



# Unit Planner: 2013 Gibson - Belief Systems Global 1

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High School > 2018-2019 > Grade 9 > Social Studies > Global  
1 (C) > Week 1

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## 2013 Gibson - Belief Systems

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- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

- There is a complex relationship between the development of religion and development of culture in a society.
- Physical geography directly impacts the way culture develops by way of either discouraging or promoting human interaction.
- Early belief systems created connections between individuals and in turn led to the development of a more complex and evolved society.

### Essential Questions

- How does religion impact culture?
- How does geography impact the development of culture?
- How did belief systems contribute to the rise of complex civilization?

### Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

(See note; not applicable as a separate requirement)

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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

Roots of Hinduism  
Caste System  
Early Hindu Texts Hinduism & Society  
Roots of Buddhism  
Life of Buddha  
Buddhist Beliefs  
Roots of Judaism  
History of Judaism  
Roots of Confucianism  
Roots of Christianity  
Early History of Christianity  
Roots of Islam  
Shinto  
Taoism  
Legalism  
Life of Mohammed Islamic Beliefs  
Spread of Islam  
Global Belief Systems Comparison Chart  
Impact of Belief Systems on society

## Skills / Strategies

- Comparing and Contrasting different belief systems
- Document analysis and comprehension
- Incorporating evidence from documents to formulate a thematic essay on various belief systems.
- Focus heavily on Drawing main arguments from a piece of informational text.
- TAKing guided notes from diverse Informational texts.

## Key Terms / Vocabulary

Hinduism  
Buddhism  
Chinese philosophies  
(Confucianism, Daoism)  
Judaism  
Christianity  
Islam  
Legalism  
Shintoism  
Belief System  
Religion  
Polytheism  
Monotheism  
5 Pillars of Islam

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

- Comparing/Contrasting Ancient Belief Systems
  - Students work in small heterogeneous groups
- How did belief systems impact the culture of each society we've examined thus far?
- Informative text analysis
- Identifying main idea of a text
- Identifying supporting details of a text

## Assessments

### Depth of Knowledge (DOK) Levels

#### **DBQ Homework Questions**

**Formative: DOK 2 Basic Application: Test: Written**

Regular Homework assignments dealing with DBQ questions based on various ancient belief systems.

#### **Belief Systems Thematic Essay**

**Summative: DOK 3 Strategic Thinking: Written: Essay**

Students will craft a thematic essay that details the impact of three separate belief systems on the people of

- Methods of order in ancient society (law and belief systems).
- Incorporation of geographic elements from Unit 1
- Google earth maps of areas we are studying to reinforce geographic knowledge and map reading skills.

### Modifications

- **Student grouping will be determined based on VARK scores.**
- **Google Earth used regularly to cater to visual learners.**
- **Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.**
- **Pacing and duration of lessons will be adjusted to ensure student comprehension of content.**
- **Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.**
- **Short videos are used to supplement instruction.**
- **Students are given the option to use their class notes, textbooks, or internet to gather information for civilization creation project.**
- **Regular use of mind maps and graphic organizers.**
- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)**

their society. Students will incorporate their notes from the unit to write a well crafted thematic essay that draws connections between various belief systems.

\*Note\* See "Links" tab on upper right corner of this box for Essay Task and Rubric.

[Belief Systems Thematic Essay Task](#)  
[Belief Systems Thematic Essay Rubric](#)

## Resources

### Websites and Web-tools used

Google Earth  
 Focus

- Whole class

### Materials Used

Graphic Organizers for comparison of belief systems  
 Focus

- Small group

### Materials Used

Smartboard  
 Focus

- Whole class

### Texts Used (fiction, non-fiction, on-line, media, etc...)

Informational Text Regarding Main points of each religion  
 Focus

- Small group



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