

Unit Map & Lesson Plan Sequence

9-12 Social Studies Course	Unit (Learning Segment)	# of days	Instructor (Clinical Intern)	Dates
World History	Religious Influence & Examination	7	Amanda F. Hay	Fall 2023 (October 10th-14, 17th-18th)
Unit Objectives (“Students will be able to...”)				
-Know- [Content Goal] “Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.” (WH.B.2.1) Religion is a constant influence on the political and social aspects of societies around the world. Establishing a unit where students can understand this is beneficial for knowing why various faiths are still, recognized, practiced, and held in honor today.		-Do- [Skill Goal] “Students must be able to demonstrate their understanding of the effects, values, and beliefs have on national and tribal identities.” (WH.B.2.1 M.O) Due to the patronage and accordance of religious advocates, students need to be able to observe and converse on why their lives are better informed and primed with having a basic acknowledgement of those who practice a religion.		-Understand- [“Big Picture” Conceptual Goal] “Shared values and beliefs along with cultural and social influences often contribute to the development of both dominant and nondominant groups within a society.” (WH.B.2.1 S.W.U) Many great societies/cultures were ruled by the cultivation and authority of religion. Understanding the importance of how people were instructed during these times can help to explain why some cultures still carry certain practices with them in the present. Maintaining an ignorant and uninformed mindset can result in uneducated assumptions as to why certain religions do specific rituals.
Unit Essential Question (UEQ) OR Learning Objective (ULO)	Students will be able to understand and identify different religions and recognize how each individual faith has influenced the concepts of freedom of speech and practice of ideology.			
Overarching Concepts <i>see NC Standards Unpacking Document</i>	● Fundamentalism	● Social Relations	● Religious ‘Syncretism’ & Cultural Diffusion	
NC Standards	Interdisciplinary NC Standards ● WH.B.1.1 ○ WH.B.2.1 ○ WH.C&G.1.2		Inquiry NC Standards ● I.1.3 ● I.1.5 ● I.1.6	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
1 Day	2 Days	1 Day	1.5 Days	1.5 Days
Lesson Essential Question (LEQ) or Learning Objective (LLO)	LEQ / LLO	LEQ / LLO	LEQ/ LLO	LEQ/ LLO

Why do people participate in and engage with religion?	What factors dictate a religion? (People, artifacts, practices, etc.)	What are the acknowledgements and specifications of religion?	For cultures that exercise religion, what makes up their main belief?	How have religious denominations impacted other groups around the world/throughout history?
Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary
1. Afterlife 2. Righteous 3. Temptation 4. Revival 5. Prejudice 6. Crusade	1. Prophets 2. Ceremonies 3. Beliefs 4. Deities	1. Agnosticism 2. Nontheistic 3. Atheism 4. Exclusivist	1. Polytheism 2. Monotheism 3. Pagan	1. Orthodox 2. Gnosticism 3. Confucianism 4. Western Wall
History Content: Key People / Places / Events / Terms	Key People /Places / Events /Terms	Key People /Places / Events / Terms	Key People /Places / Events / Terms	Key People / Places / Events / Terms
1. Baltic Crusades 2. Raymond of Saint-Gilles 3. Vatican City 4. Mecca	1. Buddha 2. Muhammad 3. Eid-UI-Adha 4. Jesus 5. Confucius 6. Diwali	1. The Thirty Years' War 2. Aristotle 3. Spanish Inquisition 4. Nasadiya Sukta 5. Great Schism	1. Reformation 2. 95 Theses 3. Book of Common Prayer 4. Enlightenment 5. Martin Luther 6. Act of Toleration	1. Jerusalem 2. Dome of the Rock 3. Kaaba 4. Orthodox Judaism 5. Haiyun Taoist Temple
Unit Assessment	Students, in groups of 2-3, will create a world map (digital/physical) identifying the origins of various religions (i.e. Buddhism, Christianity, Islam, Judaism, Hinduism etc.) and show the progression of their influence across time (Visual bullet points/arrows). Each set of students will also be required to provide a short description of several, if not all, religions mentioned on the map. Through visualizing and explaining how denominations have shifted through time, students will be able to demonstrate and understand why some cultures/countries operate in accordance to their scriptures and tradition.			