Grade 6 Social Studies Unit 10 Exemplar Lesson 02: Cultural Traditions

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

This lesson provides students with an overview of three monotheistic religions that emerged in the region.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g., sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

| 6.16 | Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: |
| 6.16B | Compare characteristics of institutions in various contemporary societies. |
| 6.19 | Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to: |
| 6.19A | Explain the relationship among religious ideas, philosophical ideas, and cultures. |
| 6.19B | Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies. |

Social Studies Skills TEKS

| 6.21 | Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: |
| 6.21B | Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. |
| 6.22 | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: |
| 6.22D | Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research. |

GETTING READY FOR INSTRUCTION

Performance Indicators
Grade 6 Social Studies Unit 10 PI 02

Create a Venn diagram comparing two religions of the region (Judaism, Christianity, Islam), illustrating the following points:

1. Notable prophets and patriarchs;
2. Days and places of worship;
3. Sacred texts;

Standard(s): 6.16B, 6.19B, 6.21B, 6.22D

ELPS ELPS.c.1C

Key Understandings

- Religious traditions and institutions play a strong role in the development of culture and shape how a society functions.

What are the similarities and differences between religions of the region?

Vocabulary of Instruction

- patriarch
- philosophy
- sacred text
- Christianity
- Judaism
- Islam
- Christmas
- Easter
- Hajj
- Ramadan
- Yom Kippur
- Rosh Hashanah

Materials

- butcher paper,
- pencil colors and markers

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Handout: KWL Chart (1 per student)
- Handout: Religions in North Africa and Southwest Asia (1 per student)
- Handout: Religions in North Africa and Southwest Asia KEY

Resources

- State adopted, district approved textbook

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

Background Information

Students learn about the three major religions that began in the region of North Africa and Southwest Asia: Judaism, Christianity, and Islam. These religions are linked by their roots (monotheistic religion) and the region in which they developed but differ in various ways such as their prophets, days and places of worship, holy scriptures and notable holidays. Today, the three major religions are practiced around the world.
Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

**INSTRUCTIONAL PROCEDURES**

**ENGAGE – KWL**

1. Write the following on the board:
   - Judaism
   - Christianity
   - Islam

2. Distribute Handout: KWL Chart (1 per student). Students write what they know about these religions. At the end of the lesson, students revisit the KWL Chart and fill in the last column based on what they learned about each religion.

3. It is important to explain to students that this unit is based upon the standards, and learning about these religions is required by the TEKS. Teachers should encourage students to remain respectful as various perspectives are expressed.

**EXPLORE – Research**

1. Group students into three.

2. Distribute to each student the Handout: Religions in North Africa and Southwest Asia (1 per student).

3. Each group member reads and researches one of the three religions using their textbook and other district approved resources/websites.

4. Students record their findings on the Handout: Religions in North Africa and Southwest Asia (1 per student).

**EXPLAIN – Share – Out – Record**

1. Handout: KWL Chart (1 per student)

   **Purpose:**
   - This activity serves as a pre-assessment and aligns to TEKS 6.19A and 6.19B.

   **TEKS:** 6.16B

   **Instructional Note:**
   - The curriculum in this CSCOPE unit is based upon the Texas Essential Knowledge and Skills (TEKS), which are the teaching standards required under the provisions of the Texas Education Code. During the course of instruction, students may voice diverse viewpoints regarding various religions. Educators are encouraged to consult with district administration to determine how they should best address these varying perspectives so that all viewpoints are respected and district expectations are met.

   **Misconceptions**
   - Students may have a negative opinion of Islam and not be aware that it derives from the same tradition as Judaism and Christianity and shares a number of characteristics with both faiths.

   **TEKS:** 6.16B; 6.19B
1. Each group member explains their findings based on the religion they researched while the other two group members record notes on their Handout: Religions in North Africa and Southwest Asia (1 per student).

2. Repeat the process so that all three members explain their findings and record the notes on the handout.

3. Groups transfer their information onto butcher paper or chart paper.

4. Each group posts their matrix on the board or wall.

5. Groups rotate from one matrix to another and compare their findings to other groups’ findings.

6. After all groups visit each group’s matrix, each group discusses their own matrix and may add or delete information on their individual handouts (add clarifying or additional information).

Materials:
- butcher paper,
- pencil colors and markers
- Handout: Religions in North Africa and Southwest Asia (1 per student)

Purpose:
- Students explain what they have learned to the other group members.

Misconceptions
- Students may not be aware that Sunni and Shi’a are not ethnic terms.
- Students may associate the region with violence, terrorism, and war.

TEKS: 6.16B; 6.19A, 6.19B; 6.21B; 6.22D

Suggested Day 2 (continued) – 20 minutes

ELABORATE – Compare and Contrast

1. Facilitate a discussion by asking the following exit card question:
   - What are the similarities and differences between religions of the region?

2. After the discussion, each student answers the question on an exit card to conclude the day’s lesson.

3. Students revisit their KWL Chart and fill in the last column.

Purpose:
- This activity helps students review and prepare for the performance indicator.

TEKS: 6.16B; 6.19A, 6.19B; 6.21B; 6.22D

Suggested Day 3 – 50 minutes

EVALUATE

Grade 06 Social Studies Unit 10 PI 02
Create a Venn diagram comparing two religions of the region (Judaism, Christianity, Islam), illustrating the following points:

1. Notable prophets and patriarchs;
2. Days and places of worship;
3. Sacred texts;

Standard(s): 6.16B, 6.19B, 6.21B, 6.22D

ELPS: ELPS.c.1C

TEKS: 6.16B, 6.19B, 6.21B, 6.22D
## KWL Chart

<table>
<thead>
<tr>
<th>What Do I Know?</th>
<th>What Do I Want to Know?</th>
<th>What Have I Learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaism</td>
<td>Judaism</td>
<td>Judaism</td>
</tr>
<tr>
<td>Christianity</td>
<td>Christianity</td>
<td>Christianity</td>
</tr>
<tr>
<td>Islam</td>
<td>Islam</td>
<td>Islam</td>
</tr>
</tbody>
</table>
# Religions in North Africa and Southwest Asia

**Directions:** Complete the table describing these religions. Record only data for which you have textual evidence.

<table>
<thead>
<tr>
<th></th>
<th>Holidays/Religious Observances</th>
<th>Rituals</th>
<th>Important People in Religion</th>
<th>Holy Book or Sacred Text</th>
<th>Basic Beliefs and Ideas</th>
<th>Important Historical Events</th>
<th>Major Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaism</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Christianity</td>
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</tr>
<tr>
<td>Islam</td>
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</tr>
<tr>
<td>Religions in North Africa and Southwest Asia</td>
<td>Holidays/Religious Observances</td>
<td>Important People in Religion</td>
<td>Holy Book or Text</td>
<td>Basic Beliefs and Ideas</td>
<td>Important Historical Events</td>
<td>Major Groups</td>
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<td></td>
</tr>
<tr>
<td>Judaism</td>
<td>Yom Kippur, Rosh Hashanah</td>
<td>Moses, Abraham</td>
<td>Torah</td>
<td>Belief in one God, 10 Commandments</td>
<td>Answers will vary based on resources</td>
<td>Orthodox, Reformed, Conservative</td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td>Christmas, Easter</td>
<td>Jesus, Paul</td>
<td>Bible – Old and New Testament</td>
<td>Belief in one God, Jesus is the Messiah</td>
<td>Answers will vary based on resources</td>
<td>Protestant, Catholic, Orthodox</td>
<td></td>
</tr>
<tr>
<td>Islam</td>
<td>Ramadan, Hajj</td>
<td>Muhammad</td>
<td>Qur’an</td>
<td>The Five Pillars of Islam (belief in one God and that Muhammad is God’s prophet)</td>
<td>Answers will vary based on resources</td>
<td>Sunni, Shi’a</td>
<td></td>
</tr>
</tbody>
</table>