Unit 4-World Religions

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Published**

Essential Question

- What are the five major world religions?
- How are the three Abrahamic religions related?
- How did the three Abrahamic religions influence one another?
- Does Hinduism differ from the Abrahamic religions?

Big Ideas

- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Diversity Integration

Asian American Pacific Islander

Objective:

TLWBAT watch Asian American and Pacific Islander Heritage Month Brainpop video and then complete two activities that correlate to the video. This activity will take place during Asian American and Pacific Islander Heritage Month which is May.

Activity:

-Have students watch the Brainpop: AAPI Heritage Month.

-Pause video throughout to discuss important individuals and excerpts from the video.

-After, have students complete the quiz that coincides with the video to check for understanding. Quiz is supplied from Brainpop, but will be added to Google Classroom for the students to complete individually so the teacher can receive student scores to check for understanding.

-Asian American or Pacific Islanders Worksheet- School Quiz Game also created by Brainpop (activity was

designed to complete at home, but teacher will modify the activity to complete during class time).

-Students present their Asian American or Pacific Islanders worksheet and the four prominent Asian Americans or Pacific Islanders they researched. They will also share the three facts about each individual they researched.

Assessment

-Students' quizzes

-Students' answers during the video

-Students' Asian American or Pacific Islanders research project and presentation

Cross Curricular Integration

English - Language Arts

W.6.3.a Write narratives to develop real or imagined experiences or events using well-structured event sequences.

Activity:

Students will write a short story based on visiting a friend's place of religious worship or holiday celebration who is of a different faith than the writer. Students will detail what is similar or different from their own religious worship or holiday celebration. Students will remember to use consistent points of view and use facts on different religions used in class.

Social and Emotional Learning

Chapter 19

STAT: Feudalism did not well and caused problems for society.

CSDT Technology Integration

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Activity:

Students will work in cooperative groups to research a world religion. They will research the beliefs, their influence over other cultures, and how they impact the world today. They will research any real world problems these religious groups may face today. Students will work together to complete a graphic organizer. The graphic organizer will then be transferred to a google slide presentation. Students will use reliable websites and library digital reference books to research for their presentation. This will allow them to effectively use a variety of search tools through databases to find information. They will include video clips and create a game to help enhance the knowledge of classmates.

Enduring Understandings

6.2 World History/Global Studies

D. History, Culture, and Perspectives

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.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.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

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.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

ISLAM

How did Islam influence other cultures?

What are Islamic beliefs?

Chapter 14:

Focus Areas

- Discuss the spread of Islam throughout various countries.
- Explore Islamic laws.

● Recognize the significance of the Quran and the Five Pillars of Islam. ● Compare the Sunni and Shiite factions of Islam.

Activities and Assessments

Graphic Organizers / Notes

Group presentation

Individual written report

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Video clips

JUDAISM and CHRISTIANITY

What were the origins of Judaism and Christianity?

Chapters 6 & 13:

Focus Areas

● Describe the emergence of the Judeo-Christian tradition. ● Connect early events to beliefs and traditions of the present.

Activities and Assessments

Graphic Organizers / Notes

Group presentation

Individual written report

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities

INDIA

What was the culture and religion of Ancient India?

Chapter 9:

Focus Areas

● Identify the three main religions that helped to shape Ancient India (Hinduism, Buddhism, and Jainism).

● Describe how Indian culture and family life centered around religion.

Activities and Assessments

Graphic Organizers / Notes

Group presentation

Individual written report

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Video clips

CHINA

What was the culture and religion of early West African Empires?

Chapter: 10

Focus Areas

● Analyze religious beliefs of West African empires of Ghana, Mal, and Songhai. ● Compare changes in West African empires to changes in Asia, Europe, and the Americas.

Activities and Assessments

Graphic Organizers / Notes

Group presentation

Individual written report

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Video clips

How did Confucianism, Daoism, and Buddhism help to form Chinese civilization? How did Chinese culture influence surrounding civilizations in Asia?

Chapter 10:

Focus Areas

● Describe how religion influenced China’s development.

● Analyze the various religious influences in China.

Activities and Assessments

Graphic Organizers / Notes

Group presentation

Individual written report

Quizzes

Worksheets: multiple choice, short answer, open-ended, vocabulary activities Do-Now activities

Video clips

* See Appendix E for Cross Content Integration

Document Based Activity

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline

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

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time

DBQ Activity

According to the chart, which best describes who has the right to vote in the United States today?

Which example from the chart best illustrates that the United States has a representative democracy and not a direct democracy?

According to the chart, Athenian laws were?

According to the quote, what does it mean that the origin of Greek civilization was "wrapped in an impenetrable mist" before Dr. Schliemann came along?

In the quote, what famous explorer is Dr. Schliemann compared to and why?

After reading the quote, how would you describe the way Sir Arthur Evans feels about Dr. Schliemann?

The democratic form of government flourished in ancient Greece and continues to this day to provide rules and a framework for many countries, including the United States. Why has this form of government lasted over 2,000 years?

For the complete DBQ Plan, refer to DBQ 3rd Trial PDF.