



Technology-Connected Activity Plan

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| Title: | Major Religions |
| Grade Levels: | ☞ 6 th |
| Curriculum Areas: | ☞ Social Studies/ ELA |
| Measurable Objectives: | <ul style="list-style-type: none"> ☞ TLW create a brochure giving key details and facts about the major religion they have chosen. ☞ TLW identify effects religion has had on civilizations. ☞ TLW compare and contrast major religions. |
| Common Core Standards: | <ul style="list-style-type: none"> ☞ CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ☞ CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ☞ CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ☞ CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ☞ CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ☞ CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding |

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| | <p>plagiarism and providing basic bibliographic information for sources.</p> <ul style="list-style-type: none"> ☞ CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| GLEs | <ul style="list-style-type: none"> ☞ 39. Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8) ☞ 40. Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8) ☞ 41. Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9) ☞ 42. Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9) |
| Webb's DOK Level and Evidence that it is on that level: | <ul style="list-style-type: none"> ☞ Level 3: Strategic Thinking & Reasoning ☞ Requires students to research in order to select relevant evidence, create a brochure in which that evidence is cited and the information can be shared with others. |
| Technology Connection: | <ul style="list-style-type: none"> ☞ Internet (research and photos) ☞ WorldBook.com ☞ PowerPoint (additional information) ☞ Microsoft Publisher (brochure) ☞ Read Write Think Compare & Contrast Map ☞ Penzu.com |
| Assessment: | <ul style="list-style-type: none"> ☞ Religion brochure ☞ Religion compare/contrast essay |
| Procedures: | <ul style="list-style-type: none"> ☞ TTW provide students with information on World Religions. PowerPoints are available at http://religions.pppst.com/index.html ☞ TTW explain the project to students. Each student will select a religion from the following: Buddhism, Christianity, Hinduism, Islam, Judaism, Shintoism. ☞ Students will create a brochure that includes the religion's leaders, key beliefs, location, and traditions. Students should also include any ways that empires have spread due to religion. ☞ Students may use notes taken from PowerPoints, refer back to the PowerPoints, or do further research. ☞ Students should start research at WorldBook.com's " The |

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| | <p>History of the World's Major Religions" section. http://www.worldbookonline.com/student/article?id=ar464360&st=religion&sc=4) -This can also be printed out if not enough computers are available.</p> <ul style="list-style-type: none"> ☞ After compiling enough research, students should locate images to be included in their brochure. (If time is an issue, teacher may create folders of images ahead of time.) ☞ Students should organize information into categories: leaders, key beliefs, locations, traditions, effect on empires. ☞ After all research is compiled and organized into sections students can input the information and images to create their brochure. ☞ Upon completion the students will form groups and the brochures will be passed from one group to the next for all to view. ☞ TTW group students in pairs with their original brochure and have them view each other's brochure in more detail to find ways the two religions are alike and different. ☞ Students will write a compare/contrast essay detailing the similarities and differences in the two religions of their brochure and their partner's brochure. ☞ Students who need extra guidance will use the Read Write Think Interactive Compare/Contrast Map http://www.readwritethink.org/files/resources/interactives/comcontrast/map/) ☞ Students will submit completed essays using accounts on Penzu. (www.penzu.com) |
| Materials: | <ul style="list-style-type: none"> ☞ Internet—research and images ☞ Computers with Microsoft Publisher |
| Teacher's Name: | ☞ Richelle Votaw |
| School: | ☞ O.W. Dillon Elementary |