|  |  |
| --- | --- |
| **Class/Subject: World History** | **Day 29: Religious Beliefs of China** |
|  |  |
| **Objective(s)**  **SWBAT…Compare and contrast the three main belief systems in China and evaluate excerpts from each of their sacred texts.** | **HSCE/CCS**  **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** |
|  |  |
| **Materials:**   * **Opening Questions** * **Painting, “The Vinegar Tasters”** * **Reading** | **Procedure/Activities:**   * **News/This Day in History** * **Opening survey questions- students will get into small groups to answer and share out** * **I will project the painting, “The Vinegar Tasters” and students will interpret its meaning** * **I will submit a reading and students will highlight key aspects of it** * **Students will then pair up and answer questions on page 31 of WHFUA unit. This will be a competition to who can score best** * **Re-cap will be a PowerPoint and notes emphasizing key aspects of Chinese religious beliefs** |
|  |  |
| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_X\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations (Vinegar Tasters painting) |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
|  |  |
| **Assessment: This material will be assessed on the world religion examination and students will get a participation grade for their involvement and completion of the activities** | **Notes** |