview Activity.</p>	<p>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.</p> <p>Procedure:</p> <p>4. Students visit the different Christian parables around the room and complete handout.</p>	<p>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</p> <p>Procedure:</p> <p>2. View <i>What is Christianity?</i> video and take notes. Submit notes</p>	<p>Aim: Identify the contribution of early Christian leaders to spread of Christianity describe the role of Roman Empire in the persecution and spread of Christianity</p> <p>Procedure:</p> <p>2. Read <i>Choosing Your Way Through the Persecution</i> “The Persecution” a</p>

	<p>Assessment: C36 vocab., preview</p> <p>Homework:</p> <p>finish reading and complete questions through 36.4-36.6 due Day 3</p>	<p>Assessment:</p> <p>C36 vocab; C36 questions; parable activity</p>	<p>via Google Classroom</p> <p>Assessment:</p> <p>Parable Activity; video notes; HW</p>	<p>complete WS.</p> <p>3. Review Game</p> <p>Assessment:</p> <p>C36 Packet; Review</p>
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Date:	Day 6	Day 7
	<p>Aim: Describe the internal weaknesses of the Roman Empire and identify reasons for the fall of the empire in the 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.</p> <p>Procedure:</p> <p>1. Review C37 questions. Read Reading Further: Pompeii</p> <p>2. Collect Ancient World</p>	<p>Aim: Describe the internal weaknesses of the Roman Empire and identify reasons for the fall of the empire in the 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.</p> <p>Procedure:</p> <p>1. Log in to new online textbook</p> <p>2. Review Unit 1 Geography Challenge.</p>

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

Integration of 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
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.

Technology Integration

Students will create reports using Google Drive.

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.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.

Interdisciplinary Connections

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.
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.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.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.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.6-8.4	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.

Differentiation

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

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

sentence construction

paragraph writing

DBQ

Formative Assessments

See assessments listed above.

Summative Assessments

See assessments listed above.

Instructional Materials

History Alive! textbook series

See materials listed in lesson plans above.

Standards

SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.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.
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.3.c

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

SOC.6.2.8.A.3.d

Compare the status (i.e., political, economic, and social) 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.

SOC.6.2.8.CS3

The Classical Civilizations of the Mediterranean World, India, and China: 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.

SOC.6.1.8

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.