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| **Class/Subject: World History** | **Day 30: Visions of the Afterlife/Review of Unit** |
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| **Objective(s)**  **SWBAT…Evaluate the significance of the afterlife in the world religions. SWBAT also gain an introduction to humanities via explorations of Dante’s, “Inferno”, Jonathan Edwards, “Sinners in the Hands of an Angry God”.** | **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** |
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| **Materials:**   * **Discussion questions** * **Chrome books** * **Prezi** * **Audio clip of, “Sinners in the Hands of an Angry God”** | **Procedure/Activities:**   * **News/This Day in History** * **Discussion questions** * **Show Prezi on afterlife images in 5 world religions and visual of Dante’s Inferno** * **Students will take Dante’s Inferno test, we’ll pool names into rings on board.** * **Students will read article and write a brief summary** * **Summation lecture and playing of Jonathan Edward’s, “Sinners in the Hands of an Angry God”.** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_X\_\_ Teacher Demo (synopsis) | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations (Prezi) |
| \_\_\_\_ Graphic Organizer (9 levels of hell) | \_\_X\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will receive a participation grade for their work and this material will be assessed on the examination.** | **Notes** |