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| **Class/Subject: World History** | **Day 29: Religious Beliefs of China** |
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| **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**
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| **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**
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| **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) |
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| **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** |