



# Humanities - Unit 2 - Religions

## Unit Focus

Throughout this unit, students will learn about the core tenets of various religions to evaluate the common ground many religions share. Students will first encounter Christianity and Islam, where they will understand the basis of these religions before moving on to their analysis of paired literary texts. Additionally, students will evaluate religious artworks and music to support their understanding of the main tenets of the religion. Next, students will begin to explore Buddhism and Hinduism in the same light. Finally, students will consider the similarities across these religions.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 11-12<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RL.11-12.1)</li><li>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.11-12.2)</li><li>Reading: Informational Text<ul style="list-style-type: none"><li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RI.11-12.1)</li><li>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-LITERACY.RI.11-12.2)</li><li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.11-12.1)</li><li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-LITERACY.W.11-12.1.B)</li></ul></li><li>Writing</li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. <b>T2</b> Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. <b>T3</b> Research and identify credible resources to expand knowledge and understanding of a topic or issue. <b>T4</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose. <b>T5</b> Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue. <b>T6</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Readers and historians search for answers about the human condition through various texts. <b>U2</b> The many nuances in the major religions often express elements of culture. <b>U3</b> Readers and historians look to historical events to understand religion. <b>U4</b> Religious beliefs and practices influence a culture/society's literature and art.	<i>Students will keep considering...</i> <b>Q1</b> What does it mean to be human? <b>Q2</b> How does religion inspire cultural expression? <b>Q3</b> How does studying world religions provide a deeper understanding of humans? <b>Q4</b> What can we learn about religion/religious beliefs by examining artwork and literature?

## Stage 1: Desired Results - Key Understandings

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) (*CCSS.ELA-LITERACY.W.11-12.4*)
  - *History/Social Studies: 11-12*
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (*CCSS.ELA-LITERACY.RH.11-12.1*)
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (*CCSS.ELA-LITERACY.RH.11-12.2*)
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (*CCSS.ELA-LITERACY.RH.11-12.3*)
- Integration of Knowledge and Ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (*CCSS.ELA-LITERACY.RH.11-12.7*)
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (*CCSS.ELA-LITERACY.RH.11-12.9*)
- Range of Reading and Level of Text Complexity
- By the end of grade 12, read and comprehend history/social studies texts in the grades 11– CCR text complexity band independently and proficiently. (*CCSS.ELA-LITERACY.RH.11-12.10*)
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (*CCSS.ELA-LITERACY.WHST.11-12.2*)
- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (*CCSS.ELA-LITERACY.WHST.11-12.2A*)
- Research to Build and Present Knowledge
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (*CCSS.ELA-LITERACY.WHST.11-12.7*)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

**K1** The nuances among the core tenets of major world religions.

**K2** The definitions of various elements of art, such as: lines, shape/form, color, value, texture, and space/perspective.

**K3** Principles of art, such as: pattern, rhythm/movement, proportion/scale, balance, unity, and emphasis.

**K4** Historical context is necessary to deeply understand the nuances of religion.

#### Skill(s)

*Students will be skilled at...*

**S1** Analyze and evaluate the differences between the major religions.

**S2** Using the elements and principles of art to analyze the artist's choices and impact.

**S3** Recognizing an artist's choices of elements and principles to convey their message.

**S4** Researching, analyzing, and applying elements of historical context.

## Stage 1: Desired Results - Key Understandings

limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (*CCSS.ELA-LITERACY.WHST.11-12.8*)

- Draw evidence from informational texts to support analysis, reflection, and research. (*CCSS.ELA-LITERACY.WHST.11-12.9*)

### **Madison Public Schools Profile of a Graduate**

- Product Creation: Effectively use a medium to communicate important information. (*POG.3.2*)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (*POG.5.2*)