

Seventh Grade Social Studies

Unit 8: Era III: World Religions

Big Picture Graphic

Overarching Question:

How did major religions and belief systems grow and how have they impacted people, regions, and history?

Previous Unit:

**Classical Traditions
and Major Empires**

This Unit:

Era III: World Religions

Next Unit:

**Eighth Grade
Foundations in United
States History**

**Origins and
Expansion**

**World
Religions**

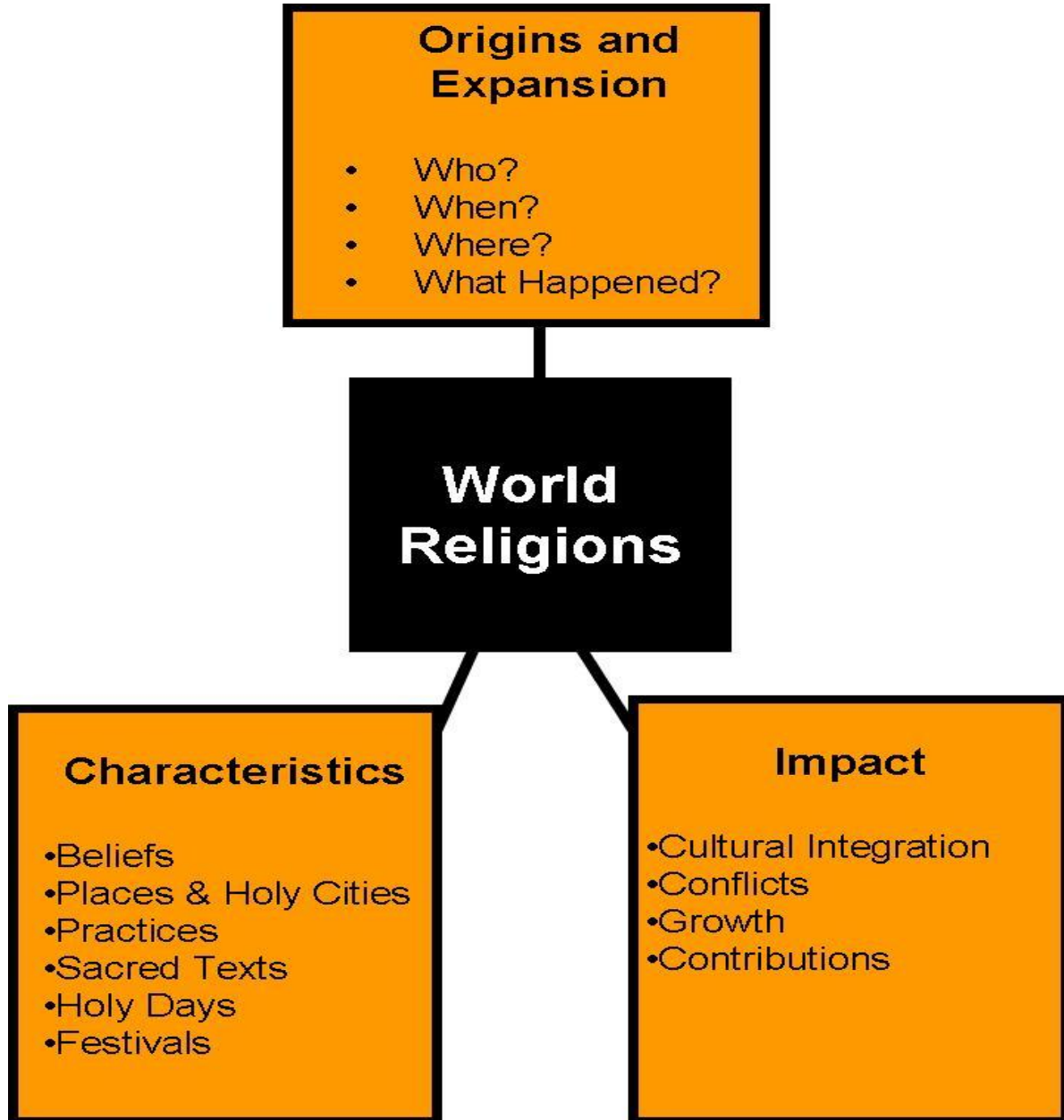
Characteristics

Impact

Questions to Focus Instruction and Assessment:

1. How and where did each of the world religions and belief systems originate and grow?
2. What are the primary beliefs and practices of the world religions and belief systems?
3. How did world religions and belief systems contribute to the cultural integration of Afroeurasia?

Graphic Organizer



High School Foundations (See WHG F3)

Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew including:

- spatial representations of that growth
- interactions with culturally diverse peoples
- responses to the challenges offered by contact with different faiths
- ways they influenced people's perceptions of the world.

Unit Abstract

This unit explores the characteristics of major world religions and belief systems that developed and expanded during Era III as well as how they influenced the region of Afroeurasia. Islam has been included even though this religion originated in the next era. The unit begins with a discussion seeking to answer the question: “What is religion?” After exploring the term ‘world religion’ students investigate factors that led some religions to develop into world religions. Common to lessons two through seven is the use of a primary source and a connection to literature through a religious tale such as those featured in the *Traditional Religious Tales Series* by Anita Ganeri. Students identify the geographic center of the religion and its spread through the 3rd Century C.E. While taking virtual tours of places of worship and reading different versions of the ‘Golden Rule’, students gather information and complete a chart describing characteristics of each religion. In the culminating lesson, students use the information gathered to write a short essay comparing and contrasting the religions studied. This lesson includes a summary discussion in which students describe specific ways the religions unified people’s perceptions of the world and contributed to the cultural integration of Afroeurasia during Era III. The teacher shares a list of questions relating to world religions that will be answered in high school such as: How and where did these religions continue to spread? How did these religions change in subsequent eras? How and why did some of these religions come into conflict? In addition, connections are made to the present through an exploration of current data relating to these religions as well as current issues relating to religious conflict.

Focus Questions

1. How and where did each of the world religions and belief systems originate and grow?
2. What are the primary beliefs and practices of the world religions and belief systems?
3. How did world religions and belief systems contribute to the cultural integration of Afroeurasia?

Content Expectations

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.
See also 6 – H1.2.5.
- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See Also 6 – H1.4.1.
- 7 – W3.2.1: Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.
- 7 – W3.2.3: Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

Key Concepts

cultural diffusion
cultural integration

culture
ethical system
monotheism
polytheism
religion
religious beliefs
world religion

Duration: 4 weeks

Lesson Sequence

Lesson 1: What is Religion?
Lesson 2: Hinduism
Lesson 3: Judaism
Lesson 4: Buddhism
Lesson 5: Confucianism
Lesson 6: Christianity
Lesson 7: Islam
Lesson 8: Pulling it All Together

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Student Resource

The Beatitudes. 4 February 2008. <<http://www.shrinesf.org/faith.htm#beatitudes>>.

The Big Religion Chart. 2 February 2008. <http://www.religionfacts.com/big_religion_chart.htm>.

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<http://www.hindunet.org/hindu_pictures/temples/temples.shtml>.
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History of Buddhism. 2 February 2008.

<<http://www.historyforkids.org/learn/india/religion/buddhism.htm>>.

Interfaith Calendar. 2 February 2008. <<http://www.interfaithcalendar.org/>>.

Islam. Calliope: Exploring World History. Peterborough, NH: Carus, January/February 1997.

Islam: Empire of Faith. 2 February 2008. <<http://www.pbs.org/empires/islam/featuresjewels.html>>.

Judaism. Calliope: Exploring World History. Peterborough, NH: Carus, March/April 1994. .

Major Christian Denominations: How Do They Differ? 2 February 2008.

<[http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=w-rlq00700&article_id=512&chapter_id=11&chapter_title=Religion&article_title=Adherents of All Religions](http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=w-rlq00700&article_id=512&chapter_id=11&chapter_title=Religion&article_title=Adherents_of_All_Religions)>.

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- Five Major World Religions Lesson Plan*. 2 February 2008.
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- Religions of the World Poster Set*. Jaguar Educational: 2005. (Available at Social Studies School Service)

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A Teacher's Guide to Religion in the Public Schools. 4 February 2008.
<<http://www.freedomforum.org/publications/first/teachersguide/teachersguide.pdf>>.

Teaching About Religion. 4 February 2008.
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Instructional Organization

Lesson 1: What is Religion?

Content Expectations:

7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See Also 6 – H1.4.1.

7 – W3.2.1: Identify and describe the beliefs of the five major world religions.

Key Concepts: culture, ethical system, religion, world religion

Abstract: In this lesson students explore the concept of religion. It begins with a ‘Stop and Jot’ in which students answer the question: “What is religion?” Students share their ideas in a large group discussion and synthesize a draft definition for the class. In a computer-based activity, student groups are each assigned a religion and take a virtual tour of a synagogue, a Buddhist temple, a Hindu temple, a mosque, or the National Cathedral. They use the information gained from these tours to revise the classroom definition of religion. This leads to a brief discussion of Confucianism and how it differs from the other world religions being studied. Next, students read and discuss a list found at <<http://www.virtuescience.com/golden-rule.html>> showing a version of the Golden Rule from each religion and make inferences about what this means. Finally, students discuss and agree on a class definition of religion.

Lesson 2: Hinduism

Content Expectations:

7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.

7 – W3.2.1: Identify and describe the beliefs of the five major world religions.

7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.

Key Concepts: polytheism, religious beliefs, world religion

Abstract: In this lesson students explore the origins and characteristics of Hinduism. It begins with having students read and analyze Hindu proverbs from <<http://www.worldofquotes.com/proverb/Hindu/1/index.html>>. Students then review the brief introduction to Hinduism from the previous unit when they studied the Mauryan Empire. On an outline map of Afroeurasia they identify the geographic center of this religion and trace its spread through the 3rd Century C.E. /A.D. Finally, using their textbook, information sheets and the Internet

they complete a chart on Hinduism that includes the following topics: Origins, Beliefs, Sacred Texts, Festivals/Holy Days, Sacred Places, Practices, and Places of Worship. The lesson is supplemented by the reading of one or more religious tales from a book such as *Hindu Stories* by Anita Ganeri.

Lesson 3: Judaism

Content Expectations:

- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.
- 7 – W3.2.1: Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.

Key Concepts: monotheism, polytheism, religious beliefs, world religion

Abstract: In this lesson students explore the origins and characteristics of Judaism. It begins with having students read and analyze quotations from the Talmud found at http://www.quotationspage.com/quotes/The_Talmud/. Next, the teacher reviews the differences between monotheism and polytheism and explains that Judaism was the first major monotheistic religion. Remind students that Hinduism was the first major polytheistic religion. On an outline map of Afroeurasia they identify the geographic center of this religion and trace its spread through the 3rd Century C.E. /A.D. Finally, using their textbook, information sheets and the Internet they complete a chart on Judaism that includes the following topics: Origins, Beliefs, Sacred Texts, Festivals/Holy Days, Sacred Places, Practices, and Places of Worship. The lesson is supplemented by the reading of one or more religious tales from a book such as *Jewish Tales* by Anita Ganeri.

Lesson 4: Buddhism

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.
See also 6 – H1.2.5.
- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H 1.4.1.
- 7 – W3.2.1: Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.

Key Concepts: cultural diffusion, religious beliefs, world religion

Abstract: In this lesson students explore the origins and characteristics of Buddhism. It begins with having students read and discuss a description of the Eight Fold Path found at <<http://www.mnsu.edu/emuseum/cultural/religion/buddhism/beliefs.html>>. Students then review the brief introduction to Buddhism they experienced in the previous unit when they studied the Mauryan Empire and Ashoka's influence on the spread of Buddhism. On an outline map of Afroeurasia they identify the geographic center of this religion and its spread through the 3rd Century C.E. Using their textbook, information sheets and the Internet they complete a chart on Buddhism that includes the following topics: Origins, Beliefs, Sacred Texts, Festivals/Holy Days, Sacred Places, Practices, and Places of Worship. Finally, they compare and contrast Judaism and Hinduism. The lesson is supplemented by the reading of one or more religious tales from a book such as *Buddhist Stories* by Anita Ganeri.

Lesson 5: Confucianism

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas.
See also 6 – H1.2.5.
- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.
- 7 – W3.2.1: Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.

Key Concepts: ethical system, religious beliefs

Abstract: In this lesson students explore the origins and characteristics of Confucius. It begins with having students read and discuss a short excerpt from the Confucian Analects found at <<http://www.wsu.edu/~dee/CHPHIL/ANALECTS.HTM>>. Students then review the brief introduction to Confucius and Confucianism they experienced in the previous unit when they studied China. On an outline map of Afroeurasia they identify the geographic center of this religion and trace its spread through the 3rd Century C.E./A.D. Using their textbook, information sheets and the Internet they complete a chart on Confucianism that includes the following topics: Origins, Beliefs, Sacred Texts, Festivals/Holy Days, Sacred Places, Practices, and Places of Worship. Finally, they discuss how Confucianism is different from the other religions studied. The lesson is supplemented by the reading of the short picture book *Confucius: The Golden Rule* by Russell Freedman designed to add to students' knowledge of Confucianism as well as provide a language arts connection.

Lesson 6: Christianity

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.
See also 6 – H1.2.5.
- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.
- 7 – W3.2.1: Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.

Key Concepts: religious beliefs, world religion

Abstract: In this lesson students explore the origins and characteristics of Christianity. It begins with students reading and discussing the Beatitudes found at <http://www.shrinesf.org/faith.htm#beatitudes> and inferring what this text can tell them about Christianity. Students then review the brief introduction to Christianity they experienced in the previous unit in the lesson on Rome. On an outline map of Afroeurasia they identify the geographic center of this religion and trace its spread through the 3rd Century C.E. Using their textbook, information sheets and the Internet they complete a chart on Christianity that includes the following topics: Origins, Beliefs, Sacred Texts, Festivals/Holy Days, Sacred Places, Practices, and Places of Worship. Finally, they compare and contrast Jesus and Confucius. The lesson is supplemented by the reading of one or more religious tales from a book such as *Christian Stories* by Anita Ganeri.

Lesson 7: Islam

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.
See also 6 – H1.2.5.
- 7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.
- 7 – W3.2.1: Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2: Locate the geographical center of major religions and map the spread through the 3rd century C.E.

Key Concepts: religious beliefs, world religion,

Abstract: In this lesson students explore the origins and characteristics of Islam. It begins with students reading and discussing a description of the Five Pillars of Islam found at <http://www.mnsu.edu/emuseum/cultural/religion/islam/beliefs.html>. The teacher then gives a

brief overview of the origin of this religion being careful to explain that this religion developed after Era III. Using their textbook, information sheets and the Internet they complete a chart on Islam that includes the following topics: Origins, Beliefs, Sacred Texts, Festivals/Holy Days, Sacred Places, Practices, and Places of Worship. Finally, they use their information charts to compare Judaism, Christianity and Islam. The lesson is supplemented by the reading of one or more religious tales from a book such as *Islamic Tales* by Anita Ganeri.

Lesson 8: Pulling it All Together

Content Expectations:

7 – H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
See also 6 – H1.4.1.

7 – W3.2.3: Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afroeurasia.

Key Concepts: cultural diffusion, cultural integration, world religion

Abstract: In this culminating lesson students reflect back on what they have learned and participate in a summary discussion in which they compare and contrast the world religions as well as identify and describe specific ways the religions studied contributed to the cultural integration of Afroeurasia during Era III. Following the discussion they write a short essay summarizing what they have learned. A choice of three essay topics is given. The teacher then shares a list of questions relating to world religions that will be answered in high school such as: "How and where did these religions continue to spread? How did these religions change in subsequent eras? How and why did some of these religions come into conflict?" Students are also encouraged to add questions to the list that they would like answered in high school. Finally, connections are made to the present through an exploration of current data relating to these religions as well as current issues relating to religious conflict and growth.