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| **Grade 6th Grade Social Studies** | **Lesson: The Importance of Religion in Ancient Civilizations’ Culture Part 2** | Ancient Beliefs p.73 |
| **Standard(s): Standard 1, Objective 2c** | | |
| **Content Objective(s):** | **Language Objective(s):** | |
| Teacher objective  Students will predict the spread of the five major religions by analyzing maps of the world religions from ancient times and today using a cause and effect chart.  ***Student objective [posted]***  *I can*predict the spread of the five major religions by analyzing maps of the world religions from ancient times and today using a cause and effect chart. | Teacher objective  Students will be able to support their prediction for the spread of religions by writing a paragraph.  ***Student objective [posted]***  I will be able to support my prediction for the spread of religions by writing a paragraph. | |
| **Essential Questions:**  How has religion has played a central role in human history from ancient times to today? | **Required Academic Vocabulary for Word Wall:**  **Listen:** missionaries, conquer, founded, crusades, growth, spread, trade, traders, conflict, do you notice, empire, westernmost, easternmost, drove out, westward, eastward, persecuted, percentage, trade route, encounter, import, export, claimed, densely, Kashmir, prediction  **Speak:** founded, missionaries, conquer, crusades, growth, spread, trade, traders, conflict, empire, westernmost, easternmost, percentage, invaded, pushed out or drove out, predict  **Read:** missionaries, conquer, founded, crusades, growth, spread, trade, traders, conflict, empire, westernmost, easternmost, import, export, claimed, densely, independence, nuclear bombs  **Write:** missionaries, conquer, founded, crusades, growth, spread, trade, traders, conflict, empire, westernmost, easternmost, percentage  **Sentence Frames:**  **They are located in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **The three religions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I noticed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **When \_\_\_\_\_\_\_\_\_\_\_\_\_\_(an event or movement of people), they brought\_\_\_\_\_\_\_\_\_\_\_\_\_(a religion) to \_\_\_\_\_\_\_\_\_\_\_\_\_\_(a place).**  **From \_\_\_\_\_\_\_\_\_\_\_\_\_(a place), \_\_\_\_\_\_\_\_\_\_\_\_\_has spread (eastward or westward) to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  Paragraph  The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_more with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  In the past, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_spread when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_foreign people/lands. Because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I predict that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will have a greater (or lessor) percentage of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in 2112.” | |
| **Materials:**  **Student ancient Religions map worksheet with timeline at the bottom**  **Cause and Effect chart**  **Map of religions today**   * <http://upload.wikimedia.org/wikipedia/commons/7/79/Prevailing_world_religions_map.png>   Flash video of the spread of religion from 3,000 B.C. to today   * <http://www.mapsofwar.com/ind/history-of-religion.html>   Trade Table   * <https://www.uschina.org/statistics/tradetable.html>   Religious conflicts   * <http://www.religioustolerance.org/isr_pal.htm>   Spread of Islam   * <http://en.wikipedia.org/wiki/Islamic_missionary_activity>   Spread of Buddhism and Christianity   * <http://en.wikipedia.org/wiki/Buddhism_and_Christianity> | **Additional Lesson Vocabulary:**  **Review: Krishna, Hinduism, Buddhism, Mohammed, Christianity, Judaism, Jesus, sacred** | |
| **Lesson:** | | **Instructional Time: 60** |
| **Opening:** **(4-5 minutes)**  **T: “Read the objectives silently. Turn to a partner and answer these questions.”**  Write or project these on the board and read them aloud. “**What will we do with the maps of world religions? What do these maps show(or represent)? What activities will we do today?“**   * **Introduction to New Material (Direct Instruction): (20 minutes)** * During this section of the lesson, give each student 5 cards. The name of each religion is on each card. Tell them to raise the card of the religion that answers the question.   **T: “Let’s take a look at where and when the 5 major religions began by watching this flash video.”**   * Show the 90 second clip from the “History of Religion” web site or show maps over time illustrating the spread of religion.   **T:** Show the clip again but pause the clip as you explain each major point. Pause after they show the birth of Krishna. **“Which of the five religions started in 3000 B.C.?**   * **Wait for ALL students to raise a card.**   **T: Yes Hinduism. How did you know? Turn and tell your partner. Jane, what did your partner say?**  *S: My partner looked at the religion matrix and then the map said the birth of Krishna and Krishna founded Hinduism.*  **T: ”Where did it start? Turn and tell your partner. Bobby, what did your partner say?**  *S:India.*  **T: Label your maps as I label my map.** Write the word Hinduism in India and write Hinduism on the religion timeline at 3000BC.   * Resume the flash video. * Pause when they show the birth of Abraham.   **T: “Which of the five religions started in 2000 B.C.?**   * Wait for ALL students to raise a card.   **T: Yes Judaism. How did you know? Turn and tell your partner. Jane, what did your partner say?**  *S: My partner looked at the religion matrix and then the map said the birth of Abraham and Abraham founded Hinduism.*  **T: ”Where did it start? Turn and tell your partner. Bobby, what did your partner say?**  *S:Isreal*  **T: “Label your maps as I label my map.”** Write the word Judaism in Isreal and write Judaism on the religion timeline at 2000BC.   * Resume the flash video. * Pause when they show the birth of Buddha   **T: “Which of the five religions started in 3000 B.C.?**   * **Wait for ALL students to raise a card.**   **T: “Yes Hinduism. How did you know? Turn and tell your partner. Jane, what did your partner say?”**  *S: My partner looked at the religion matrix and then the map said the birth of Krishna and Krishna founded Hinduism.*  **T: ”Where did it start? Turn and tell your partner. Bobby, what did your partner say?**  *S:India.*  **T: “Label your maps as I label my map.”** Write the word Hinduism in India and write Hinduism on the religion timeline at 6000BC.   * Resume the flash video. * Pause when they show the birth of Abraham.   **T: “Which of the five religions started in 32 A.D.?”**   * Wait for ALL students to raise a card.   **T: “Yes Christianity. How did you know? Turn and tell your partner. Jane, what did your partner say?”**  *S: My partner looked at the religion matrix and then the map said the death of Jesus and Christianity was based on the preaching f Jesus and his resurrection.*  **T: ”Where did it start? Turn and tell your partner. Bobby, what did your partner say?”**  *S: Ancient Judea or modern day Isreal*  **T: “Label your maps as I label my map.”** Write the word Judaism in Judea and write Judaism on the religion timeline at 32A.D.   * Resume the flash video. * Pause when they show the birth of Muhammed   **T: “Which of the five religions started in 570 A.D.?”**   * Wait for ALL students to raise a card.   **T: “Yes Islam. How did you know? Turn and tell your partner. Jane, what did your partner say?”**  *S: My partner looked at the religion matrix and then the map said the birth of Muhammed and Muhammed started Islam.*  **T: ”Where did it start? Turn and tell your partner. Bobby, what did your partner say?”**  *S: Ancient Mesopotamia or modern day Iraq*  **T: “Label your maps as I label my map.”** Write the word Islam in Iraq and write Islam on the religion timeline at 570 A.D.   * Resume the flash video and let it play to about 100 A.D.   **T: “Which religion grew the most from 570-1,000A.D?”**   * Wait for ALL students to raise a card.   **T: “Yes Islam. Let’s watch the clip again and notice which events impacted the growth of Islam?”**   * Show the clip again   **T: “What did you notice?” Turn and tell your partner. What did your partner say?”**  *S: The Crusades and the Reconquista happened around 700 A.D.*  **T: “Yes. Fill in your cause and effect chart as I fill in my chart. What happened next? Turn and tell your partner. What did your partner say?”**  *S: Christian missionaries traveled to Africa, North America and Eastern Europe.*  **T: “Yes, fill in your chart as I fill in my chart. What happened in 2,000 A.D.? Turn and tell your partner. What did your partner say?”**  *S: The Jews founded Israel.*  **T: “How is religion spread? Turn and tell your partner. What did your partner say?”**  *S: Missionaries*  *S: When they conquer new lands*  **T: “Yes. And traders introduced people to religion as well. This is one of the causes for the spread of Hinduism, Judaism and Buddhism. Let’s write that on our cause and effect chart. Now let’s look at today’s map of religions.”**  **Guided Practice: (15 minutes)**  *Use the modeling cycle:*  Lead a discussion and guide the students in interpreting the Map (Poster) of the locations of the major religions today. In preparation for this lesson, use the strategy numbered heads. Place students in groups of 3-4. Label each group with a letter or number (depending on dice). Assign a number from 1-4 to each student in each group. After you ask each question, roll the letter die to determine the group that will answer then roll the numbered die to determine the student who will answer. (Colors may vary depending on the map you choose to use).  T: **“What's the first thing that strikes you (or do you notice) about this map?”**   * Roll the two dice and call out the letter and number. * Roll again for more answers   *S: The religions are not evenly spread over the globe.*  *S: Christianity and Islam are the most widespread.*  T: “**Let's talk about LOCATION. “**(Point to the purple = Christianity**)**  **“How would you describe the location of Christians or Christianity?”**   * Roll the two dice and call out the letter and number.   *S: They are located in North America, South America. Europe. Southern Africa.*  **T: “Now, label (or color) the location of Christians on your own map. “**  T: Point to the green = Islam **“How would you describe the location of Muslims or the Islamic religion?”**   * Roll the two dice and call out the letter and number.   *S: They are located in The Middle East, North Africa, and Southeast Asia.*  **T: “Now, label (or color) the location of Muslims on your own map.”**  **T:** Point to the blue = Judaism **“How would you describe the location of Jews or Judaism?”**   * Roll the two dice and call out the letter and number.   *S: They are located in Israel.*  **T: “Now, label (or color) the location of Jews on your own map.“**  T: Point to the maroon = Hinduism **“How would you describe the location of Hindus?”**   * Roll the two dice and call out the letter and number.   *S: They are located in India.*  **T: “Now, label (or color) the location of Hindus on your own map.”**  T: Point to the yellow = Buddhism **“How would you describe the location of Buddhists?”**   * Roll the two dice and call out the letter and number.   *S: They are located in East Asi.a.*  **T: “Now, label (or color) the location of Buddhist on your own map.”**  T: “**Notice in Japan, the people are Shinto. They are also Buddhist.“**  **T: “What city is sacred to the Jews? Refer to your religion matrix”**  *S: Jerusalem*  **T: “What other religions also hold this city to be sacred***?”*  *S: Christianity, and Islam consider Jerusalem holy too.*  T: **“Refer to your religion matrix, and tell me why?”**  *S: All three religions are based on believing in one God*  *S: The three religions have some of the same beliefs*  *S: Islam and Christianity came from Judaism*  T: “**Let's talk about MOVEMENT**. **How do religions spread? Use your sentence frames to help you.”**   * Roll the two dice and call out the letter and number   *S: Religions spread through trade when people from different regions meet and share their beliefs.*  *S: Missionaries spread religion*  *S: Sometimes empires or countries are conquered by other countries and change the religion in the region.*  T: **“Excellent. Can you think of an example of how a religion spread to a new region? Use your sentence frames to help you”**   * Roll the two dice and call out the letter and number   *S: When the Spanish conquistadors came to North America they brought Christianity to Mexico.*  **T: “Very good example.”**  **The religion of Islam is one of the world's fastest-growing religions. How can you tell?”** Use prompting if necessary “**Where’s the westernmost point? Easternmost point?”**   * Roll the two dice and call out the letter and number   *S: From Saudi Arabia, Islam spread westward to Africa and eastward all the way to Indonesia.*.  **T: “Although there is only one Jewish state (Israel), Jewish people live in cities all over the world. We know in about 135 A.D. the Romans drove the Jews out of the Middle East. Why is this significant? Use your sentence frames to help you”**   * Roll the two dice and call out the letter and number.   *S: The Jews have been persecuted* *for many years.*  *S; That was the first time they were driven out of a place but it happens many times in History.*  **T: “This is known as the *Diaspora.* The Nazis exterminated 6 million Jews in Europe during**  **World War II. This is known as the *Holocaust.* As a result, Jews have moved to cities around the world, including the United States. We saw this in the flash video earlier today.”**  T: “**What region of the world has produced the greatest number of major religions?”**  *S: The Middle East! Three religions started there - Judaism, Christianity, and Islam.*  **T: “Why do you think religions started in the Middle East? Use your sentence frames to help you.”**   * Answers will vary.   **T: “Let’s fill in the cause and effect chart for the spread of Christianity after around 1,400A.D**.**The cause for the spread of Christianity was the exploration by the Europeans and they were looking for wealth and a trade route to India. Instead they encountered Africa, Asia and the Americas and shared Christianity with the people. Turn and tell your partner the cause and effect of the spread of Christianity and then listen to your partner. Write the cause and effect on your chart. Then, read your partner’s answer aloud.”**  **Independent Practice: (15 minutes)**  **T: “Now, you are going to predict how religions may spread or change in 100 years by using evidence from what happened historically. I am going to give each set of partners a fact about technology, conflicts and wars, business and trade or exchanging cultural values. You will use these facts to make your predictions. Here is an example, I’m going to use the sentence frames to build my paragraph. Here were my facts** (project this image)”   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Table 1: China's Trade with the United States, 2001-11 ($ billion)** | | | | | | | | | | | | |  | **2001** | **2002** | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | | US exports | 19.2 | 22.1 | 28.4 | 34.7 | 41.8 | 55.2 | 65.2 | 71.5 | 69.6 | 91.9 | 103.9 | | US imports | 102.3 | 125.2 | 152.4 | 196.7 | 243.5 | 287.8 | 321.5 | 337.8 | 296.4 | 364.9 | 399.3 | | US balance | -83.0 | -103.1 | -124.0 | -162.0 | -201.6 | -232.5 | -256.3 | -266.3 | -226.8 | -273.1 | -295.5 | | Notes: \*Calculated by USCBC. US exports |  | |  | | | | | | | | | | | |   **T: “The United States has been trading and doing more business with China. In the past, Christianity spread when traders traded with foreign people. Because of the increased exposure and interaction with Christian Americans, I predict that China will have a greater percentage of Christians in 2112.”**  **T: “Let’s do one together. Let’s look at the facts.”**   * Post this or pass it out. Project a map of Kashmir   Kashmir: This is an area claimed by both Pakistan and India. Several wars have been fought over this land since India was divided along religious lines (Hindu and Muslim) shortly after World War II. Kashmir is currently divided into a southern region controlled by India and a northern area under the rule of Pakistan. Both countries have densely populated urban areas and each has a dozen nuclear bombs. There is an` interest by the people of Kashmir for independence from both India and Pakistan. Again, no possibility of a resolution to this problem appears possible.  **T: “Who thinks this land will be occupied by a majority of Islamic people? Raise your right hand. Who thinks the Hindus will occupy this land? Raise your left hand. Let’s list what we know about this area from analyzing the map of religions from ancient times and today. What do you notice?”**  *S: Hinduism started in India and then after the crusades Islam spread into India and then Hinduism returned.*  **T: “Excellent observation. What do you notice? Turn and discuss it with your partner.”**   * Wait one minute * As you listen to their answers record them on the board in a T-chart, Opinion on one side and supporting facts on the other side.   *S: Muslims invaded India but eventually, the Muslims were**pushed out of India.*  **T: “What facts support this opinion?”**  *S: The map shows most of India was Hindu then the Northern part became Muslim then parts of the north went back to Hinduism.*  **T: “What else do you notice? Turn and discuss it with your partner.”**  *S: Islam was the fastest growing religion but now it seems like it causes conflict.*  **T: “What facts support this opinion?”**  S: sites facts from the map  **T: “Did you notice anything else?”**  *S: Hinduism has been the major religion in India and there hasn’t been a lot of change over the years.*  **T: “Ok, so based on these facts what do you predict? Fill-in your paragraph about your prediction for religion in Kashmir.”**   * Wait 3 minutes   **T: “Each pair of students, find another pair and read your paragraph to them. Listen to their paragraph and re-state the facts that support their prediction.”**   * Give them 5 minutes to do this.   **T: “Please select one person from each group of four to read their paragraph.”**   * Listen to 4-5 paragraphs and provide feedback. Also ask students to list the facts that support the prediction. * Post 1-2 excellent examples on the wall.   **T: “Now, I’m going to give each pair of students a fact. Use your paragraph template and write a prediction about what will happen in 100 years.”**   * Pass out facts about missionaries. You can give each pair the same fact or you can differentiate based on readiness. If you choose to differentiate be sure to pair your students in homogenous groups. * Give them 10 minutes to work in pairs * As they work, circulate and support and guide them through the process. Notice who has exemplary work.   **Closing: (10 minutes)**  Pre-select 3 pairs and ask them to prepare to share their paragraphs with the class.  **T: “Let’s have (pre-selected pairs) read their paragraphs. I would like everyone to be prepared to tell me the facts that support their prediction.”**   * **Have the first pair read their paragraph.**   **T: “Who can tell me a fact that supported their prediction?”**   * Wait for an answer. * Repeat this process two more times with the pre-selected pairs.   **T: “Very well supported predictions everyone! Now, re-read the objectives silently. Turn to a partner and re-visit these questions.”**   * Write or project these on the board and read them aloud.   **T:** “**What did we do with the maps of world religions? What did these maps show(or represent)? What did we do today? What is one new thing you learned today?“**   * As they walk out the door, ask what was the one thing they learned today. | | |
| **Assessment** | | |
| Circulate and take notes during the independent activity. As they exit, make note of their answers about what they learned. | | |
| **Extra Ideas:** | | |
| If you had time, you could have students make a visual representation of what they think the distribution of religions would be and why. They could use this to present their claims to each other. | | |