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| **Class/Subject: World History “A”** | **Day 19: Assessment #3 and Introduction to the Religion Unit** |
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| **Objective(s)**  **SWBAT…prove their mastery of last week’s teachings via an examination. SWBAT develop a schema and framework for the upcoming unit on comparative religion.** | **GLCE/CCS**  **Topic: The aforementioned ones from days 14-18 and**  **Topic *WHG F3:* Growth and Development of World Religions - Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including**   * **spatial representations of that growth** * **interactions with culturally diverse peoples** * **responses to the challenges offered by contact with different faiths** |
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| **Materials:**   * **Assessment #3** * **Opening Questions found on day 19 of the Moodle page** | **Procedure/Activities:**   * **N/H Board** * **Field any questions students have about the assessment** * **Give out assessment #3** * **Project opening questions on screen and place students in groups to answer and discuss them. Then bring it in to a collective discussion** * **Reveal answers and lay down ground rules for upcoming unit due to its inherent controversy (respect, open minds, how I will not reveal any personal beliefs or advocate due to us being a public school). This will serve as our re-cap.** |
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| **Strategies (check all that apply)** | |
| \_\_\_\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_X\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: This will be the third assessment given thus far.** | **Notes:** |