

## Major Religions of Modern World History

### Class

10<sup>th</sup> Grade Modern World History

### Standards

1. [CCSS.ELA-LITERACY.RH.9-10.9](#) - Compare and contrast treatments of the same topic in several primary and secondary sources
2. [CCSS.ELA-LITERACY.RH.9-10.1](#) - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
3. [CCSS.ELA-LITERACY.RH.9-10.4](#) - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
4. [CCSS.ELA-LITERACY.RH.9-10.7](#) - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

### Organizing Questions

1. What is religion?
2. What are the main religions around the world?
3. How does religion change affect the landscape of our lives?

### Introduction

Religion is a major cultural, social and political element in teaching Modern World History. Although there are hundreds of faiths that could explain the motivations and character of large historical events, only six encompass most of the period taught in the course. Students will use both primary and secondary sources to acquire in-depth knowledge of one world religion and a basic, general knowledge of six world religions. This process will also encourage students to make connections between the landscape of religion in history and the landscape of religion in their lives. Completing this unit early in the year gives students a good foundation to use for studying and comparing different civilizations, as well as a solid understanding of the use of primary and secondary sources.

### Objectives

1. Define religion, monotheism and polytheism.
2. Identify and learn about the six major religions of the modern world.
3. Identify the 'religious landscapes' of different regions and time periods.
4. Study at least one religion's origins and how it spread beyond its land of origin.
5. Identify the role of trade and commerce in the spread of religion and culture.

6. Analyze both primary and secondary sources, including graphic and written materials.
7. Use and properly cite sources.

### **Materials**

1. Playing cards, equity sticks, poker chips, or any system you use to separate your class into groups
2. Pins, yarn, and / or markers to mark locations on the classroom world map, enough for the whole class to use
3. The following handouts (B through M might need to be color-coded pairs), 1 copy per student
  - A. Major Religions Packet: [part 1](#) and [part 2](#) (36)
  - B. [Buddhism Case Study One](#) (6)
  - C. [Buddhism Case Study Two](#)(6)
  - D. [Christianity Case Study One](#)(6)
  - E. [Christianity Case Study Two](#)(6)
  - F. [Confucianism Case Study One](#)(6)
  - G. [Confucianism Case Study Two](#)(6)
  - H. [Hinduism Case Study One](#)(6)
  - I. [Hinduism Case Study Two](#)(6)
  - J. [Islam Case Study One](#)(6)
  - K. [Islam Case Study Two](#)(6)
  - L. [Judaism Case Study One](#)(6)
  - M. [Judaism Case Study Two](#)(6)

### **Equipment**

1. LCD projector or TV
2. Computer, laptop, or smart phone that can run PowerPoint
3. Class set of Chromebooks, computer lab, laptops, or similar technology
4. Large world map for classroom

### **Teacher preparation**

1. Print out copies of handouts
2. Study and familiarize yourself with the six major world religions—their origins, tenets, and spread
3. Compile a set of Internet and book resources for students to refer to when researching their religion.

### **Time**

5 days of 45-minute class periods, with 2-3 periods for student research and collaboration

## Procedures

1. Hand out one playing card to each student as they enter (six sets of six).
2. Quiet Write: "Does the United States have a religious government?" or another prompt that has them question and discuss religion in current events.
3. Hand out the Major Religions packet.
4. Present the Major Religions of Modern World History [PPT](#) to the class while they take notes (see SPED scaffold example).
5. When you have reached the 'Religious Landscape' slide, give examples, discuss, and allow them to fill out the first row of the 'Religious Landscape' sheet in the packet. Then have them share with a partner. Call on a handful of students to share with the class.
6. Go over the procedures, requirements, and assessment metrics for the PowerPoint presentation project.
7. Separate students into their groups and hand out the Case Studies packets for their assigned religion.
8. Help/monitor groups as they use their religion summary and the case studies packets to complete the 'Religious Landscapes' sheet. Check for understanding and completion.
9. Encourage students (especially SPED) to take on roles and responsibilities within their groups. Note: This could be a good break point to either finish class or allow students to rest / use the restroom.
10. Provide computers (lab, COW, Chromebooks...).
11. Encourage students to make one PowerPoint or Google Presentation for the entire group with one editor and specific assignments for all members. Check for compliance.
12. Send to each group a list of pre-approved [links](#) for each religion as starter set of research resources as well as a copy of the [CRAAP test](#).
13. Supplement the research with your textbook, articles about relevant current events, and videos. (Crash Course, Khan Academy and other [links](#).)
14. Provide a deadline for the presentations.
15. Call the groups to present their religions one by one. Have the class copy the four main questions and answers of all 6 faiths in their Major Religions packet.
16. Have each group mark (colored pins, yarn, dry erase pens if the map is laminated) on the world map/board what the locations that they mentioned during their presentations on their assigned religions (i.e. site of origin, spread, significant modern communities, etc.)
17. Open the classroom to a discussion about things about religion and society that they have learned in previous years in history class, through reading, and through their research. Help students make connections between what they just researched and previous areas of study such as the Silk Road, European Expansion, Trans-Atlantic slave trade, Red Sea trade, etc.

## Assessment

1. Test questions for each of the religions; founder, key beliefs and practices...
2. Packet – Grade for completion and accuracy

3. Essay or written response – Check for understanding
4. PowerPoint presentation – Use rubric for evaluation
5. Entry and exit tickets – Check for understanding