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| World Religions Network Overview | | | |
| **Resources**   * Network with historical traits of world religions * Example network of when students start filling in world religions and their traits * Sources that describe world religious and their | | **Learning Target/Goal**   * I can use evidence in the text to establish the characteristics of different world religions * I can make connections between the traditions, beliefs, rituals and values of different world religions * I can identify the traits of religions that resonate with my personal values | **Standards**  Alabama Social Studies Standards: 8.3. Compare the development of early world religions and philosophies and their key tenets. Identify cultural contributions of early world religions and philosophies. |
| **Lesson Background:** In this lesson, students contribute to a network visualization about the characteristics of world religions in order to understand the overlaps and differences between the religious beliefs, rituals, and values of different historical religious traditions. | | | |
| Lesson Plan | | | |
| **Before** | * Students read primary sources with careful attention paid to significant characters and their traits | | |
| **During** | * Introduce data visualizations if students are not yet familiar with Net.Create. * Provide access to a Net.Create network with historical traits nodes representative of different world religions. * Assign groups different primary sources that describe a world religion.   + Each group adds a node with their assigned religion’s label   + Each group adds nodes that describe a trait, ritual, or value of a religion (e.g. “monotheistic” or “is based in written theology” or “has a spring festival”)   + Students add edges that connect pre-existing religious traits to the religions that they think include those traits, adding a note to the edge citing evidence for their choice * Have students briefly analyze the network they built. Suggested prompts:   + What are you noticing about the network?   + Which characters have the most/fewest connections?   + What character traits have the most connections?   + What patterns are you seeing in the religions and religious traits?   + Do you see anything you disagree with? Explain. * Have students add a node with their name and connect to a religious trait they feel resonates with their personal values. Students should add notes to the edges to explain the reason for the connection. * Show studentsTable view and continue analysis. Suggested prompts:   + What can you see here that you couldn’t see in the network?     - NODES table - Sort by number of edges     - EDGES table - Sort by different kinds of relationships     - REDUCE - Remove different religions or traits to see how that affects the network   + What patterns do you see in the religions and religious traits?   + Do you see anything you disagree with? Explain. | | |
| **After** | Suggested prompts for an exit ticket or concluding discussion:   * Did seeing a network of religions, religions traits, and student connections make you think differently about how religion plays a role in forming cultural, social, or other connections between different geographic areas or time periods? Explain your answer. * Do you see unexpected connections between religions that seem otherwise unconnected by time or geography? Can you use historical context to help explain why or why not? | | |