

<p style="text-align: center;">TRIMESTER 2 – UNIT 4</p> <p>Comparative World Religions (CA. 2,000 B.C.E. – ca. 630 C.E.)</p> <p>(This is not a separate unit – the content is embedded into other units. As the content falls chronologically into the curriculum – you will need to continually compare and contrast the Five World Religions: Judaism, Christianity, Islam, Hinduism, Buddhism).</p> <p style="text-align: center;">See additional resources.</p>	<p>Unit Description:</p> <p>6.4 - Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How did the diffusion or spreading of religion throughout the world cause migration, trade and war? 	<ul style="list-style-type: none"> 6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics 6.4b Belief systems and religions are based on sets of mutually held values 6.4c Belief systems and religions often are used to unify groups of 	<ul style="list-style-type: none"> Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.) (6.4b) Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles. (6.4c) 	<ul style="list-style-type: none"> Use library and internet sources to research the role of food and food customs in one of the world’s major religions. Create a presentation to report your findings to the class. <i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i> Select any nation in the world and research how that nation's laws or government protects or does not protect freedom of religion for its citizens. Share your findings with the class. <i>(Seal of Civic Readiness Pillar: Civic Mindset)</i> After being assigned to one of the main world religions, gather evidence on how

	<p>people and may affect social order and gender roles.</p>	<p>➤ Students will explore the influence of various belief systems on contemporary cultures and events. (6.4c)</p>	<p>your assigned religion promotes justice, kindness, fairness, and respect for others. Create a chart or poster to present your findings to the class.</p>
<p>Resources:</p> <p><u>FOCUS LESSONS:</u></p> <ul style="list-style-type: none"> • World Religions Handbook <p><u>ADDITIONAL RESOURCES</u></p> <p><u>Topic 3 Ancient Egypt and Kush</u> Lesson 5: Egyptian Religion and Art</p> <p><u>Topic 4 The Israelites</u> Lesson 3: Beliefs Lesson 4: Greco-Roman Judaism</p>		<p><u>Topic 5 Ancient Greece</u> Lesson 4: Greek Mythology and Belief Systems</p> <p><u>Topic 6 Ancient South Asia</u> Lesson 3: Religions of Ancient South Asia</p> <p><u>Topic 7 Early China, Korea, Japan</u> Lesson 5: Confucian Ideals</p> <p><u>Topic 9 The Rise of Christian Kingdoms</u> Lesson 1: Christian Kingdoms, Lesson 2: Early Christians Lesson 3: Early Church</p> <p><u>Topic 11 Medieval Europe</u> Lesson 5: Kingdoms and Crusades Lesson 7: Culture and Church</p> <p><u>Topic 12 Rise of Islamic Empires</u> Lesson 3: The Rise of Islam</p>	

<p style="text-align: center;">TRIMESTER 2 – UNIT</p> <p style="text-align: center;">COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.)</p> <p style="text-align: center;">(10-13 Weeks)</p> <p style="text-align: center;">(Ancient Greece, Ancient Rome, Ancient China)</p>	<p>Unit Description:</p> <p>6.5 - As complex societies and civilizations change over time; their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> How did the achievements of Classical Civilizations affect present day government, architecture, social events and traditions? How does a society’s culture express what it values? 	<ul style="list-style-type: none"> 6.5a Geographic factors influence the development of classical civilizations and their political structures 6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making 6.5c A period of peace, prosperity, 	<ul style="list-style-type: none"> ➤ Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures. → Students will compare the similarities and differences between the Chinese (Qin, Han) (6.5a) ➤ Students will compare the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy (6.5a) ➤ Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, 	<ul style="list-style-type: none"> Class Newspaper – Each student will take a different headline from either Greece, Rome or China (teacher created topics) and write an informative article to be added to the class newspaper. <i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i> Athens / Sparta Reflect - write a well-developed paragraph explaining how the political systems of Athens and Sparta affected their development. <i>(Seal of Civic Readiness Pillar: Civic Knowledge)</i> Write a letter from the perspective of a Roman citizen convincing a friend not to come back to Rome because

	<p>and cultural achievements may be indicative of a golden age</p>	<p>Sparta, Roman Republic, Roman Empire) classical civilizations (6.5b)</p> <ul style="list-style-type: none"> ➤ Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age (6.5c) ➤ Students will examine how cultural achievements of these civilizations have influenced contemporary societies (6.5c) 	<p>the empire is declining. (<i>Seal of Civic Readiness Pillar: Civic Mindset</i>)</p> <ul style="list-style-type: none"> • Qin and Han Reflection – In a well-developed essay, explain how the Qin and Han empires were similar and how they were different? (<i>Seal of Civic Readiness Pillar: Civic Knowledge</i>)
<p>Resources:</p> <p><u>FOCUS LESSONS - Topic 5 Ancient Greece</u></p> <p>Lesson 1: Greece: The Birthplace for Democracy Lesson 2: 1Greek Geography and Greek Civilization Lesson 6: Alexander’s Empire Lesson 8: Greek Achievements</p> <p><u>ADDITIONAL RESOURCES - Topic 5 Ancient Greece</u></p> <p>Lesson 3: Understanding Multiple Perspectives: Sparta and Athens Lesson 4: Analyzing Sources: Greek Mythology and Belief System Lesson 7: Understanding Multiple Perspectives: Greek Philosophy Lesson 9: Reviewing Ancient Greece</p>		<p><u>FOCUS LESSONS Topic 7: Early China, Korea, and Japan</u></p> <p>Lesson 6: Qin and Han Empires</p> <p><u>FOCUS LESSONS - Topic 8 Ancient Rome</u></p> <p>Lesson 1: Introducing Ancient Rome Lesson 2: The Founding of Rome Lesson 3: The Roman Republic Lesson 4: The Roman Empire Lesson 7: The Decline of Rome</p> <p><u>ADDITIONAL RESOURCES - Topic 8 Ancient Rome</u></p> <p>Lesson 5: Analyzing Sources: Roman Culture Lesson 6: Analyzing Sources: Roman Science and Technology Lesson 8: Turning Points: The Fall of Rome Lesson 9: Reviewing Ancient Rome</p>	