

Unit of Inquiry #1 August 20–October 14	Skills	NCSS Standards	Common Core	Core Knowledge Concepts	Essential Questions	Strategies
<p>What We Are</p> <p>Central Idea: Systems that define our beliefs and values offer explanations about the world around us.</p> <p>Lines of Inquiry (Generalized): • An inquiry into similarities and differences between belief systems (secular and faith-based.)</p> <p>• An inquiry into the different points of view and the impact of spiritual traditions on society.</p> <p>• An inquiry into the impact of spiritual traditions on society.</p> <p>Key Concepts: Faith, Compassion, Perspective</p> <p>Related Concepts: Perspective, commitment, diversity</p> <p>Learning Goals:</p> <p>We hope students will understand how religion brings people together and how it can help people answer big life questions. They should also be aware of how religion could be misused to separate people and cause wars.</p> <p>We hope students will become curious and respectful of all beliefs and religions.</p> <p>We hope students will see how they can still find similarities with others that seem so different from them.</p>	<p>Compare and contrast</p> <p>Connect past with current events</p> <p>Understand how symbols</p> <p>Research and communication skills</p> <p>Story writing</p>	<p>I. Culture and Cultural Diversity</p> <p>II. Time, Continuity, and Change</p> <p>III. People, Places, Environment</p> <p>IV. Individual Development and Identity</p> <p>V. Individuals, Groups, Institutions</p> <p>IX. Global Connections</p>	<p>CCSS.ELA-Literacy.R.1.2 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-Literacy.R.1.3 Describe the central structure (e.g., chronology, comparison, cause-effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-Literacy.R.4.2 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.8.8 Integrate information from two texts in the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-Literacy.W.8.1 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.S.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.S.4.1.6 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and</p>	<p>The spread of Islam and the holy wars</p> <p>Islam (along with a focus on religious of Christianity, Buddhism, Judaism, Sikhism)</p> <p>• Know Muhammad as the last prophet of Islam.</p> <p>• Know Allah as the God of Islam and the Qur'an as the holy book of Islam.</p> <p>• Know the Sacred city of Islam is Meekah and the place of worship for Islam is mosque.</p> <p>• "Five pillars" of Islam</p> <p>Declaration of faith, Prayer (five times daily), fasting toward Meekah, fasting during Ramadan.</p> <p>Only the meek pilgrimage to Meekah.</p> <p>Know that most religions have an idea for God (or no God), holy book or rules to follow, leaders, sacred sites, and places of worship.</p> <p>The first Muslims were Arabs, but today diverse</p>	<p>How can religion bring people together?</p> <p>How can religion separate people?</p> <p>Why is it important to learn about a different religion than your own?</p> <p>What are the similarities and differences between your religion (values or beliefs) and others?</p>	<p>Technology: Students will use websites to find information on a religion of their choice (Christianity, Buddhism, Judaism, Sikhism, Islam). They will create a profile PowerPoint to give information such as name of the god or leaders, name of the holy book, rules, place of worship, holidays, symbols, and any other interesting fact.</p> <p>Primary Sources: Give students the primary source of a speech from Pope Urban II calling people to join the Crusades and a speech from Saladin calling for the reclaiming of Jerusalem. Students will compare and contrast the speeches. What impressions do you get about the Crusades or the fight for Jerusalem? What did each man do to try to persuade the other of Jerusalem religion, fear?</p> <p>Language Arts CC.8.1.1.1-1.2.Writing.W.8.1.2 Students will research a religion (Christianity, Buddhism, Judaism, Sikhism, Islam) and a specific holiday from that religion. Students will write a diary entry detailing what they did on that day. What day is it? Date and holiday? Why is it a holiday? Were there any special clothes, food, celebrations for that day? Did you give a place of worship?</p> <p>Homemade Citizenship: Students will learn about the fight over Jerusalem between Muslims and Jews. As groups, come up with arguments for both sides and a compromise to end the fighting. (Possibly as a U.N. mock debate)</p> <p>Global Education and</p>

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