

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** Intro to SS

**Unit Name:** Geography Unit II: Five Major World Religions

## **Objectives:**

SS-HS-4.1.1

Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.

DOK 3

SS-HS-2.1.1

Students will explain how belief systems, knowledge, technology & behavior patterns define cultures & help explain historical perspectives & events in the modern world (1500 A.D. to present) & United States (Reconstruction to present).

DOK 2

- Purpose of the Unit:**
1. Introduce basic beliefs of the five major world religions.
  2. Compare/contrast the religions.
  3. Analyze how religious belief helps shape culture.
  4. Analyze impacts of religion on modern geopolitics.

**Prerequisites:** None

**Daily Lesson Guide**

<b>Day</b>	<b>Lesson Content and Core Content 4.1 Standards</b>	<b>Learning Targets</b>	<b>Critical Thinking (High Yield / Literacy /LTF/etc.)</b>	<b>Engagement</b>	<b>Assessment and/or Accommodations</b>
<b>1</b>	4.1.1  1. ACT Bellringer 2. Go over Unit I assessment. 3. Complete Unit II vocabulary & map packet.	1. Identify (through mapping) where each of the five major world religions is most prevalent.		Coloring maps.	
<b>2</b>	4.1.1, 2.1.1  1. ACT Bellringer 2. TPS: What is religion & what is the purpose of religion? 3. Discuss TPS answers using Powerpoint. 4. Introduce 5 major world religions using video. 5. Introduce religion research project.	1. Define religion. 2. Analyze the purposes of religion. 3. Identify the five major religions.	1. TPS activity.	1. TPS	TPS Answers
<b>3</b>	4.1.1, 2.1.1  1. Computer lab for research project.	1. Analyze origins, beliefs & prevalence of one of the five major religions.	1. Research & collaboration.	1. Technology & collaboration.	1. Finished project.

4	4.1.1, 2.1.1 1. Computer lab for research project.	1. Analyze origins, beliefs & prevalence of one of the five major religions.	1. Research & collaboration.	1. Technology & collaboration.	1. Finished project.
5	4.1.1, 2.1.1 1. Computer lab for research project.	1. Analyze origins, beliefs & prevalence of one of the five major religions.	1. Research & collaboration.	1. Technology & collaboration.	1. Finished project.
6	4.1.1, 2.1.1 1. Computer lab for research project.	1. Analyze origins, beliefs & prevalence of one of the five major religions.	1. Research & collaboration.	1. Technology & collaboration.	1. Finished project.
7	4.1.1, 2.1.1 1. ACT Bellringer 2. Student Presentation: Judaism 3. Discussion & Powerpoint to reinforce & clarify. 4. Judaism “mini-quiz.”	1. Analyze origins, beliefs & prevalence of Judaism.	1. Student multimedia presentation.	1. Student multimedia presentation.	1. Research project. 2. Mini-quiz.

<p><b>8</b></p>	<p>4.1.1, 2.1.1</p> <ol style="list-style-type: none"> <li>1. ACT Bellringer</li> <li>2. Student Presentation: Christianity</li> <li>3. Discussion &amp; Powerpoint to reinforce &amp; clarify.</li> <li>4. Christianity &amp; Judaism venn diagram</li> <li>5. Christianity “mini-quiz.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze origins, beliefs &amp; prevalence of Christianity.</li> <li>2. Compare &amp; contrast Judaism &amp; Christianity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student multimedia presentation.</li> <li>2. Compare/contrast using Venn Diagram</li> </ol>	<ol style="list-style-type: none"> <li>1. Student multimedia presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research project.</li> <li>2. Venn Diagram</li> <li>3. Mini-quiz.</li> </ol>
<p><b>9</b></p>	<p>4.1.1, 2.1.1</p> <ol style="list-style-type: none"> <li>1. ACT Bellringer</li> <li>2. Student Presentation: Islam</li> <li>3. Discussion &amp; Powerpoint to reinforce &amp; clarify.</li> <li>4. Islam, Christianity &amp; Judaism Venn diagram</li> <li>5. Islam “mini-quiz.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze origins, beliefs &amp; prevalence of Islam.</li> <li>2. Compare &amp; contrast Islam, Judaism &amp; Christianity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student multimedia presentation.</li> <li>2. Compare/contrast using Venn Diagram</li> </ol>	<ol style="list-style-type: none"> <li>1. Student multimedia presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research project.</li> <li>2. Venn Diagram</li> <li>3. Mini-quiz.</li> </ol>
<p><b>10</b></p>	<p>4.1.1, 2.1.1</p> <ol style="list-style-type: none"> <li>1. ACT Bellringer</li> <li>2. Student Presentation: Hinduism</li> <li>3. Discussion &amp; Powerpoint to</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze origins, beliefs &amp; prevalence of Hinduism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student multimedia presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student multimedia presentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research project.</li> <li>2. Mini-quiz.</li> </ol>

	reinforce & clarify. 4. Hinduism “mini-quiz.”				
<b>11</b>	4.1.1, 2.1.1  1. ACT Bellringer 2. Student Presentation: Buddhism 3. Discussion & Powerpoint to reinforce & clarify. 4. Compare & contrast Hinduism & Buddhism with Venn Diagram. 5. Buddhism “mini-quiz.”	1. Analyze origins, beliefs & prevalence of Buddhism. 2. Compare & contrast Hinduism & Buddhism.	1. Student multimedia presentation. 2. Compare/contrast using Venn Diagram	1. Student multimedia presentation.	1. Research project. 2. Venn Diagram 3. Mini-quiz.
<b>12</b>	4.1.1, 2.1.1  1. ACT Bellringer 2. Review Day: Jeopardy Game	1. Review for upcoming Unit II exam.	1. Jeopardy	1. Jeopardy	1. Exam on following class day.
<b>13</b>	4.1.1, 2.1.1  1. Exam: EPAS-style	1. Assessment: Unit II	1. Exam: EPAS-style	1. Exam: EPAS-style	1. Exam: EPAS-style

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