

Unit Lesson Plans

Welcome to *Expedition to Asia – Religions Across the Continent!* Here you will find an outline of the unit along with daily lesson plans. Enjoy!

Unit Outline	
Day	Objectives
1	<ul style="list-style-type: none">• Introduction to the unit• Model of group work
2	<ul style="list-style-type: none">• Begin specific country tour
3	<ul style="list-style-type: none">• Continue specific country tour
4	<ul style="list-style-type: none">• Finish country tour• Plan presentation
5	<ul style="list-style-type: none">• Group presentation• Evaluation on presentation• Individual written assignment• Final discussion

Notes for Teachers:

- You will spend the first four days in a computer lab and the last day in your classroom.
- Bring chart paper with you on the first day to make notes. Keep the chart for the last day. You may either add to it the last day or create a new chart.
- To differentiate instruction: If you have students who may have difficulty with the amount of reading required each day, then it may be beneficial to modify their tour itinerary so that they visit fewer places. You may also consider giving them a travel buddy who can assist them when they encounter trouble reading the text or if they cannot read the text at all.

Lesson Plan: Day One

Goals:

- To establish the guiding question for the unit: How does religion influence everyday life?
- To model appropriate group behavior
- To introduce the *Expedition to Asia* Web site
- To motivate the students to explore the Web site

Before class:

1. Bookmark the *Expedition to Asia* Web site so your students can access it easily. The URL is:

<http://www.edb.utexas.edu/edc385g/fall2005/religion/>

2. This unit uses several different groupings of students. To keep the lessons running smoothly, create the following groups before the unit begins:

Japan	India
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Tour Group

Divide the class into two groups. One group will take a tour of Japan while the other group takes a tour of India.

Japan groups	India groups
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Same Country Group

Divide the Japan group into groups of 4
Divide the India group into groups of 4

Cross-cultural groups	
● ● ▲ ▲	● ● ▲ ▲
● ● ▲ ▲	● ● ▲ ▲
● ● ▲ ▲	● ● ▲ ▲

Cultural Exchange Groups

Create cross-cultural exchange groups that each include two students who toured Japan and two students who toured India

Materials:

- Chart paper and marker (Add a title to the top of the chart paper: How Religion Influences Our Everyday Lives)

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- One computer per student (This is preferred, but two students at one computer is also okay, especially if a student needs help reading text.)
- Pre-trip research questions (one per student; give students in the Japan group the East Asia worksheet and give students in the India group the South Asia worksheet)
- One pencil/pen per student

Notes:

- While the students are working, remember that today is the day to practice working together. Model good discussion and praise good behavior.

Lesson:

1. Whole group

Teacher: *“How does religion influence your everyday life?”*

- Examples might include: weddings, funerals, holidays off from school, governmental laws, businesses not open late on Sundays, etc.
- Write their examples down on the chart paper titled “How Religion Influences Our Everyday Lives”.
- Respect all answers, even if some students do not yet recognize that religion influences their lives.

Teacher: *“As we can see from these examples, the institution of religion does impact our everyday lives here in America. But what about in other countries? How does religion influence everyday life in other cultures? To find out, you are going to take part in a cultural exchange for Expedition Magazine. Half of the class is going to go on a tour to India while the other half tours Japan. While on your trip, a tour guide will take you around and tell you about religions in their country. After your visit, you will meet in small groups to share what you have learned and talk about how religions influence everyday life in other countries.”*

- If you created the Tour Groups before class, tell the students which country they are going to tour. Half of the class will tour Japan while half the class tours India. If you did not create the groups yet, then do this now.

Teacher: *“Before you begin your trip tomorrow, Karen Smith, the editor of Expedition Magazine, would like you to do some homework. She would like you to learn a few things about some of the other countries around where you’ll be going. You are going to*

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explore these countries and answer some research questions. If you are taking a tour of Japan, your homework is to learn more about China and South Korea before your trip. If you are taking a tour of India, your homework is to learn more about Pakistan, Bangladesh, and Sri Lanka before your trip. Let's get started!"

2. Individual students at the computer

- Hand out the Pre-trip research questions to each student. Students who are touring Japan should receive the East Asia worksheet while students visiting India should receive the South Asia worksheet.
- Instruct the students to go to a computer, open a Web browser (such as Internet Explorer or Mozilla Firefox), and access the *Expedition to Asia* Web site.
- Let the students explore for a 1-2 minutes. Then instruct the students to visit the countries they are supposed to research and answer the questions they have been given. This is an individual assignment that can be collected for a grade.

3. Group discussion

- Have the Same Country Groups get together to go over their answers to make sure they are correct.
- Have the Cultural Exchange Groups meet to share what they have learned today about the different countries. Walk around to the different groups and listen in on what they have learned. Be sure to use this as an opportunity to provide feedback about the way the groups are working together.
- Collect the Pre-trip research questions. You can take a grade on this assignment. There is an answer key for both worksheets on the Teacher's Page on the *Expedition to Asia* Web site.

4. Whole group

Teacher: *"Now that you've done some initial research, what do you think it means to be religious in other countries? How is it the same in the United States? How is it different?"*

- Example: In China, the people could not practice religion for a long time. If they wanted to be religious it was against the law.

Lesson Plan: Day Two

Goals:

- To begin the tour of another country
- To record ways that religion influences everyday life in the country
- To record information from the tour that the student finds interesting

Before class:

1. If you have students who may have difficulty with the amount of reading required each day, then it may be beneficial to modify their tour itinerary so that they visit fewer places. Simply erase tour destinations from their itinerary until you feel they have a manageable amount of sites to visit each day.

Materials:

- One computer per student (This is preferred, but two students at one computer is also okay, especially if a student needs help reading text.)
- One pencil/pen per student
- Itinerary sheet for each student (Students touring Japan receive the Japan itinerary; Students touring India receive the India itinerary)
- Reporting sheet for each student (Students will get a new one each day)

Lesson:

1. Whole group

Teacher: “Today you begin your expedition to Asia to learn about religions and how they influence everyday life. In a few minutes, I am going to give you your travel itinerary that tells you where you are going on your tour each day. If you read the letter from Karen Smith, then you know that you need to keep travel notes everyday. I am also going to give you reporting sheets to record these travel notes. Each day you will be responsible for recording at least three ways that religion influences everyday life in the country you are visiting. You will also write down at least three interesting things you learned on your tour. You are off on your trip! Good luck!”

2. Individual students at the computer

- Give each student their itinerary and a reporting sheet for today.
- Instruct students to go to a computer, enter the *Expedition to Asia* Web site and begin their tour.
- Walk around and monitor the students to ensure they are not having difficulty reading the content. Also, engage the students in short conversations (30 seconds – 1 minute) about what they are learning about religion in the country they are visiting.

3. Group discussion

- Leave 5 minutes for Same Country Groups to share their observations about the tour so far as well as what they have written on their reporting sheets.
- Collect the reporting sheets at the end of class. You can use these to take a daily grade, but you will need to return them on Day Four.
- You can collect the itineraries if you are not sure the students will keep track of them. You will need to give them back to the students on Day Three.

Lesson Plan: Day Three

Goals:

- To continue the tour of another country
- To record ways that religion influences everyday life in the country
- To record information from the tour that the student finds interesting

Materials:

- One computer per student (This is preferred, but two students at one computer is also okay, especially if a student needs help reading text.)
- One pencil/pen per student
- Itinerary sheet for each student
- New reporting sheet for each student

Lesson:

1. Individual students at the computer

- Give each student their itinerary and a reporting sheet for today.
- Instruct students to go to a computer, enter the *Expedition to Asia* Web site and continue their tour.
- Walk around and monitor the students to ensure they are not having difficulty reading the content. Also, engage the students in short conversations (30 seconds – 1 minute) about what they are learning about religion in the country they are visiting and how this compares with the United States.

2. Group discussion

- Leave 5 minutes for Same Country Groups to share their observations about the tour so far as well as what they have written on their reporting sheets.
- Collect the reporting sheets at the end of class. You can use these to take a daily grade, but you will need to return them on Day Four.
- You can collect the itineraries if you are not sure the students will keep track of them. You will need to give them back to the students on Day Four.

Lesson Plan: Day Four

Goals:

- To finish the tour of another country
- To record ways that religion influences everyday life in the country
- To record information from the tour that the student finds interesting
- To plan the cultural exchange presentation

Materials:

- One computer per student (This is preferred, but two students at one computer is also okay, especially if a student needs help reading text.)
- One pencil/pen per student
- Itinerary sheet for each student
- New reporting sheet for each student

Lesson:

1. Whole group

Teacher: “Today you will finish your tour and begin planning your cultural exchange presentation. Remember, the reason you are on this tour for Expedition Magazine is to exchange information with other students. Tomorrow you will meet with your Cultural Exchange Group and show them how religion influences everyday life in the country you toured. You will also share some of the interesting information you liked from the tour. You will be graded on how well you give the information, how clearly you speak, and how much the other person learned.”

2. Individual students at the computer

- Give each student their itinerary and a reporting sheet for today.
- Instruct students to go to a computer, enter the *Expedition to Asia* Web site and continue their tour.
- Today’s tour should not take more than 20 minutes to allow students sufficient time to plan their presentations.

3. Group discussion

- Have the students meet with their Same Country Group to plan how they are going to present what they have learned when they meet in their Cultural Exchange Groups tomorrow.
- The presentation format is open to whatever constraints or expectations you feel serve the learning needs of your students. Our intent was that the presentations

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would be open-ended and they are meant to be an informal conversation. They should not be longer than 5 minutes. The presentations are in small groups to give students practice with presenting without the stress of doing it in front of the whole class. It also saves you from having to listen to presentation after presentation over the same material! ☺

Lesson Plan: Day Five

Goals:

- To present knowledge
- To evaluate the presentations
- To synthesize what the students have learned to answer the question: How does religion influence everyday life?

Materials:

- Evaluation form (one per student)
- Blank piece of notebook paper (one per student)
- One pen/pencil per student
- Chart paper from Day One
- Chart paper and marker

Lesson:

1. Group presentations

- Have students meet in their Cultural Exchange Groups.
- The presentations will occur simultaneously across the classroom in the Cultural Exchange Groups. The two students who toured Japan will present to the two students who toured India. Then the two students who toured India will present to the two students who toured Japan.
- Each group has five minutes to present. Walk around and monitor the presentations.
- After both presentations, give each student an evaluation form and instruct them to evaluate the presentation they listened to. They can do this at their own seat so the students they are evaluating aren't looking at what they are writing.

2. Individual assignment

Teacher: *"Drawing on everything you have done this week, I would like you to tell me your answer to our main question: How does religion influence everyday life in a country? You have ten minutes to write a detailed answer to the question on a blank sheet of notebook paper. You can use all of your resources from your work this week – the notes written on the chart paper on the first day, your daily reports to Expedition Magazine, and the presentation you just listened to – to write a detailed and thoughtful answer."*

- Make sure the chart paper from Day One is available for all students to reference
- Make sure each student has their reporting forms from Day Two, Day Three, and Day Four.

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- Give the students ten minutes to write their answer, and then collect them so that you can take a grade.

3. Whole group

Teacher: *“Who would like to share their thoughts on the way religion influences everyday life in a country?”*

- This is the final discussion to tie together everything learned in the unit and address our question one last time.
- Prompt with questions about India and Japan. Example: How does religion influence daily life in a country like Japan where the people don't consider themselves religious?
- Record student responses on a new chart paper. You may want to save this for future reference. It may be helpful later on if you later pose questions about how other societal institutions influence everyday life. How does education/government influence your everyday life?