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World Religions

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Unit Title	World Religions	Course	MYP Year 3 Individuals & Societies
Designed by	Marisa Cavin	Time Frame	9 weeks

Stage 1- Desired Results

Statement of Inquiry: Religions are personal belief systems that bring cultural diversity and can be used to create unity or conflict.

Establish Goals - *MYP I&S Year 3 Criterion:*
Summatively Assessed:
Ai. use a range of terminology in context
Aii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
Bii. formulate and follow an action plan to investigate a research question
Biii. use methods to collect and record relevant information
Ci. communicate information and ideas in a way that is appropriate for the audience and purpose
Cii. structure information and ideas according to the task instructions
Dii. summarize information to make valid, well-supported arguments
Div. recognize different perspectives and explain their implications.

Formatively Assessed Only:
Biv. evaluate the process and results of the investigation, with guidance.
Ciii. create a reference list and cite sources of information.

Learner Profile Attributes of Focus:
Open-minded: Opportunities for discussion and understanding of the differences and similarities within major religious institutions; raise awareness.
Caring: Having religious sensitivity and empathy for others whose beliefs may differ.

Global Context:
Orientation in space and time; exploration: civilisations and social histories, heritage; pilgrimage, migration, displacement and exchange

Transfer

Students will be able to independently use their learning to....
- Construct a persuasive, valid, well-constructed argument that recognizes different perspectives and implications communicated and structured appropriately for a specific audience and purpose.

Meaning

UNDERSTANDINGS *Students will understand that...*	Essential Questions *Students will keep considering...*
(Factual) Religions are personal belief systems influenced by culture and community. (Conceptual) Differences in belief and culture can lead to conflict. (Debatable) Religion has led to significant instances and patterns of conflict *and* cooperation around the world within, between, and among religious groups and peoples.	Factual: What constitutes a religion? What are the primary religions of the world and their defining beliefs and practices? Conceptual: How can religions unify or bring conflict to a community? Why have communities used religion to create conflict? Debatable: Does religion create more cooperation or conflict?

Acquisition

Students will know...	*Students will be skilled at...*
- basic facts, defining beliefs and traditional practices of 4 of the world's major religions (Islam, Hinduism, Buddhism, Christianity), as well as one other religion (minimum) from the following list: Taoism, Judaism, Sikhism, Jainism, Zoroastrianism, and Shintoism. - define and connect the following terms to the key and related concepts of the unit (belief, culture, conflict, systems): Allah, Buddha, Caste System, Crucifix, Dharma, Enlightenment, Four Noble Truths, Hajj, Jesus, Kaaba, Karma, Middle Path, Mosque, Muhammad, Quran, and Secularism.	*Approaches to Learning (AtL)* **Communication** - Using a variety of organizers for academic writing tasks. - Organizing and depicting information logically. **Self-Management (Organization)** - Planning short- and long-term assignments; meeting deadlines. **Research (Information Literacy)** - Creating references and citations, using footnotes/endnotes and constructing a bibliography according to recognised conventions. - Identifying primary and secondary sources.

- the geography and demographics of the world's major religions and begin to make connections to the concept of conflict.	**Thinking (Critical Thinking)** - Gathering and organizing relevant information to formulate an argument. - Considering ideas from multiple perspectives.

Stage 2- Evidence

Code	Evaluation Criteria	
A, M, T	Research Journal - Bii, Biii (Summ.) - *Ciii (Form.)* Presentation - *Ci, Div (Form.)*	**PERFORMANCE TASK(S):** *Students will show that they understand by evidence of...* **Jigsaw Religion Mini-Inquiry (Summative):** Students will complete a KIS Research Journal as they research one of the four major religions and present back to their tablemates as a part of a Jigsaw group. They will need to create and follow an action plan, collect and record relevant information, and practice creating a formal reference list of sources. They will also design their presentation to suit the audience and purpose (informal, to peers, for the purpose of overview and clarity), and identify perspectives and implications.
M, T	Essay - Ci, Cii, Dii, Div	**Persuasive Essay (Summative):** Students will choose a debatable topic related to religion that must clearly describe both sides of the topic by explaining the supporting arguments, the opposing arguments, the implications (results or effects) of these arguments, and personal opinion. Essay will be structured into 5 paragraphs and must be 700-1,000 words. **OTHER EVIDENCE:** *Students will show they have achieved Stage 1 goals by...*
A, M, T	Test - Ai, Aii	**Content Test (Summative):** Students will complete a knowledge test over the basic people, texts, and concepts of the world's major religions *and* how they can be connected to the unit's key and related concepts of systems, beliefs, culture, and conflict. On the test they will be given a list of terms. From this list they will choose five items to answer (choose two terms from the first category (people), one from the second category (holy texts), and two from the third (concepts)). They must provide consistently clear and accurate definitions for the terms, clearly explain how this person, text, or idea concepts to one or more of our unit concepts, establish connections between the terms and ALL of the concepts over the course of the test, and select terms that cover multiple religions.

T	Reflection *Ci, Biv*	Reflection over Presentation (Self-Assessed): After the unit is complete, students will return to their filmed versions of their jigsaw presentations and using a rubric, self-assess and reflect on strengths, weaknesses, and goals for improvement in the criteria of communication and inquiry. This will be uploaded to their Learning Portfolio as evidence of goal-setting.
A, M	Diagram *Ai, Ci*	Compare & Contrast Venn Diagram (Formative): Students will use a venn diagram to organize the fundamental beliefs from the readings on the major religions, focusing on similarities and differences, and highlighting the potential opportunities for unity and conflict.
A	Mapping *Cii*	Mapping World Religions (Formative): Students are given a blank world outline map and need to color in the location of the world's 7 largest religions (4 major + Shintoism, Sikhism, and Judaism). If there is time, students can create a bar graph on the back demonstrating the size of each religion. The map also needs to have a clear title, key/legend, and labels(of the religions).

Stage 3- Learning Plan

Code	Learning Events	Resources	Progress Monitoring
A A	**WEEK 1 - 2** **Pre-Quiz**: 10-question diagnostic assessment to gauge student understanding of world religions. Includes trivia, visual analysis and some concept reflection. This specifically targets the questions below for their Research Journal and allows for student discussion in groups after each question about what they already know (check for information - prior knowledge). **Frayer Model of Religion**: Individual visible thinking exercise to brainstorm examples of religions and come to a common definition. *Begin to address the Factual Questions: What constitutes a religion?* *What are the primary religions of the world and their defining beliefs and practices?* These are written on the bulletin board and referenced at the start of class.	Religions Unit Pre-Quiz Frayer Model of Religion	Throughout the unit, students will be given feedback on all formative and summative work by the teacher. - prior knowledge check - group processing

A A A, M T	**Jigsaw Religion Mini-Inquiry Summative** Students are split so there are four even groups. Assign each group one of the following religions: Islam, Hinduism, Christianity, Buddhism. For future years, can add: Judaism, Sikhism, Jainism, Zoroastrianism, etc…. CRAP Analysis is done by teacher since the students will be referring to a wide range of sources - demonstrate to the class how to complete a CRAP analysis. Students spend three or four classes researching the following questions, taking notes in their Research Journal: 1. When and where did the religion originate? 2. Who was the founder of this religion? 3. What are the defining beliefs of this religion? 4. Who are some important figures (saints or leaders) in this religion? 5. What are some important celebrations or traditions in this religion? 6. What are some important symbols of this religion? 7. What are some important holy texts (books) in this religion? The teacher will be rotating through the groups and asking students to orally respond to these questions, clarifying and deepening understandings, as well as clearing up misconceptions when applicable, before they begin teaching one another. Students will use their Unit Vocabulary (included in the Content Test Study Guide) as a guide for what must be included and explained to their peers. Following the research, students will spend one or two periods teaching the other students about the religion they inquired into. Students should be confident enough to explain their assigned religion in about 10-15 minutes. Other students take notes while listening. **Research Journal Due; Presentations to Jigsaw Group & Filmed**	Summative Task Sheet & Rubric **Useful sites for Religion Research:** http://www.uri.org/kids/world.htm * recommended http://www.religionfacts.com/religions.htm http://www.socialstudiesforkids.com/subjects/religions.htm https://sites.google.com/site/worldreligionsforkids/home Additional Sources (Higher Reading Levels)	Students will be working in their Research Journals on Google Docs (through Google Classroom). Teacher will give feedback on Research Question, Guided Questions, Formatting, and sources used throughout the research process. Summative Feedback on Research Journal (+ formatively on the Presentation)

A	Teacher should follow-up with a formative "quick-check"-type content quiz based on the information from the four inquiries. For example: 1. What is one important symbol in Christianity? 2. What is the holy book of Islam called? 3. What is one important celebration in Buddhism?		Check-In Quiz
	week 3		
A A	**Discussion** on origin of religions. Where did they come from? What were the first religions like? (sun-worshippers; *Factual EQ*) **Analyze animated map and timeline of World Religions** Show this animated map/timeline: Animated History of Religion After viewing, students write down, then discuss: - What are **3 interesting things** you learned from this animated map/timeline? - What are **2 questions** that you have after viewing this animated map/timeline? - What is **1 comment or opinion** that you have about how this animated map/timeline was made? **Teacher-led discussion:** How do you think the religions spread? (Missionaries, Immigration, Modern Technology, etc.)	Animated History of Religion video: http://www.mapsofwar.com/ind/history-of-religion.html	3 - 2 - 1 Check-In Class discussions
A	**Analyze Map of World Religions**: Show this map on the projector: Map of Prevailing World Religions *Questions to guide analysis: (can be done orally, or written)* 1. What do the different colours represent? 2. Why are there varying shades of the same colour? What does that mean? 3. What are some surprising things you notice on the map? 4. Why are some countries striped? What could that mean about diversity? 5. What might it mean when one colour is surrounded by different colours?	Map of Prevailing World Religions: http://en.wikipedia.org/wiki/Religion#mediaviewer/File:Prevailing_world_religions_map.png	
A	**Formative Assessment: Mapping of Religions** Students are given a blank world outline map. Students need to color in the location of the world's 7 largest religions (4 studied above + Shintoism,	Blank World Map	

M	Sikhism, Judaism). Map also needs to have a clear title, key/legend, and labels (of the religions). When students have finished their maps, as a class discuss: ● What are some reasons why these religions might dominate where they are? ● Is the area of dominance related to the area of founding? ● Are there areas where two or more religions seem prevalent? ● Do you know of any religious conflicts that have arisen in those areas?	Use internet sources such as en.wikipedia.org, www.nationmaster.com, www.infoplease.com for information.	If there is extra time, students can create a bar graph on the back demonstrating the size of each religion.
A M	**week 4 - 5** **Primary Source Readings**: Over the next few lessons, assign the following primary source readings from 4 different religions. Or - you can choose to assign one reading per person (as per the Jigsaw Activity above). As students read, they should highlight the passages that describe the defining **beliefs** of that particular religion. Buddha's first sermon (Focus on understanding of the Middle Way, and the 4 Noble Truths about overcoming suffering to reach Enlightenment) Code of Manu (Focus on understanding of the division of social classes, the rules each had to follow, and the concept of *dharma*) Jesus' Sermon on the Mount (Focus on understanding on Christian principles, such as "love thy enemies" and "judge not, lest ye be judged.") Excerpt from the Qur'an (Focus on understanding of principles such as devotion to Allah and dietary guidelines) **Compare and contrast** (Venn Diagram Formative) of fundamental beliefs from the readings, similarities and differences. Bring out the potential opportunities for **diversity**, unity and **conflict**. If time, include viewing of the supplementary videos (listed on the right) to add to the discussion. While watching, students take notes about: - WHO? (important figures)	Readings for this section: Buddha's first sermon Code of Manu Jesus' Sermon on the Mount Excerpt from the Qur'an **Supplementary Videos:** History of Hinduism (By Hinduism Today Magazine) Islam: Crash Course World Hitsory (Crash Course video, informative and animated, but a bit fast-paced) Short History of Christianity (amateur but good, basic overview) Story of Lord Buddha (animated,	Since these are primary sources, the reading will be difficult for some. Ensure that enough in-class discussion takes place so students understand the main idea of the readings, and not necessarily all the details.

A, M	- WHAT? (beliefs and traditions) - WHERE and WHEN? (origins) - HOW? (did it spread) - WHY? (do people practice it) **Introduce the Content Test Study Guide (Summative Task upcoming)**	focuses on Siddhartha's life) Content Test Study Guide	

A, M
 	
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A, M
	week 6
	
	Introduce Conceptual Questions: How can religions unify or bring conflict to a community? Why have communities used religion to create conflict?
	
	Conflict & Unity Mini-Inquiry:
	Connect to last week's discussion on religious unity and conflict. Ask students to brainstorm a list of religious conflicts they know about, where they take place and what religions are involved.
	Possible Examples:
	   ● Arab-Israeli Conflict (Muslim/Jews)
	   ● 2002 Gujarat Riots (Muslim/Hindu)
	   ● Northern Ireland (Catholic/Protestant)
	   ● 2014 Sri Lanka Riots (Muslim/Buddhist)
	   ● Medieval Crusades (Christianity/Islam)
	   ● Spanish Inquisition
	Create a one-page double-sided factsheet that outlines:
	   ● **Where** did the conflict take place?
	   ● **Who** was involved?
	   ● **When** did the conflict begin and how long did it last?
	   ● **How** did the conflict begin?
	   ● **What** are they fighting about?
	   ● **Has** there been attempts at peace? Were they successful? Why/not?
	   ● **Why** do you think the communities involved are using religion to create conflict?
	Current news research:
	   - Students find a current news article that is an example of a community using religion to create **unity**. Share with class. This isn't a big
		Possible additional resources:
		http://globalpublicsquare.blogs.cnn.com/2013/11/12/the-two-faces-of-india/
		(CNN article on Religious Tolerance/Intolerance in India with links to other articles about recent religious violence in India)
		
		Sample Factsheet
			If students have trouble finding articles, then discuss

	assignment - just to prove the other side of the SOI: that religion can be used to create unity (not always conflict).		why news is always focusing on conflict instead of unity.
A, M, T	**week 7 - 8** *Introduce Debatable Question: Does religion create more cooperation or conflict?* **Launch the summative task** ● Choose a topic and brainstorm supporting and opposing arguments ● Develop personal opinion ● Use this Graphic Organizer to structure the essay writing. ● Write first draft, and get teacher and peer feedback before submitting final draft.	Summative Task Sheet Graphic Organizer	
M	**week 9** Students should read each other's essays (or present them orally) and discuss the topics they chose. **Reflection:** Students re-watch their presentation films from earlier in the unit. They use a rubric that includes Ci & Biv to self-assess on their presentations skills and content, as well as evaluate the success of their research based on the information they could provide to their peers. They evaluate their strengths and weaknesses using these criteria, and develop goals for the year to address shortcomings. This will be uploaded to their Learning Portfolio.		Students will be reflecting while the teacher is working on feedback of Summative task - if they have extra time, students should work with a partner to create an oral presentation rubric and then peer and self-assess their presentations.

Bibliography

Anderson, Darryl, Adrian Baker, and Mark Williams. *World Religions Unit*. 2012. MYP Unit Planner. KIS International School, Bangkok, Thailand.

Mission Bay High School UbD Unit Planner is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

Further Resources:

http://www.teachingideas.co.uk/re/contents.htm
http://www.pbs.org/teachers/thismonth/worldreligion/index2.html
http://www.pbs.org/teachers/thismonth/religiousdiversity/index1.html
http://wayback.archive-it.org/3635/20130830231657/http://library.thinkquest.org/08aug/01431/Conflicts.html