

## How and why have the major world religions spread from their places of origin?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• 6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:             <ul style="list-style-type: none"> <li>○ conducting historical research</li> <li>○ evaluating a broad variety of primary and secondary sources</li> <li>○ comparing and contrasting varied points of view</li> <li>○ determining the meaning of words and phrases from historical texts</li> <li>○ using technology to research, produce, or publish a written product</li> </ul> </li> <li>• 6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</li> <li>• 6.1.3 Analyze information in primary and secondary sources to address document-based questions</li> <li>• 6.1.4 Identify and compare measurements of time in order to understand historical chronology</li> <li>• 6.2.6 Analyze the origin and spread of major world religions as they developed throughout history</li> </ul>
<b>Claims</b>	<p>This instructional task asks students to explain the impact that religion had on cultural diffusion in the Eastern Hemisphere. It contains a set of authentic source documents. Students engage with the sources to build their understanding of the content and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas by corroborating sources and evaluating evidence.</p>
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> <li>• Can students analyze the origin and spread of major world religions as they developed throughout history? (6.2.6)</li> </ul>

<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
Where did the five major world religions originate?	What are the similarities and differences between Judaism and Christianity?	How did the location of Mecca contribute to the spread of Islam?	How did Buddhism spread so rapidly across Asia?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Students will view a video on the five major world religions to examine the origins and how each spread through the world.	Students will read and analyze documents and compare and contrast Judaism and Christianity.	Students will examine an Arabian trade map to determine the role Mecca played in the spread of Islam.	Students will examine an interactive map to examine the spread of Buddhism and Hinduism.
<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>
<b>Source A:</b> <a href="#">How Religion Spread</a> , Business Insider	<b>Source B:</b> <a href="#">Three Religions, One God</a> , PBS	<b>Source C:</b> <a href="#">The Arabian Route</a> , The British Museum	<b>Source D:</b> <a href="#">The Spread of Hinduism and Buddhism</a> , Eduplace

<b>Summative Performance Task</b>	<p>Using the sources and your knowledge of the five major world religions, write an essay that examines how and why have the major world religions spread from their places of origins.</p>
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## Formative Performance Task 1

<b>Supporting Question</b>	Where did the major world religions originate?
<b>Formative Performance Task</b>	Students will view a video on the five major world religions to examine the origins and how each spread through the world.
<b>Featured Source</b>	<b>Source A:</b> <a href="#">How Religion Spread</a> , Business Insider
<b>Content and Claims</b>	This formative performance task requires students to analyze the origins of world religions. (6.2.6)

### Featured Source

**Source A:** [How Religion Spread](#), Business Insider

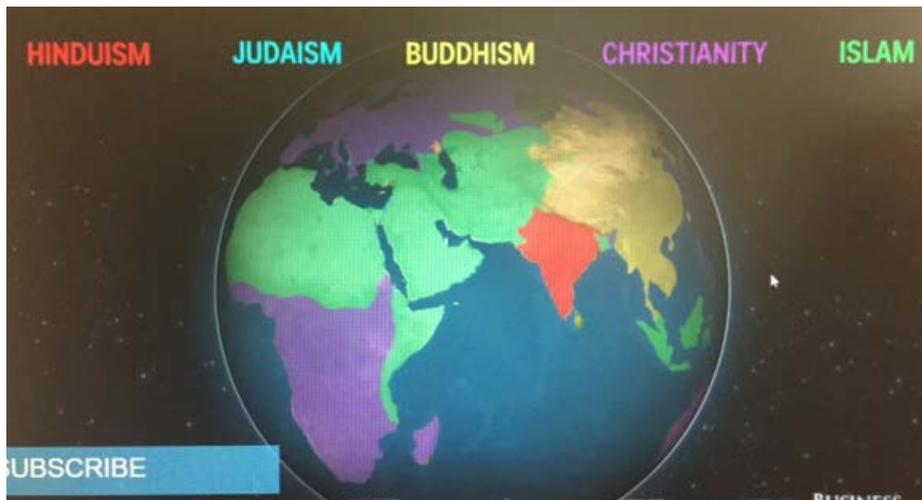
### Steps

1. Provide students with access to Source A.
2. Provide students with a copy of a [blank map](#).
3. Allow students to use atlases, a classroom textbook, or online resources, such as [World Atlas](#) or [Maps of World](#), to fill in the map. To complete their map, have students view the video.
  - Label important geographical features of the region.
  - Label the continents.
  - Color code and label the origins of each religion based on the video.
  - Provide a legend.
4. Conduct a class discussion on what the students learned from the video. Possible guiding questions include:
  - What are major landforms/ geographical features of this region?
  - How do you think the geography of the area helped to spread religion?
  - Were there any geographical barriers?
5. Have students watch the video again. As they view the video, instruct them to take notes on the important events highlighted in the video.
6. Ask students to create a timeline of events, which details the origins and spread of various religions.

### Student Look-Fors

1. Students should be able to color code and label their map according to the video, using an atlas, textbook or another source. Below is an example of how a completed map might look.
  - Before the Common Era:
    - Label Hinduism in India/ Indus Valley (red)
    - Label Ur and Canaan
    - Hinduism spreads across Asia into China

- Buddha is born in Lumbini (label on map), and Buddhism overspreads India (orange)
- The Common Era
  - Jesus is crucified – (blue)
  - Christianity spreads across Europe (purple)
  - Muhammad is born in Mecca – start of Islam (green)
  - Islam spreads across Africa and Asia and is the dominant religion by 1000 C.E.
  - Christianity is dominant in Europe
  - Age of Discovery spreads Christianity to the New World and Africa
  - Israel established- label on map



- Major landforms and geographical features may include the continents of Asia, Africa, Europe, North and South America, Pacific Ocean, Atlantic Ocean, Nile, Indus, Yellow River, Tigris, Euphrates, Himalayan Mountains, Mediterranean Sea, Red Sea, Arabian Sea.

## Formative Performance Task 2

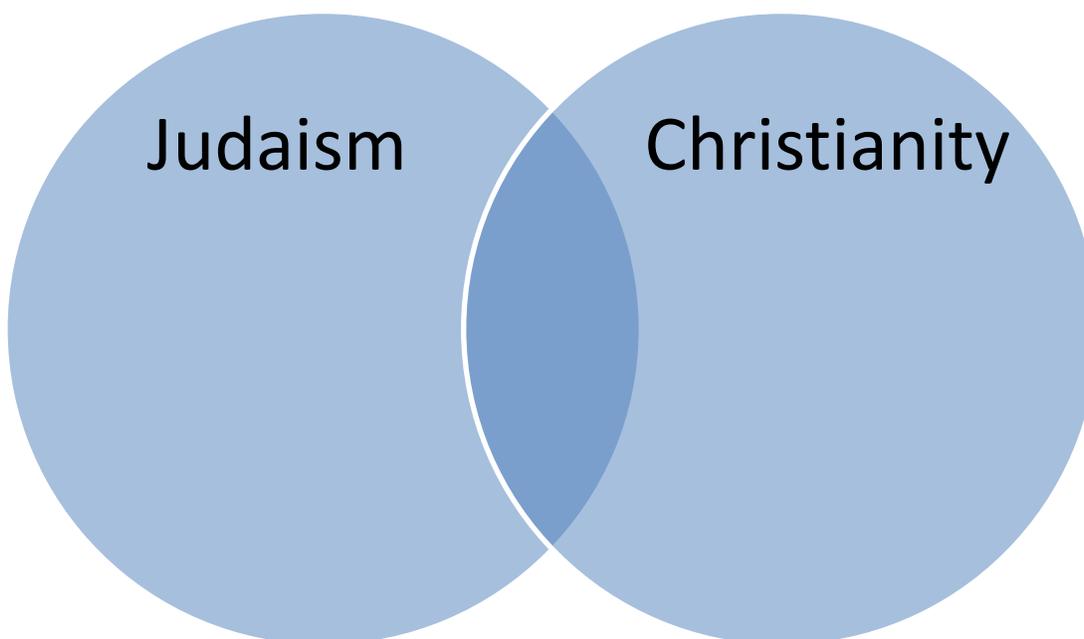
<b>Supporting Question</b>	What are the similarities and differences between Judaism and Christianity?
<b>Formative Performance Task</b>	Students will read and analyze documents and compare and contrast Judaism and Christianity.
<b>Featured Source</b>	<b>Source B:</b> <a href="#">Three Religions, One God</a> , PBS
<b>Content and Claims</b>	In this formative performance task, students will compare and contrast two major world religions (Judaism and Christianity). 6.1.4

### Featured Source

**Source B:** [Three Religions, One God](#), PBS

### Steps

1. Provide students with access to Source B.
2. Ask students to read the sections on Judaism and Christianity to build background knowledge.
3. Ask students to click on first link that defines *monotheism*.
4. Have students complete a Venn Diagram comparing and contrasting Judaism and Christianity.



5. Engage students in a class discussion about their comparisons of the two religions.

## Student Look-Fors

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1. Students should be able to define monotheism as a belief in only one God.
2. Students should note similarities in both Christianity and Judaism. Both Christianity and Judaism are considered to be Abrahamic because they recognize their leader as Abraham. Both religions were persecuted for their beliefs. Judaism came before Christianity, and Christianity started as an offshoot of Judaism in the first century C.E.
3. Students should list the following differences between Judaism and Christianity.
  - Judaism
    - Judaism is the oldest surviving monotheistic religion.
    - Began in the eastern Mediterranean in the second millennium B.C.E.
    - Abraham is considered to be the first Jew.
    - In 73 C.E., the Roman Empire dispersed the Jews after an insurrection against Roman authority.
    - Most Jews then lived in [Diaspora](#) as minorities in their communities, until the founding of the state of Israel in 1948.
    - When Jews from all over the world came to settle in modern Israel, they found that various subcultures had developed in different areas with distinctive histories, languages, religious practices, customs, and cuisine.
  - Christianity
    - Christianity started as an offshoot of Judaism in the first century C.E.
    - The emperor Constantine converted to Christianity in 324 C.E.
    - Early Christian communities were often persecuted.
    - The Roman Empire became the Holy Roman Empire.
    - The development of Christian groups derived from major and minor splits.
    - The Orthodox Church and its patriarch split away from the Roman Catholic Church and the Pope in 1054 C.E. because of political and doctrinal differences.
    - In the 16th century, Martin Luther, upset at the corruption of the Catholic papacy, spearheaded a reformation movement that led to the development of Protestantism.
    - Christian missionaries proselytize all over the world, and there are large populations of Christians on every continent on Earth, although the forms of Christianity practiced vary.

## Formative Performance Task 3

<b>Supporting Question</b>	How did the location of Mecca contribute to the spread of Islam?
<b>Formative Performance Task</b>	Students will examine an Arabian trade map to determine the role Mecca played in the spread of Islam.
<b>Featured Source</b>	<b>Source C :</b> <a href="#">The Arabian Route</a> , The British Museum
<b>Content and Claims</b>	In this formative performance task, students will analyze information in primary and secondary sources to address source-based questions. 6.1.3

### Featured Source

**Source C:** [The Arabian Route](#), The British Museum

### Steps

1. Provide students with access to the map in Source C.
2. Instruct students to work in pairs to examine the map and then write their answers to the following questions.
  - To what city do all of the routes lead?
  - What are the major cities from which each of the routes originated?
  - Why are so many routes on the map?
  - How long was the road from Kufa to Mecca?
  - For whom were these routes created?
  - Other than a route for the pilgrims traveling to Mecca, what other type of route was this?
3. Students then will write a paragraph summary on how Mecca, being both a center of trade and a religious site, contributed to the spread of Islam.
4. Generate a class discussion using students' summaries.

### Student Look-Fors

1. Students should be able to answer the questions:
  - All of the routes lead to Mecca, the holy city for Muslims. Baghdad, Kufa, Basra, Cairo, Damascus are all cities from which the routes originate. There are many routes on the map because there were many Muslims who traveled from all over to Mecca. The road from Kufa to Mecca was 900 miles. These routes were created for pilgrims traveling to Mecca.
  - Pilgrims who traveled along the routes, also spread their religion through merchants on the trade routes.

## Formative Performance Task 4

<b>Supporting Question</b>	How did Buddhism spread so rapidly across Asia?
<b>Formative Performance Task</b>	Students will examine an interactive map to examine the spread of Buddhism and Hinduism.
<b>Featured Sources</b>	<b>Source D:</b> <a href="#">The Spread of Hinduism and Buddhism</a> , Eduplace
<b>Content and Claims</b>	In this formative performance task, students will construct and interpret a parallel timeline of key events in the ancient world. 6.1.2

### Featured Sources

**Source D:** [The Spread of Hinduism and Buddhism](#), Eduplace

### Steps

1. Provide students with access Source D.
2. Instruct students in pairs to read the paragraph “Learn More about It” and write answers to the following questions.
  - Who founded the Buddhist tradition?
  - How did Buddhism spread across Asia?
3. With their partners, have students examine the map. Direct them to click on the red arrow and answer the questions.
  - Which had a larger area of core influence in 500 B.C., Hinduism or Buddhism?
  - When did Buddhist influences reach Central Asia?
  - How many years were there between the arrival of Buddhist influence in Sri Lanka and in Japan?
4. Instruct students to add at least 5 major events using the arrows from the map to their timeline from Formative Task 1.

### Student Look-Fors

1. Buddha, Siddhartha Gautama, started the Buddhist religion. He was a teacher and a traveler that spread his message and influenced others and acquired many followers who carried on the practice of traveling and teaching after his death, carrying Buddhism throughout much of Asia.
2. Hinduism had a larger area of influence. Buddhists influences reached Asia around 100 A.D and there were about 700 years between the arrival of Buddhist influence in Sri Lanka and Japan.
3. Students should include in their timeline the following information:
  - 400 A.D. – 200 B.C. - Buddhism spread throughout India
  - 1<sup>st</sup> Century A.D. - Buddhism spreads north to central Asia and into China, then southeast to Burma

- 200's A.D. - Buddhism spreads to Southern Asia via the Bay of Bengal
- 300's A.D. - Buddhism spreads into Korea
- 500's A.D. - Buddhism spreads into Japan

## Summative Performance Task

<b>Compelling Question</b>	How did the spread of religion impact cultural diffusion in the Eastern Hemisphere?
<b>Summative Performance Task</b>	Using the sources and your knowledge of the five major world religions, write an essay that examines how and why the major world religions spread from their places of origins.

### Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how the five major religions spread from their places of origin. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

### Student Prompt

Using the sources and your knowledge of the five major world religions, write an essay that explains how and why the major world religions spread from their places of origins.

### Student Look-Fors

1. Scoring Notes:
  - a. Student responses should reflect an understanding of how and why religion spread from their places of origin.
  - b. The student supports their writing using information gained from sources
2. A strong response:
  - a. References documents appropriately
    - Students should highlight events from the video about each major religion. (Source A)
      - Hinduism begins and spreads across India
      - With the birth of Buddha, Buddhism begins to overspread Hinduism
      - Christianity begins to spread after the death of Christ
      - Muhammad is born and Islam spread rapidly, while Buddhism and Christianity are still spreading
      - Islam further expands into Africa
      - Christianity spreads to the New World and Southern Africa
      - Majority of world religion now are Christianity and Islam
    - Students should explain the differences between Judaism and Christianity and how each religion spread. (Source B)
      - The Roman Empire dispersed the Jews after an insurrection against Roman authority.
      - Most Jews then lived in Diaspora, as minorities in their communities, until the founding of the state of Israel in 1948.

- When Jews from all over the world came to settle in modern Israel, they found that various subcultures had developed in different areas with distinctive histories, languages, religious practices, customs, and cuisine
  - Students should recognize that all of the routes lead to Mecca, the holy city for Muslims. Baghdad, Kufa, Basra, Cairo, Damascus are all cities from which the routes originate. There are so many routes on the map because there were many Muslims who traveled from all over to Mecca. The road from Kufa to Mecca was 900 miles. These routes were created for pilgrims traveling to Mecca. (Source C)
  - Students should understand that Buddha started the Buddhist religion and was a teacher and a traveler who spread his message that influenced others. He had many followers who carried on the practice of traveling and teaching after his death, carrying Buddhism throughout much of Asia. Buddhism did not spread until the first century. Before that Hinduism had a larger influence. (Source D)
- b. Applies the provided evidence as well as additional information about the origin and spread of the major world religions.
- Background information on the 5 major world religions
  - Geography of the Eastern Hemisphere