Day 6: Religion

**Standard**: 6th Grade Social Studies

**Strand**: History

**Topic**: Early Civilizations

**Content** **Statement**: 2 – Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Craft and Structure

**Content** **Statement**: 6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Objectives**

Students will be able to explain the role of families in religion of ancient China.

Students will be able to explain how philosophies and religions were introduced in China.

**Intro**

Class begins with some selections from the book *Confucius: The Golden Rule*. Choose a selection that is appropriate for time. Students can follow along and then have a discussion about some of the ideas and principles they heard from the text. Open this to a discussion about Buddhism, Toaism, and ancestor worship to help students get some background knowledge about religions in ancient China. Students can jot notes down in their learning logs.

**Lesson Activities**

The rest of class will be time for students to conduct further research using the provided links (or printed versions) or going further on their own. They can work on how they will represent their information in their final project during this time, too. This will also be time to meet with students from the previous day’s lesson who didn’t understand the government/social structures lesson, as evidenced by their learning log entries.

**Closure**

Students will go to their learning logs and summarize some major themes from the religions they studied. This can be monitored as an informal assessment to see how students are understanding the concepts.

**Annotated Bibliography**

**Ancienct Chinese religion. (n.d.). Kidipede. Retrieved on August 1, 2013 from:** [**http://globerove.com/china/ancient-china-religion/2377**](http://globerove.com/china/ancient-china-religion/2377)

This site explains the multiple gods worshiped by the ancient Chinese, the supreme being Shang-Ti, the use of oracle bones, and philosophies that were introduced through history.

**Freedman, R. (2002). *Confucius: The golden rule*. New York, NY: Scholastic Press.**

This picture book goes through history of Confucius as well as many parts of his philosophy.

**Globerover. (March 29, 2010). Ancient China Religion. Retrieved August 1, 2013 from:** [**http://globerove.com/china/ancient-china-religion/2377**](http://globerove.com/china/ancient-china-religion/2377)

This site explains about ancestor worship, Taoism, Confucianism, and Buddhism. It also goes into the supreme being and what his role is.

**Religion. (n.d.). Ancient China. Retrieved on August 1, 2013 from:** [**http://www.ducksters.com/history/china/religion.php**](http://www.ducksters.com/history/china/religion.php)

This site goes through Taoism, Confucianism, and Buddhism. It explains some of the philosophy as well as the history.