World Religions: Beliefs, Issues and Religious Tradition:

HRT3M
Grade 11

University/College Preparation

Unit 4: Religions of South Asian Origins

Authors: Cindy Watson and Heather Walters

Date of Completion: July 27, 2005
SUMMATIVE ASSESSMENT PLAN (SAP)

COURSE TITLE: World Religions: Beliefs, Issues, and Religious Traditions, HRT3M

GRADE: Grade 11

DESTINATION: University/College Preparation

Unit 4: Religions of South Asian Origins

ENDURING UNDERSTANDINGS

1. By the end of this unit students will understand the historical development and polytheistic origins of the major religions of South Asia, and be able to identify common ground and key distinctions in these belief systems. They should also understand how the key concepts in each religion might look in application to themselves or within modern Canadian society.

2. By the end of this unit students will have explored the influence of key religious figures in South Asian religions, and their significance for the broader global context.

3. By the end of this unit students will be able to critically discuss the links between the historical development of systems of belief and the civilizations with which they are inextricably linked.

4. By the end of this unit students will be better able to identify issues related to religious pluralism, and critically discuss the role of religion in ongoing regional conflicts.

5. By the end of this unit students will have had further opportunity to practice critical analysis, research skills, communication and collaboration, and application of knowledge and theory to contemporary society.
<table>
<thead>
<tr>
<th>Section of the Unit &amp; Title</th>
<th>Name/title of task</th>
<th>Brief description of task</th>
<th>Enduring Understanding Being Addressed</th>
<th>Types of Formative Assessments or Scaffolding Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinduism</td>
<td><strong>Dharma statement</strong></td>
<td>Students receive different dharma statements, and must apply the statement to specific issues they might encounter in their daily lives. They must then reflect on ease/difficulty of task.</td>
<td>1</td>
<td>They have the practice in this type of task from earlier units, and should be able to do this with minimal classroom support.</td>
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<tr>
<td>Hinduism</td>
<td><strong>Text</strong></td>
<td>A test will help students to consolidate understanding of key concepts, as this is critical to seeing how these concepts shape future religions of the region.</td>
<td>1 &amp; 3</td>
<td>Work with the concepts in class, videos and classroom readings, and prior practice with tests asking for key concepts and significance.</td>
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<tr>
<td>Buddhism</td>
<td><strong>Buddha Images</strong></td>
<td>Students will collect three different images of Buddha, and write a description of what aspects of Buddhism are particularly represented in each image.</td>
<td>1 &amp; 2</td>
<td>Classroom notes and discussion of Siddhartha Gautama--his life and teachings. Prior work on key figures and symbols and their role in religion.</td>
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<td>Buddhism</td>
<td><strong>No-self</strong></td>
<td>Students will bring photos of themselves at different stages in their lives, and write a half-page reflection on how the concept of no-self in Buddhism relates to their own perception of themselves over time.</td>
<td>1</td>
<td>Prior practice in this type of application, and teacher modeling of pictures and reflection related to philosophic concept of the Bundle Theory of Self.</td>
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<tr>
<td>Buddhism</td>
<td><strong>Hinduism &amp; Buddhism</strong></td>
<td>Students will develop a chart to identify common features and beliefs in the two religions, and the key distinctions or points of potential difficulty if the two religions must coexist.</td>
<td>3, 4, 5</td>
<td>Students have done this type of compare/contrast exercise with the Abrahamics, and have their key features organizers to provide a framework for comparison. They will be asked to review their prior task feedback before proceeding. The teacher may note key features of particular significance in these religions to get people started.</td>
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<tr>
<td>Jainism</td>
<td><strong>Business Activity</strong></td>
<td>Students will work in pairs or threes to develop a Business plan that meets with the Jain ethical demands, do a write up of their plan, and present it in class for critique. They can then make suggested changes if they wish before handing the plan in.</td>
<td>1, 4, 5</td>
<td>An example is given with the assignment handout, and a discussion of how difficult this would be without the presence of people of other religions due to the very strict proscriptions on activity that are part of Jainism is an important starting point.</td>
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<td>Section of the Unit &amp; Title</td>
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<tr>
<td>Sikhism</td>
<td>Group Presentations</td>
<td>Students will work in small groups to research and present to the class key aspects and figures in Sikhism.</td>
<td>1, 2, 3, 4, 5</td>
<td>A library research day</td>
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<td>Classroom work periods</td>
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<tr>
<td><strong>Culminating Activity</strong></td>
<td>UN South Asian Peace Conference</td>
<td>Students will take various roles and enact a full peace conference with opening remarks, submissions, special envoys, and reporters. There will be written submissions, recommendations, and full reportage.</td>
<td>1, 2, 3, 4, 5</td>
<td>One planning and research day earlier in the unit</td>
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<td>Review of UN, a reminder of Grade 10 History study of UN</td>
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<td>The students have had a chance to present and do role play in prior aspects of the course.</td>
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**Unit Overview**

**Unit 4: Religions of South Asian Origin**

This is unit 4 in the World Religions course. We have completed an introductory unit in which we learned course terminology, theories about the importance and development of religions, and definitions of religion & spirituality that set up the course work. The second unit was on Primal Religions, with a key features organizer that provides a basic organizational framework for the course. The third unit starts with Zoroastrianism into the Abrahamics (the Middle Eastern monotheistic religions). We're now ready for South Asia, then we'll move east to look at the Confucius, Tao, and Buddhist religions of East Asia, with some examination of Shinto and Zen if time permits.

The unit provides important historical and religious developments, with key figures, lots of opportunities for comparison & critical analysis, and modern global & Canadian issues. It fits well within the overall framework, and students develop key skills required by course completion.
## Instructional Organizer
### World Religions, Unit 4
#### South Asian Religions
*(See Also Instructional Organizer in Calendar Format)*

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Theme</th>
<th>Key Teaching/ Learning Strategies</th>
<th>Key Resources</th>
<th>Assessment Strategies</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 (South Asian Introduction)</td>
<td>Civilization &amp; Religion in South Asia</td>
<td>Video View with worksheet and pre &amp; post guided questions</td>
<td>Video Worksheet</td>
<td>Formative</td>
<td>50 min</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Many Rivers, All One Ocean</td>
<td>-video clip view -brainstorm -key concepts board notes &amp; discussion</td>
<td>Gandhi video Key concepts notes</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 3</td>
<td>Human Destiny</td>
<td>-analogy exercise -applying reincarnation to ourselves</td>
<td>&quot;Tell Me More About Self&quot; handout</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 4</td>
<td>Dharma</td>
<td>-review dharma -applying dharma statements to our lives worksheet</td>
<td>-Dharma Statements -Reflection Question Sheet</td>
<td>Summative with some peer feedback</td>
<td>50 min</td>
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<tr>
<td>Lesson 5</td>
<td>Hindu Society</td>
<td>-video clip view -teach &amp; board notes -guided questions -reading &amp; questions with review</td>
<td>Gandhi video Notes &amp; questions Reading &amp; questions handout</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 6</td>
<td>Stages &amp; Goals</td>
<td>-visualization of life plan -teach &amp; board notes on goals &amp; life stages -application with character sketches</td>
<td>notes</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 7</td>
<td>Three Paths of Salvation</td>
<td>-organizer on board -guided questions -&quot;The Dance of Love&quot; activity</td>
<td>&quot;The Dance of Love&quot; handout</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 8</td>
<td>Hinduism in Practice</td>
<td>-graphic organizer -daily devotions visuals &amp; notes -modern issues guided questions</td>
<td>Organizer handout Colour overheads</td>
<td>Formative</td>
<td>50 min</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Review</td>
<td>-organizer for review -key concepts crossword puzzle</td>
<td>Organizer copies Crosswords</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 10</td>
<td>Hinduism Test</td>
<td>-test with identifying significance, application, and essay question</td>
<td>Tests</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lessons</td>
<td>Theme</td>
<td>Key Teaching/ Learning Strategies</td>
<td>Key Resources</td>
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<td>Class Time</td>
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<td>Lesson 11</td>
<td>Gautama: Visionary &amp; Reformer</td>
<td>-3 jewels visual organizer -reading with questions -review 4 Noble Truths -assignment - provide exemplars</td>
<td>Sermon at Deer Park handout</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 12</td>
<td>The Middle Way</td>
<td>-review key concepts -Buddha the Physician activity -teach &amp; board notes on Eightfold Path -reading for homework</td>
<td>Physician handout Reading handout for homework</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 13</td>
<td>Buddha Images</td>
<td>-images activity with viewing, critical discussion, hand in work</td>
<td>Tape to put up images around the room</td>
<td>Summative, rubric with assignment</td>
<td>50 min</td>
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<tr>
<td>Lesson 14</td>
<td>The Dharma</td>
<td>-review 3 jewels -textbook read and answer question on question sheet -review work -No-Self Assign to class</td>
<td>Textbooks Question sheets No-Self Assignment with rubric</td>
<td>Formative</td>
<td>50 min</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>No-Self</td>
<td>-model no-self activity with teacher photos -no-self activity with peer feedback -activity sheets and teacher photos</td>
<td>-activity sheets and teacher photos</td>
<td>Summative, with peer feedback</td>
<td>50 min</td>
</tr>
<tr>
<td>Lesson 16</td>
<td>Three Rafts (Sangha)</td>
<td>-graphic organizer -comparative chart</td>
<td>Charts</td>
<td>Formative</td>
<td>50 min</td>
</tr>
<tr>
<td>Lesson 17</td>
<td>Compassion &amp; Enduring Wisdom</td>
<td>-reading for understanding -guided discussion -reading enrichment</td>
<td>Compassion handout Buddhism in America article</td>
<td>Formative</td>
<td>50 min</td>
</tr>
<tr>
<td>Lesson 18</td>
<td>Hinduism &amp; Buddhism</td>
<td>-comparative assignment</td>
<td>Assignment sheets</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lesson 19</td>
<td>Planning Day</td>
<td>-review UN setup through brainstorming -sign up roles &amp; organize with teacher model &amp; support -research</td>
<td>Library booked for research support Roles Organizer for sign up</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 20</td>
<td>Jainism Essentials</td>
<td>-overhead visuals -Mahavira story reading -Teach &amp; board notes</td>
<td>Overheads Mahavira story</td>
<td>Formative</td>
<td>50 min</td>
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<td>Lesson 21</td>
<td>Jain Business Activity</td>
<td>- Activity handout review - form pairs and work on plans</td>
<td>Activity handouts</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 22</td>
<td>Business Presentations</td>
<td>- presentations and critical feedback</td>
<td>Marking rubrics</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lesson 23 (Sikhism)</td>
<td>A Sikh-Canadian Dinner</td>
<td>- review glossary - video viewing - Question discussion</td>
<td>Video handout</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 24</td>
<td>Presentation Setup</td>
<td>- <strong>introduce assignment</strong> - put in groups &amp; choose areas - planning &amp; textbook research</td>
<td>Assignments with organizer</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 25</td>
<td>Presentation Research</td>
<td>- library research with librarian introduction &amp; support</td>
<td>Library booked</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 26</td>
<td>Presentation Preparation</td>
<td>- small group planning with teacher support</td>
<td>Materials, book equipment</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 27</td>
<td>Presentations One (four groups)</td>
<td>- presentations - complete organizers</td>
<td>Organizers</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lesson 28</td>
<td>Presentations Two (four groups)</td>
<td>- presentations - complete organizers</td>
<td>Organizers</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lesson 29</td>
<td>Sikhs in Canada</td>
<td>- reading article and answer questions - questions review and discussion</td>
<td>Macleans article</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 30 (Pluralism)</td>
<td>Hindu/Muslim Conflict</td>
<td>- brainstorm - Creative Controversy</td>
<td>None required</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 31</td>
<td>Religious Pluralism in South Asia</td>
<td>- teaching - mind map by individual, then group - relate to Canadian context</td>
<td>- textbook</td>
<td>Formative</td>
<td>50 min</td>
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<tr>
<td>Lesson 32</td>
<td><strong>Culminating Activity - Day One</strong></td>
<td>- student led conference with opening, submissions, questions</td>
<td>Rubrics</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lesson 33</td>
<td><strong>Culminating Activity - Day Two</strong></td>
<td>- student led conference with submissions, questions</td>
<td>Rubrics</td>
<td>Summative</td>
<td>50 min</td>
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<tr>
<td>Lesson 34</td>
<td><strong>Culminating Activity - Conference Final Report</strong></td>
<td>- summation, recommendations, closing remarks - decision on where &amp; how to send final report</td>
<td>Rubrics</td>
<td>Summative</td>
<td>50 min</td>
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Lesson 1: Civilization and Religion in South Asia
Lesson 2: Key concepts in Hinduism
Lesson 3: Key concepts in Hinduism - Reincarnation
Lesson 4: Key Concepts in Hinduism – Dharma (Summative Assessment)
Lesson 5: Key concepts in Hinduism
Lesson 6: Hindu Society
Lesson 7: Hinduism in Practice
Lesson 8: Hinduism Review
Lesson 9: Key Concepts in Hinduism
Lesson 10: The Middle Way
Lesson 11: Key concepts of Buddhism-Gautama
Lesson 12: Buddha Images (Summative Assessment)
Lesson 13: The Dharma
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<td>Lesson 15 No-Self \textit{(Summative Assessment)}</td>
<td>Lesson 16 Three Rafts</td>
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<td>Lesson 17 Compassion and Enduring Wisdom</td>
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<td>Lesson 18 Hinduism and Buddhism Comparison \textit{(Summative Assessment)}</td>
<td>Lesson 19 Planning Day for UN Conference Simulation</td>
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<td>Lesson 20 Jainism Essentials</td>
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<td>Lesson 21 Jain Business Activity \textit{(Summative)}</td>
<td>Lesson 22 Jain Business Presentations</td>
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<td>Lesson 23 Sikh Canadian Dinner</td>
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<td>Lesson 24 Sikhism Presentation Set up</td>
<td>Lesson 25 Sikhism Presentation Research</td>
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<td>Lesson 26 Sikhism Presentation Preparation</td>
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<td>Lesson 27 Sikhism Presentations (groups 1-4) <em>(Summative)</em></td>
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<td>Lesson 28 Sikhism Presentations (Groups 5-8) <em>(Summative)</em></td>
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<td>1</td>
<td>Lesson 30 Hindu/Muslim Conflict</td>
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<td>Lesson 31 Religious Pluralism in South Asia</td>
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<td>Lesson 32 Peace Conference Culminating Activity</td>
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<td>14</td>
<td>Lesson 33 Peace Conference Culminating Activity</td>
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We have included brief lesson plans even where the activities are linked and could be within the same lesson plan, as it is sometimes helpful to have it blocked for the actual class periods, including the closure, reopening and management even with ongoing material or activities. Thus 34 lesson plans equals 34 actual class periods based on 50 minute teaching periods.

Note: EU=Enduring Understanding.

<table>
<thead>
<tr>
<th>Curriculum Links:</th>
<th>Lesson I – South Asian Introduction</th>
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<tbody>
<tr>
<td>RBV.01 : summarize the major historical influences on and events in the development of various religions</td>
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<tr>
<td>RB1.02 : identify the major influences in the development of various religions</td>
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<td>SSV.01 : summarize the ways in which religions and the development of civilizations are interconnected</td>
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<td>HE3.01 : identify significant figures from a range of belief systems</td>
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<tr>
<td>EU: 1, 2, 3</td>
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<thead>
<tr>
<th>Learning Strategies:</th>
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<tr>
<td>1) Before viewing video: have the students do a brief review brainstorm to remind the class of the relationship between religion and civilization (we've done this in the Abrahamic and Primal religions already).</td>
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<tr>
<td>2) View the excellent India video from the Legacy series with historian Michael Wood. Skip the very start, but keep historical development. The video has lots of key figures, sacred texts, symbols, and contemporary relationship information. Provide a video viewing sheet with questions to keep students on task.</td>
</tr>
<tr>
<td>3) Post-view - revisit the issue of the complex relationship between religion, rise of civilizations, and modern religious pluralism and political conflict.</td>
</tr>
<tr>
<td>4) Hand out unit assessment plan &amp; Culminating Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;India&quot; video from Legacy: The Origins of Civilizations series with Michael Wood</td>
</tr>
<tr>
<td>Questions Sheet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative: Assessment of learning skills: Initiative and Teamwork</td>
</tr>
</tbody>
</table>
### Lesson 2 (Hinduism): Many Rivers, All One Ocean

**Curriculum Links:**
- RB3.02: identify the origin and significance of various practices, rituals, symbols and festivals
- HE1.02: demonstrate an understanding of a variety of belief systems

**EU:** 1, 2,

**Overview:**
1) Students will begin by viewing a clip from the movie Gandhi, the segment where he talks about going to temple and all religions were included & respected, as he sits by the ocean.
2) Teacher relates this to nature of Hindu polytheism with many gods to arrive at one truth.
3) Class asked to brainstorm what they know about Hinduism. Teacher helps to organize this, and board notes for major concepts should include: destiny, Brahma, Atman, karma, dharma, moksha, monotheism/polytheism, samsara

**Resources:**
- Textbook
- Gandhi video

**Assessment:**
- Formative assessment of learning skills: Organization, work habits
- Diagnostic: Assessment of what students already know about Hinduism
- Formative: Do students understand concepts of Hinduism? (Preparation for Hinduism/Buddhism comparison and Culminating activity)

### Lesson 3: Human Destiny

**Curriculum Links:**
- RB1.01: identify the origins of various religious beliefs regarding creation, birth, death, god, destiny, and afterlife
- RB2.09: identify key principles from relevant passages of sacred writings and oral teachings in various religions
- IS1.04: explore and employ primary and secondary research material appropriately in completing an assignment

**EU:** 1,

**Overview:**
1) Ask students to explain the concepts of dharma and karma from last class. Note that these are the two principles that connect the divine to this world.
2) Analogy defined - reasoning from parallel cases or similar phenomenon.
3) Read aloud "Tell Me More About This Self" from the Teacher Manual (Original source: The Chandagya Upanishad. Ask students to think of another analogy Svetaketu's father might use to explain this Hindu concept of self.
4) Read aloud the Bhagavad-Gita segment from the textbook, Pg. 42 (B-G, 2:12,13,22) relating reincarnation to changing your clothes. Ask students to discuss what aspects of reincarnation might help to explain more about who we are, what we know, and what we look like.
5) Review to consolidate Hindu concepts of self and reincarnation.

**Resources:**
- Textbook
- "Tell Me More About This Self" from Teacher Manual

**Assessment:**
- Formative: Do students understand concepts of Hinduism? (Preparation for comparison assignment and Culminating Activity)
- Learning Skills Assessment: Initiative,
### Lesson 4: Dharma

**Curriculum Links:**
RB1.04 evaluate the impact of key concepts and events on contemporary religions  
HE4.01 demonstrate an understanding of the influence of religion on individuals in society

**EU:** 1

**Overview:**
1) Teacher led review of concept of dharma  
2) Hand out different dharma statements to students, and reflection sheets. Students will read their dharma statements and write out answers to reflection questions individually.  
3) Students will pair up with a classmate who had a different dharma statement to their own, and share any issues and the work they did. Students will offer feedback to each other.  
4) Students given a couple of minutes to finalize their responses before handing them in for evaluation.

**Resources:**  
Dharma Statements and Reflection Question Sheet from Teaching Manual  
Rubric for assessment

**Assessment:**  
- Summative - students hand in their responses to be graded according to rubric.  
- Formative - peer feedback before final version handed in.

### Lesson 5: Hindu Society

**Curriculum Links:**
SS1.01: Review the political, economic, social, ideological, or geographic impact of religion on at least one culture  
SS1.07: Analyse the role of gender stereotypes in the development of religious institutions and practices.  
HE4.01: Demonstrate an understanding of the influence of religion on individuals in society

**EU:** 1, 2, 3, 4

**Overview:**
1) Start with Gandhi video clip, the scene where his wife refuses to clean the latrines because it is the work of untouchables.  
2) Teach with board notes on caste system: castes, historical development, current context including women's issues and the Harijan.  
3) Guided questions sequence to explore "fairness" of caste system in light of karma.  
4) Handout reading with questions, with review in class or the beginning of next class. "The Master and the Untouchable" from the textbook Teaching Manual.

**Resources:**  
Textbook  
Gandhi video  

**Assessment:**  
- Formative: teacher to question for deeper understanding (Preparation for Culminating activity and Hinduism/Buddhism comparison)
### Lesson 6: Stages & Goals

**Curriculum Links:**
- RB2.01: Identify common problems and questions associated with the search for spiritual meaning
- HE1.01: Identify the basic role and/or responsibility of the individual adherents of a religion
- SS1.07: Analyse the role of gender stereotypes in the development of religious institutions and practices
- EU: 1, 4, 5

**Overview:**
1) Students asked to take a couple of minutes to sketch out their life goals and plan. Teacher guided discussion of factors that make this easy/difficult.
2) Teach with board notes: Hindu goals and life stages.
3) Application
   a) Reflect on your personal goals and how they relate to those spelled out in Hinduism. Identify major differences between your life goals and those of Hinduism and the reasons for these differences.
   b) Write character sketches for yourself in each of the Hindu life stages: student, householder, forest dweller, wandering ascetic

**Resources:**
Textbook

**Assessment:**
- Formative: Learning Skills: Initiative, Works independently
- Formative: Basic understanding of Hindu life stages (preparation for culminating and comparison assignment)

### Lesson 7: Three Paths of Salvation

**Curriculum Links:**
- HE1.01: Identify the basic role and/or responsibility of the individual adherents of a religion
- RB2.09: Identify key principles from relevant passages of sacred writings and oral teachings in various religions
- EU: 1, 2, 5

**Overview:**
1) Review ultimate goals in Hinduism
2) Students assist teacher to construct organizer on board outlining the three paths: Works, Knowledge, Devotion. (textbook references, teacher guided organization)
3) The Dance of Love activity. The teacher is to read the text aloud (from the Teaching Manual), or ask a strong student reader to do so. Then students are asked to:
   a) plot significant moments in the story
   b) plot a similar scenario in their own faith tradition or in one with which they are familiar
   c) identify the central teaching of the story - "Pride comes before the fall"

**Resources:**
Textbook
"The Dance of Love" reading from the Teaching Manual

**Assessment:**
- Formative: Do students understand the “ultimate goals” in Hinduism? Can they apply the central teaching in a Hindu story in their own contexts?
- Formative Learning skills: Initiative,
### Lesson 8: Hinduism in Practice

**Curriculum Links:**
- RB3.03: Demonstrate an understanding of the role of sign and symbol in various religions
- HE4.01: Demonstrate an understanding of the influence of religion on individuals in society
- SS1.02: Demonstrate an understanding of how religious beliefs influence the development of the policies and practices of social institutions
- EU: 1, 2, 3, 5

**Overview:**
1. Begin with colour overheads depicting visuals of daily acts of devotion
2. Draw a tree on the board & hand out blank tree organizers. Identify the Hindu trinity (Trimurti) as parts of a tree: Brahma the roots, Vishnu the trunk, and Shiva the leaves. Remind the students of the central Hindu doctrine of "many rivers, all one ocean" as it relates to our tree graphic. On the back of the tree graphic include a list of the major deities with brief descriptions.
3. Teach & board notes on aspects of daily devotion, with students assisting with reference to the textbook to identify key aspects.
4. Modern issues guided questions, looking at the position of women (sati, arranged marriages and dowry, etc.), Harijans (official and unofficial), the Ganges as a source for drinking holy water, etc.

**Resources:**
- Colour overheads - *Living Faith*, internet, or many other possible sources.
- Handout with tree graphic organizer framework and descriptions of major deities.

**Assessment:**
- Formative: Learning skills: initiative, work habits
- Formative: check for understanding of key concepts of Hinduism (Preparation for test/Hinduism/Buddhism comparison/Culminating activities)

### Lesson 9: Hinduism Review

**Curriculum Links:**
- RB1.04: Evaluate the impact of key concepts and events on contemporary religions
- HE4.01: Demonstrate an understanding of the influence of religion on individuals in society

**Overview:**
1. Teacher to describe test setup: skills required and material to be covered
2. Organizers handed out for students to complete
3. Crossword to review key terms.
4. Suggested organizer setup:

<table>
<thead>
<tr>
<th>Major Concepts</th>
<th>Main Idea</th>
<th>Key Terms</th>
<th>Real Life Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Destiny</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindu Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paths to Salvation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hinduism in the Modern World</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Resources:**
- Crosswords -- these can be constructed at a number of websites. Try [www.variety-games.com/cw/Puzzles/htm](http://www.variety-games.com/cw/Puzzles/htm) or just search under Crossword + Create Organizer

**Assessment:**
- Formative: Learning skills: Work habits, initiative
- Formative: Check for understanding of concepts and ability to apply to real life connections
**Lesson 10: Hinduism Test**

**Curriculum Links:**
- RBV.01: Summarize the major historical influences on and events in the development of various religions
- RBV.03: Analyse and describe the connection between the human experience and sacred writings and oral teachings
- EU: 1, 3

**Overview:**
1) Test should include student identification of the significance of key terms, application of concepts and critical perspective, and an essay question.

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching Manual for the textbook is very helpful for test construction</td>
<td>Summative: Knowledge/Understanding, Application, Thinking and Inquiry</td>
</tr>
</tbody>
</table>

**Lesson 11 (Buddhism): Gautama: Visionary & Reformer**

**Curriculum Links:**
- HE3.03: Demonstrate an understanding of the characteristics, functions, and roles of selected religious leaders
- HE3.02: Describe how significant individuals have been motivated by the belief systems studied to influence events, create movements, and challenge the status quo of their day
- EU: 1, 2, 3, 5

**Overview:**
1) Draw a 3-Jewels organizer on the board: Buddha, Dharma, Sangha. Students copy this organizer into their notes and as we learn about The three jewels, information about each will be filled in.
2) Teach a brief history of Siddhartha Gautama, including the 4 Passing Sights, the "Awakened One", the 5 aggregates. Students take notes.
3) "Sermon at Deer Park" from the Teaching Manual handed out for reading, and answer questions relating to identifying the essential teaching in this definitive sermon, particularly the Four Noble Truths and The Middle Way--the two basic teachings of Buddhism.
4) Discuss/relate the Sermon at Deer Park to the Sermon on the Mount--a great sermon setting out the basic elements of a new religion.

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| "Sermon at Deer Park" reading from the Teaching Manual | Formative: Learning skills: Work habits  
Formative: Thinking/Inquiry – can students make connections between Deer park and Sermon on the Mount? Knowledge/Understanding: Do students understand basic teachings of Buddhism? |
### Lesson 12: The Middle Way

**Curriculum Links:**
HEV.01: Identify the function of religion in human experience  
RB2.07: Explore the origins and development of sacred writings  
EU: 1, 5

**Overview:**
1) Review the key concepts, especially the Four Noble Truths, and teach the specifics of the Fourth Truth, the Eightfold Path  
2) "Buddha the Physician" activity to look at the Four Noble Truths in application to current social problems/issues. Discussion in small groups, then sharing with class.  
3) Reading in class or for homework - "The Fourth Noble Truth" by Walpola Rahula.

**Resources:**  
Buddha the Physician activity from the Teaching Manual  

**Assessment:**
- Formative: Learning skills: Teamwork, Work habits  
- Formative:  
  - Knowledge/Understanding: Understanding of key concepts  
  - Application: Apply key concepts to current social issues

### Lesson 13: Buddha Images

**Curriculum Links:**
RB3.04: Demonstrate an understanding of the role of sign and symbol in various religions  
HE3.03: Demonstrate an understanding of the characteristics, functions, and roles of selected religious leaders  
SSV.02: Analyse the influence of religion on artistic expression  
EU: 1, 2

**Overview:**
1) Students must bring to class two printed images of Buddha they have selected as particularly interesting, each image to be as different as possible from the other. On the back students will have written a half page report on how each image fits within Buddhist doctrine/beliefs, and reflecting on the importance of the image and its role in Buddhist beliefs and practice. The students will post their images around the room, and after some careful study of the images the teacher will lead an identification of the symbolism and meaning in the images within Buddhism.  
2) Students will submit their images for evaluation of image selection & presentation, and the reports that accompany them.  
3) Inform students they must bring photos of themselves at different ages from birth to present to the class after next for an in-class activity that will be evaluated.

**Resources:**  
Rubrics for images  
[www.buddhanet/e-learning/history](http://www.buddhanet/e-learning/history)  
tape

**Assessment:**
- Summative (with rubric):  
  - Thinking/Inquiry: Analysis of how image fits with Buddhist doctrine/belief
### Lesson 14: The Dharma

<table>
<thead>
<tr>
<th>Curriculum Links:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>RB2.07: Explore the origins and development of sacred writings</td>
<td></td>
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<tr>
<td>SS1.03: Describe the of religion and the state, and its historical transformation in specific cultures</td>
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<tr>
<td>EU: 1, 2.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Review the 3 Jewels, and identify Dharma as the specific teachings of Buddhism. There is no sacred text in Buddhism, rather Buddhist teachings came from the followers of Buddha. Compare to Hindu concept of dharma.</td>
<td></td>
</tr>
<tr>
<td>2) The Dharma question sheets to be handed out. Students should use their textbooks to answer questions looking at: features of Buddhist worldview shared with Hinduism, Buddha's reaction against early Hinduism, the 3 Marks of Existence, Anatta's relation to Hindu Atman, Samsara and the role of karma, and the 5 Precepts for Buddhists with 5 additional precepts of monks &amp; nuns.</td>
<td></td>
</tr>
<tr>
<td>3) Pair up with another student to review question responses</td>
<td></td>
</tr>
<tr>
<td>4) Remind students to bring photos for no-self activity next class.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook</td>
<td></td>
</tr>
<tr>
<td>Question Sheet</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Formative: Learning skills: Teamwork, Works independently</td>
<td></td>
</tr>
<tr>
<td>- Formative:</td>
<td></td>
</tr>
<tr>
<td>- Knowledge/Understanding: Understanding of Buddhist concepts</td>
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<tr>
<td>- Thinking/Inquiry: Comparison of Buddhism and Hinduism</td>
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</tbody>
</table>

### Lesson 15: No-Self

<table>
<thead>
<tr>
<th>Curriculum Links:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RB2.01: Identify responses of some religions to common problems and questions associated with the search for spiritual meaning</td>
<td></td>
</tr>
<tr>
<td>RB1.04: Evaluate the impact of key concepts and events on contemporary religions</td>
<td></td>
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<tr>
<td>EU: 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Review anatta (no-self doctrine) and theories of self (Buddhism is essentially the Bundle Theory of Self)</td>
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<tr>
<td>2) Teacher to model the activity with photos of self and discussion of self.</td>
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<tr>
<td>3) This activity requires students to bring photos of themselves at different ages from birth to the present. The students will place their photos on the desk in front of them. If a student does not have photos, or has forgotten to bring them, they must choose some specific ages to imagine themselves at and try to use those mental images for reference.</td>
<td></td>
</tr>
<tr>
<td>4) The student will write three paragraphs:</td>
<td></td>
</tr>
<tr>
<td>a) a description of changes in their outer appearance from birth to present, using the photos as reference</td>
<td></td>
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<tr>
<td>b) a speculation of what their appearance will be 20 years from now.</td>
<td></td>
</tr>
<tr>
<td>c) They should then think of something that is important to them today and describe its importance now, in the photo times, and speculate about its importance 20 years from now.</td>
<td></td>
</tr>
<tr>
<td>d) comment on Buddha's teaching of anatta, no-self, and how this exercise has helped to gain a better grasp of the no-self concept.</td>
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<tr>
<td>5) Provide a rubric to guide their writing task and feedback.</td>
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<tr>
<td>6) Students will consult a peer for feedback on their paragraphs, then hand in the responses and photos.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
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</thead>
<tbody>
<tr>
<td>Philosophy: Questions &amp; Theories by Paquette et al for theories of self</td>
<td></td>
</tr>
<tr>
<td>Photos of teacher for modeling</td>
<td></td>
</tr>
<tr>
<td>Handout with description of activity and rubrics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Summative with rubric</td>
<td></td>
</tr>
<tr>
<td>- Formative with rubric: peer assessment</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 16: Three Rafts (Sangha)

Curriculum Links:
RB1.01 – identify the origins of various religious beliefs regarding creation, birth, death, god, destiny, and afterlife;
RB2.09 – identify key principles from relevant passages of sacred writings and oral teachings in various religions;
IS2.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, essays, newspaper-style articles, videos)
EU: 1

Overview:
1) Teacher to introduce the Sangha-community of believers, includes women, and became the basis for Buddhist practice. The sangha as the third jewel, and divided into 3 itself.
2) Teacher to draw graphic organizer on the board of three rafts crossing the river from the suffering of daily life to the perfection of Nirvana. Label the three rafts with the three division in Buddhism.
3) Students are to use their textbooks to complete a comparative organizer:

<table>
<thead>
<tr>
<th>Division or Raft</th>
<th>Theraveda</th>
<th>Mahayana</th>
<th>Vajrayana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Focus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources:
Textbook
Charts

Assessment:
Formative: Knowledge/Understanding: Do students understand the distinctions between the three divisions? Do they understand the concept of Nirvana?
Lesson 17: Compassion & Enduring Wisdom

Strand: Religious Beliefs
RBV.02 - analyse the similarities and differences between the central beliefs of various religions;
RB1.04 – evaluate the impact of key concepts and events (e.g., ahimsa, resurrection, jihad, Pesach, fundamentalism, revelation, salvation) on contemporary religions;
RB2.09 – identify key principles from relevant passages of sacred writings and oral teachings in various religions.

Strand: Social Structures
SS1.08 – identify the diverse religions represented in Canada, and analyse how the high degree of religious pluralism in the population is reflected in Canadian society and culture.
HE4.01 – demonstrate an understanding of the influence of religion on individuals in society.

Overview:
1) Students are to read for understanding "The Bodhisattva of Compassion" from the Teaching Manual—compassion being a supreme virtue in Buddhism.
2) Guided discussion of paradoxes, eg. Contemplate self to find no-self, use rafts but abandon raft once shore reached, collective spiritual condition but individual seeking enlightenment. Working in pairs, students think of similar paradoxes in modern North America.
3) Reading enrichment - students are to read "Buddhism in America" to see some contemporary North American Buddhist aspects of daily life.

Resources:
"The Bodhisattva of Compassion" reading from the Teaching Manual.

Assessment:
- Formative: learning skills: Teamwork, Independent Work
- Formative:
  - Knowledge/Understanding – Understanding of concept of compassion
  - Application: Modern day paradoxes
Lesson 18: Hinduism and Buddhism Comparison

Curriculum Links:
**Strand: Religious Beliefs**
- RBV.02: analyse the similarities and differences between the central beliefs of various religions;
- RB1.01: identify the origins of various religious beliefs regarding creation, birth, death, god, destiny, and afterlife;
- RB1.04: evaluate the impact of key concepts and events (e.g., ahimsa, resurrection, jihad, Pesach, fundamentalism, revelation, salvation) on contemporary religions;
- RB2.09: identify key principles from relevant passages of sacred writings and oral teachings in various religions
- HE4.01: demonstrate an understanding of the influence of religion on individuals in society;

EU: 3, 4, 5

Overview:
1) Students will complete a comparative chart on essential commonalities and differences between Hinduism & Buddhism. Suggested setup:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Hinduism</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmology/World View</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samsara/Reincarnation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nirvana/Brahman</td>
<td></td>
<td></td>
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<tr>
<td>Moksha/enlightenment</td>
<td></td>
<td></td>
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<tr>
<td>Karma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dharma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self/Atman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship to Society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Students will work on this chart individually and then team up with 2 other students to review each other’s work using the rubric for assessment.
3) Each student will then have 5 minutes to revise his/her work before handing it in.

Resources:
- Textbook
- Rubric

Assessment:
- Formative: Peer assessment
- Summative: (rubric)
  - Knowledge/Understanding – understanding of concepts
  - Thinking/Inquiry – making reasonable comparisons between the two religions
### Lesson 19: Culminating Activity Planning Day

**Curriculum Links:**
- **ISV.02** - distinguish between fact and opinion, belief and religion, and theory and practice, as they apply to the study of religion;
- **IS1.04** – explore and employ primary and secondary research material appropriately in completing an assignment;
- **IS1.05** – demonstrate an ability to organize, interpret, and evaluate the validity of information gathered through research;
- **IS2.02** – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, essays, newspaper-style articles, videos);
- **IS2.03** – defend a thesis, using appropriate style, structure, argument, and documentation;
- **IS2.04** – use an appropriate research format to investigate a socio-religious issue or problem, and present the methods, results, discussion, and conclusion as part of a larger group assignment;

**EU:** 1, 2, 3, 4, 5

**Overview:**
1) The teacher will lead a brainstorm review of the United Nations structure and function. (This will be a review for students who have taken Grade 10 history and Civics)
2) Active review of the culminating activity package.
3) Teacher assigns roles for culminating activity based on students’ top 3 choices from previous day.
4) Students will begin research and planning with librarian and teacher support. The library is booked for student access this date, and librarians have copy of assignment.

**Resources:**
- Library booked

### Lesson 20: Jainism Essentials

**Curriculum Links:**
- **HE3.02**: Describe how significant individuals have been motivated by the belief systems studies to influence events, create movements, and challenge the status quo of their day.
- **RB1.04**: Evaluate the impact of key concepts on contemporary religions
- **RB1.03** - identify influential personalities and summarize their contributions to the development of selected religions

**EU:** 1, 2, 3

**Overview:**
1) Teacher to show colour overheads of images of Jainism in daily life. Can note that there are 400 Jain families in the Toronto area, and they run camps and other community support programs.
2) Teacher to read/tell the story of Mahavira’s life, and write the key teaching terms on the board--ahimsa & extreme asceticism. We can compare this to Buddhist Middle Way.
3) Review and check for understanding -- ask students to briefly characterize Jain beliefs and ethics, and compare them to aspects Hinduism and Buddhism.

**Resources:**
- Overheads, from *Living Faith* book
- Mahavira story -- textbook, internet, world religions books.

**Assessment:**
- Formative
  - Learning skills: Initiative, work habits
  - Knowledge/Understanding: check for understanding of concepts
  - Thinking/Inquiry: comparison of Jainism concepts to Hinduism/Buddhism
### Lesson 21: Jain Business Activity

**Curriculum Links:**
SS1.01: Review the political, economic, social, ideological, or geographic impact of religion on at least one culture
SS1.02: Demonstrate an understanding of how religious beliefs influence the development of the policies and practices of social institutions
EU: 1, 4, 5

**Overview:**
1) Jains are primarily laypersons living according to the Twelve Vows. They are among the wealthiest citizens of India, and very involved in philanthropic efforts. They credit their success to the strong ethical values in their vows. Their highest aim is service to the community, and to foster cooperation instead of competition.
2) Students will work in pairs to develop a business plan, including going through the 12 vows and detailing how the company will live up to each vow in their business practice. Students will then provide a written business plan handout to share with their classmates in their presentations next class. The presentation should be done in a style that might be appropriate if seeking funding from the local Jain Businessmen's Club. It should be financially and ethically sound in order to receive their support.

**Resources:**
- Textbook
- Assignment handout with rubric
- Exemplars of previous students' business plans

**Assessment:**
- Formative:
  - Application: Can students apply their understanding of the Twelve Vows in the development of a business plan?
  - Learning skills: Teamwork, Initiative

### Lesson 22: Business Presentations

**Curriculum Links:**
ISV.06: Demonstrate effective collaborative group skills
IS2.02: Effectively communicate the results of their inquiries, using a variety of methods and forms
EU: 1, 4, 5

**Overview:**
1) Students will have 5 minutes to consult with their partners and get organized.
2) Students will present business plans with handout support, and questions at the end of the presentations.
3) Debrief -- how feasible are the plans? Could they work? What are the barriers and benefits to approaching business from this perspective?

**Resources:**
- Rubrics

**Assessment:**
- Summative:
  - group work based on presentation and handout.
Lesson 23 (Sikhism): A Sikh-Canadian Dinner

Curriculum Links:
SSV.04: Demonstrate an understanding of religious pluralism as a defining feature of contemporary Canadian society
HEV.01: Demonstrate an ability to recognize prejudices associated with, and misconceptions about, various religions, beliefs, and traditions

EU: 1, 4, 5

Overview:
1) Review glossary for video. Students given handout with glossary, character descriptions, and viewing questions based on the teaching guide that comes with the video.
2) View video (25 min)
3) Think-Pair-Share with responses to questions on handout.
4) Sikhism -- an attempt to reconcile Hinduism and Islam. What are the challenges and potential benefits? Facilitated discussion.

Resources:
"A Sikh-Canadian Dinner" video
Handout of glossary, characters, questions.

Assessment:
- Formative:
  - Learning Skills: Work habits, Teamwork
  - Knowledge/Understanding: Understanding basic concepts of Sikhism
  - Thinking/Inquiry: Able to articulate challenges and benefits of reconciliation

Lesson 24: Sikhism Presentation Set-Up

Curriculum Links:
ISV.06: Demonstrate effective collaborative group skills
RB1.02: Identify the major influences in the development of various religions
EU: 1, 2, 3, 4, 5

Overview:
1) Introduce assignment with handout that includes rubric and timelines. The students are going to do all the teaching in this segment of the unit.
2) The students will be assigned to work groups, then must choose to research and present on one of:
   a) Life of Nanak
   b) Mool Mantra
   c) Gurdwara
   d) Adi Granth
   e) Human Salvation (mukti)
   f) Kalsa
   g) Guru Arjan
3) Research will begin with the textbook, with the aim of completing the common organizer. The organizers ask for: facts/key concepts, significance, and insights for each of the presentation topics.
4) Teacher to show students exemplars of handouts and presentation support materials if available. Students are to read the relevant textbook sections and begin to plan their presentations.

Resources:
Assignment and sign-up sheets
Group lists
Organizers

Assessment:
- Formative:
  - Learning skills: Initiative, Teamwork
  - Knowledge/Understanding: Do they understand basic concepts for their presentation?
**Lesson 25: Presentation Research**

**Curriculum Links:**
IS1.04: Explore and employ primary and secondary research material appropriately in completing an assignment
RB1.02: Identify the major influences in the development of various religions
EU: 1, 2, 3, 4, 5

**Overview:**
1) This class will be held in the library, beginning with a brief introduction to resources for the assignment by the librarian. They have done previous research in the library, so won’t need an extensive research support presentation.
2) Students will do active research and organizing such that their final preparation day in class will be productive and see the group ready on time.

**Resources:**
Library booked, with assignment to librarians at least one week in advance.

**Assessment:**
- Formative:
  - Application: Appropriate use of research resources.

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**Lesson 26: Presentation Preparation**

**Curriculum Links:**
IS1.05: Demonstrate an ability to organize, interpret, and evaluate the validity of information gathered through research
RB3.02: Identify the origin and significance of various practices, rituals, symbols, and festivals
EU: 1, 2, 3, 4, 5

**Overview:**
1) Students will actively work to finalize their handout information and presentation plan, with roles and responsibilities clearly designated and ready for presentation day.

**Resources:**
Materials for visual aids to presentations.
Book equipment as required.

**Assessment:**
- Formative:
  - Knowledge/Understanding
  - Learning skills: Initiative, Teamwork..

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**Lesson 27 and Lesson 28: Presentations**

**Curriculum Links:**
IS2.05: Use communications technology appropriately to produce and disseminate the results of their research
RB3.03: Demonstrate an understanding of the role of sign and symbol in various religions
EU: 1, 2, 3, 4, 5

**Overview:**
1) The presentations are intended to be 10 minutes each. With setup and transition time this should result in 4 presentations per day.

**Resources:**
Rubrics

**Assessment:**
Summative group assessment work, including group member self and peer assessment. (using rubric)
### Lesson 29: Sikhism in Canada

**Curriculum Links:**
- SS1.08: Identify the diverse religions represented in Canada, and analyse how the high degree of religious pluralism in the population is reflected in Canadian society and culture
- SS1.03: Describe the relationship of religion and the state, and its historical transformation in specific cultures
- EU: 1, 5

**Overview:**
1) Students are to read the article "Sikh Power" from Maclean's, and answer the questions on the question sheet provided with the article.
2) Discuss the question responses and lead a guided discussion of the challenges of religious pluralism. This is partly to set up thinking for the upcoming Culminating Activity.

**Resources:**
- Question Sheet

**Assessment:**
- Formative, supporting exploration of issues for Canada and global cooperation in situations of religious pluralism.

### Lesson 30: Hindu/Muslim Conflict

**Curriculum Links**
- SS1.01: Review the political, economic, social, ideological, or geographic impact of religion on at least one culture
- HE2.02: Analyse attitudes, biases, and prejudices held by adherents of various religions
- EU: 1, 4, 5

**Overview:**
1) Brainstorm to identify key issues pertaining to the Hindu/Muslim conflict and the current situation.
2) Students will separate into small groups (ideally four per group) for a Creative Controversy activity. They will choose initial sides. Some groups will initially argue about the regional conflict from the Muslim perspective and the others from the Hindu perspective. Each group will have 5 minutes to prepare their arguments. They will then have 10 min. for debate. They will then have 2 min. to prepare, then debate from the opposite position. The last couple of minutes will be for seeking common ground to resolve conflicts if one can be found.
3) Class sharing -- students will report on how the debates went, how their compromise looks, what the challenges were, and whether in real life these challenges are surmountable.

**Resources:**
- Timer

**Assessment:**
- Formative: K/U re: issues of conflict
- Formative: Learning skills: Teamwork, Initiative
### Lesson 31: Religious Pluralism in South Asia

**Curriculum Links:**
- SS1.03: Describe the relationship of religion and the state, and its historical transformation in specific cultures
- SSV.01: Summarize the ways in which religions and the development of civilizations are interconnected
- IS1.02: Compile a demographic study of the various religions and traditions within their community, using personal research methodologies (e.g., interviews, surveys) and/or Statistics Canada data;
- EU: 4, 5

**Overview:**
1) Guided questions with reminder of Civilizations video identification of religious groups represented in South Asia.
2) Create a mind map -- each student to do their own mind map of the religions of India and how they are connected, and what we associate with the references in the map.
3) Teacher to facilitate a large class mind map on the board or overhead from ideas from the student ones.
4) Teacher to relate this pluralist picture to the Canadian context.
5) Statistics Canada data on religions represented in Canada by area and population in handout form. Ask the students to interpret the data, and discuss the implications for Canadian society.

**Resources:**
- Statistics Canada handout (E-stat in [www.statcan.ca](http://www.statcan.ca) is very good for generating class specific stuff for the Canadian classroom)

**Assessment:**
- Formative: discussion and participation supports.

### Lesson 32, 33, and 34: Culminating Activity: UN Peace Conference Simulation

**Curriculum Links:**
- ISV.02: Distinguish between fact and opinion, belief and religion, and theory and practice, as they apply to the study of religion
- HEV.04: Speculate on the present and future roles of religion
- HE2.02: Analyse attitudes, biases, and prejudices held by adherents of various religions
- SS1.01: Review the political, economic, social, ideological, or geographic impact of religion on at least one culture
- IS2.03 – defend a thesis, using appropriate style, structure, argument, and documentation;
- EU: 1, 2, 3, 4, 5

**Overview:**
See [Culminating Activity Assignment](#)

**Resources:**
- Timer, gavel, podium.

**Assessment:**
- Summative: Rubric
Introduction
You have been asked to participate in a United Nations brokered South Asian Peace Conference. The main issue to be addressed at this Peace Conference is the question: In what ways can the religions of South Asia provide a basis for establishing peace in this region? You will have a specific role during the conference, and you will need to speak and act appropriately for your given role for the duration of the conference, a task that will involve some investigation and preparation for the conference. The complex intermingling of religious and political issues in South Asia have made it very challenging to find workable solutions for peace in the region, but the UN organizers are hopeful that honest and open dialogue with interested parties should help to bring an essentially spiritual people closer to a commitment to peace.

Roles
1. **UN representatives.** Kofi Annan, as United Nations General Secretary, will open and close the conference. Annan will also moderate the conference together with the two Special Envoys appointed to work on the peace initiative of which this conference is a part. The moderators must set up the speaker list, keep careful track of times, and intervene if it appears that delegates are moving outside the respectful guidelines to which delegates must adhere. At the close of the conference the Special Envoys will provide a summation of the deputations made by delegates to the conference. In consultation with Mr. Annan, the special envoys will also make recommendations arising directly from the presentations made at the conference.

2. **Media.** Two reporters will keep track of the daily events, have an opportunity to ask questions of the delegates, and make brief newsflash reports at the end of each day's session. As part of their media role, each reporter will submit a full editorial based on the final report and recommendations of the conference.

3. **Delegates.** Each delegate will make a verbal and written submission to the conference, representing their own position or the position of the community they represent. Their submissions will include recommendations as to how best proceed to ensure peace for the future in the region. You will remain in role for the duration of the conference, and ask questions only in your role.

Invited Delegates (If you can think of others who should be invited, please make a petition to have them included in the conference.)
1. Muslim League
2. Hindu Leader
3. Congress Party/Gandhi
4. Sikh Community Leader
5. Jain Community Leader
6. Buddhists of India
7. Sri Lankan Buddhists
8. Dalai Lama (representing interests of Tibetan Buddhists in exile in India)
9. Communist Party Leader
10. Parsi Community Leader
11. Chief Rabbi of India
12. Catholic Archbishop of India
13. Protestant Coalition of India
14. Representatives of India, Sri Lanka, Nepal, Pakistan, Bangladesh, & China
15. Head of the Indian Women's Social Justice League
16. Harijan Rights League

**Pre Conference Organization**

**Selection of Role:**

Each student will list their top three choices for their role and submit this list to their teacher. Final selection of roles will be made by the teacher.

Following role selection there will be one class day to organize for the conference. The Special Envoys will organize the submissions and inform you of the order of submissions. It is your responsibility to be in attendance for the entire proceedings, and to make your submission as per the order agreed. There will be time to do research and preparation after this organizing class before the conference takes place.

**The Conference**

**Day 1** - The conference will open with an address from the Secretary General, Kofi Annan, and the Special Envoys will then make a brief opening address and set up the general rules and procedures. The members of the press and the delegates will have 5 minutes at the end of the day's session to ask questions, facilitated by the Special Envoys. The members of the press will then have the opportunity to make a brief news flash to inform the world of the conference progress.

**Day 2** - The envoys will open the session, and submissions will proceed. At the end of this session there will again be questions and a brief news flash.

**Day 3** - The Special Envoys will present a summation report, and recommendations. Kofi Annan will make a final address to close the conference.

Note: Delegates will deliver their written submissions immediately after they have made their verbal submissions. The Special Envoys and Mr. Annan will provide written copies of their remarks, summation and recommendations at the end of Day 3 proceedings. The reporters will provide an editorial, written in response to the conference, to be submitted the following class period.
Final Position Paper
Based on your responses to the proceedings, and in light of what you learned in your role-playing, write a reflection about the content and process of the conference. Your paper should address what you think are the best options for peace in South Asia and around the world in light of the political tensions and their related religious issues. Will the religions of the world provide a basis for peace, or will they destroy civilization as we know it? The paper should be 250-500 words, and is strictly your position and analysis based on the conference experience. You do not need to do further research for this part of the assignment.

Assessment – See Attached Rubric
- Role fulfilled with integrity, enthusiasm, commitment to the task, with clarity and good organization: 35%
- Written submissions appropriate to role and fully adequate to the task at hand: 35%
- Final Position Paper: 25%
- Communication: 5%
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 4 (Surpasses Standard)</th>
<th>LEVEL 3 (Meets Standard)</th>
<th>LEVEL 2 (Approaching Standard)</th>
<th>LEVEL 1 (Falls far below standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfils role requirements*</td>
<td>Completes all role requirements in a timely and professional manner. Specific and extensive background research regarding role and character’s position with respect to peace issues is incorporated into presentation. Presents in complete costume and consistently, accurately, and respectfully speaks in character throughout the proceedings. Is present and involved for all 3 days of conference and 1 day of pre-conference</td>
<td>Completes most role requirements as scheduled and makes adequate arrangements to not disrupt flow of proceedings Background research regarding role and character’s position with respect to peace issues is incorporated into presentation. Presents in costume and accurately and respectfully speaks in character throughout most of the proceedings. Is present for all 3 days of conference and 1 day of pre-conference and involved in most proceedings.</td>
<td>Completes some role requirements as scheduled and does not make adequate arrangements to ensure flow of proceedings Character’s role and position with respect to peace issues is accurately portrayed although rather vague. Does not present in costume. Accurately speaks in character during own presentation but does not consistently maintain character throughout rest of proceedings. Misses one day of conference/pre-conference OR is present for all 3 days/pre-conference but not involved in some proceedings.</td>
<td>Does not complete role requirements as scheduled and does not make adequate arrangements to ensure flow of proceedings. Little or no evidence of background research regarding role or character’s position with respect to peace issues. Does not present in costume. Does not accurately speak in character during presentation OR speaks in character in a non-respectful way (e.g., mocking accent or physical features of character) Is present for own presentation but absent and/or minimally involved in rest of proceedings of conference.</td>
</tr>
<tr>
<td>Written Submissions</td>
<td>All required written submissions are handed in. Written submissions address the topic of the peace conference creatively, accurately and completely. All written submissions creatively incorporate the perspective of the role being played in the simulation.</td>
<td>All required written submissions are handed in. Written submissions address the topic of peace conference accurately and completely. All written submissions incorporate the perspective of the role being played in the simulation.</td>
<td>Written submissions are not complete. Written submissions address the topic of peace conference somewhat inaccurately or incompletely. Written submissions do not specifically incorporate the perspective of the role being played in the simulation.</td>
<td>Written submissions are not complete. Written submissions do not adequately address the topic of the peace conference and/or contain several inaccuracies. Written submissions not written from the perspective of the role being played in the simulation.</td>
</tr>
<tr>
<td>CRITERIA</td>
<td>LEVEL 4 (Surpasses Standard)</td>
<td>LEVEL 3 (Meets Standard)</td>
<td>LEVEL 2 (Approaching Standard)</td>
<td>LEVEL 1 (Falls far below standard)</td>
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<td><strong>Final Position Paper</strong></td>
<td>Clearly and creatively addresses the topic of the conference. Comments specifically on the deputations of 2 or more delegates at the conference and creatively incorporates their perspective.</td>
<td>Clearly addresses the topic of the conference. Comments on the deputations of 2 delegates at the conference and clearly incorporates their perspective.</td>
<td>Addresses the topic of the conference in a superficial way. Comments on the deputation of only 1 other delegate at the conference and incorporates his/her perspective in a general way.</td>
<td>Does not adequately address the topic of the conference or does so in a very superficial manner. Does not incorporate the perspectives of any specific delegates at the conference.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>During verbal submissions, speaks so that all members of the audience can hear. Is familiar enough with material that speaker can, with ease, maintain regular eye contact throughout the presentation. No spelling or grammar errors were evident in written submissions.</td>
<td>Maintains appropriate volume throughout verbal submission. Some audience members at back of room may not be able to hear. Maintains some eye contact throughout presentation. 1-2 small spelling/grammar errors were found but they did not interfere with the flow of the written submission.</td>
<td>Needs to speak more loudly throughout verbal submission. Some parts of submission could not be heard by all audience members. Speaker’s need to read off of notes significantly limits eye contact with audience. Several small spelling or grammar errors were found and they interfered somewhat with the flow of the written submission.</td>
<td>The volume used throughout the verbal submission was difficult to hear by many members of the audience. Presentation was read directly from notes and very little/no eye contact was made with audience. Significant spelling/grammar errors were found throughout and they interfered substantially with the flow of the written submission.</td>
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*See summary of role requirements*
Summary of Role Requirements

UN Representatives:
   Verbal
   1. Make schedule of speakers
   2. Keep track of time during presentations and ensure a good flow from one speaker to the next
   3. Moderate as necessary during and between presentations (e.g., ask questions of any speakers)
   4. Kofi Annan will make opening address and final address to start and close the conference
   5. Special envoys will make brief opening remarks each day and a summation report on final day.

   Written:
   1. Written reports based on verbal reports will be submitted at end of conference.

Delegates:
   Verbal
   1. Will present as scheduled.
   Written:
   1. Will make a written submission to be submitted following their verbal submission.

Media:
   Verbal
   1. Will ask questions of any delegates
   2. Make brief newsflash reports at end of each day’s proceedings

   Written:
   1. Will write full editorial after final report and recommendations have been made.

Final Position Paper
All participants, regardless of role, are required to submit a final position paper on the Monday following the closing proceedings of the conference.

**Teaching Manual** to above textbook  
-this is an excellent, student user friendly text, and the teacher's guide has excellent supports, extension activities, and test question ideas.

-excellent part of a great series equally useful for Ancient Civ. The video looks at history, sacred texts, diversity, and modern times.

_Gandhi_, with Ben Kingsley, Richard Attenborough, (Columbia TriStar), 1892.  
-I love this movie, in spite of lots of issues including the non-Indian lead. I use clips to illustrate different aspects, and loan it for home viewing.

_Living Faith: Windows into the Sacred Life of India_, Dinesh Khanna & Pico Iyer,  
-great current images of faith in action in India

[www.buddhanet/e-learning/history](http://www.buddhanet/e-learning/history)  
-good for images, symbols, research links.

-resource for theories of self

-an amazing but lengthy look at Tibetan Buddhism through the life story Dalai Lama. I show it just before Christmas or at year end.

-a good article for looking at issues relating to Sikhs in Canada
Cindy and I enjoyed working together on this Unit Design project. Through our own backgrounds and the background of the course, we both felt that we had sufficient understanding of the Design Down process and had little difficulty applying it to this unit design.

Our skill sets complemented each other well. Cindy had extensive background in the course content and had taught the course several times. For this reason, Cindy took the lead in writing the Culminating Activity, instructional organizer and lesson plans. I edited the document, filled in missing pieces and wrote the culminating activity rubric.

We both felt that this was a valuable process and, especially when combined with the units of our classmates, will result in a valuable outcome for all of us.