

World Religions: Judaism, Christianity and Islam

Grade Level: 1st grade

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Length of Unit: 10 – 14 days

I. ABSTRACT

This first grade unit explores the three main monotheistic religions of the world: Judaism, Christianity and Islam. The students will learn about the historical beginnings of these religions and the important figures related to the three religions such as: Muhammad, Moses, Abraham, and Jesus. They will also explore major holidays and understand some of their customs as a result of their faith. In addition, the students will identify each religion's holy book, place of worship and symbol of faith. Through class discussion and students' writings, students will also have an opportunity to draw parallels between these religions as well note important differences.

II. OVERVIEW

A. Concept Objectives

1. Students know the historical development of religions and philosophies. (Colorado State History Standard 6.1)
2. Students know how societies have been affected by religions and philosophies. (Colorado State History Standard 6.2)
3. Students know how various forms of expression reflect religious beliefs and philosophical ideas. (Colorado State History Standard 6.3)

B. Content from the *Core Knowledge Sequence*

1. **Judaism:** Belief in one God; Story of Exodus: Moses leads the Hebrews out of Egypt; Israel, Chanukah, Star of David, Torah, synagogue (page 28)
2. **Christianity:** Christianity grew out of Judaism; Jesus, meaning of "messiah"; Christmas and Easter, symbol of the cross (page 28)
3. **Islam:** Originated in Arabia, since spread worldwide; followers are called Muslims; Allah, Muhammad, Makkah, Qur'an, mosque, Symbol of crescent and star (page 28)

C. Skill Objectives

1. The students will understand that Judaism is a monotheistic religion.
2. The students will identify Abraham as "the father of Judaism."
3. The students will locate Mesopotamia, Egypt and Israel on a map.
4. The students will identify Moses as the Hebrew leader that led the Israelites out of slavery in Egypt.
5. The students will understand the significance of The Ten Commandments for the Israelites.
6. The students will know that the Ten Commandments have been the basis for some of our present laws.
7. The students will list their own commandments.
8. The students will identify the Torah as the first five books of the Old Testament.
9. The students will sequence the main events of the Israelites from the time

- of Abraham to the time of Moses.
10. The students will identify Hanukkah (or Chanukkah) as an important Jewish holiday.
 11. The students will be familiar with the story that led the Jews to develop the holiday of Hanukkah.
 12. The students will be able to verbalize the reason for the candles on the Menorah or Chanukiah.
 13. The students will make their own Menorah.
 14. The students will identify Christmas as the holiday when Christians celebrate the birth of Jesus Christ.
 15. The students will understand that the Old Testament is a holy book that the Jews and Christians both read as part of their practice of faith.
 16. The students will be familiar with the story behind the birth of Jesus Christ.
 17. The students will identify Jesus Christ as the believed messiah for the Christians.
 18. The students will draw a picture of the nativity scene.
 19. The students will identify parables as stories that Jesus told in order to teach a lesson.
 20. The students will give their own interpretations of one of Jesus' parables.
 21. The students will recognize the cross as a symbol of Christian faith.
 22. The students will know that the Christian holiday of Christmas celebrates the birth of Jesus.
 23. The students will identify Easter as a Christian holiday that celebrates the resurrection of Jesus.
 24. The students will identify Muhammad as the prophet who started the Islam religion.
 25. The students will locate Arabia on a map.
 26. The students will understand that Islam has spread throughout the Middle East and into other parts of the world.
 27. The students will identify the people of the Islam religion as Muslims.
 28. The students will identify the Islam religion as monotheistic.
 29. The students will identify the crescent and star as a symbol for the Islam faith.
 30. The students will make compare and contrast the mosques of the Muslims and the churches typically seen in the United States.
 31. The students will identify the Koran (or Qur'an) as the holy book of the Muslims.
 32. The students will be familiar with the common dress of the Muslims.
 33. The students will make comparisons between the religions of Judaism and Islam.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D. *What Your First Grader Needs To Know*. New York: Dell Publishing, 1998 ISBN 0-385-31987-8.

2. Langley, Myrtle. *Religion*. New York: Dorling Kindersley, 2000. ISBN 0-7894-5887-X.
 3. Stoppleman, Monica. *Beliefs and Cultures: Jewish*. Danbury, Connecticut: Children's Press, 1996. 0-516-08077-6.
 4. Watson, Carol. *Beliefs and Cultures: Christian*. Danbury, Connecticut: Children's Press, 1997. ISBN 0-516-08085-7.
- B. For Students
None

IV. RESOURCES

- A. *Moses*, by Leonard Everett Fisher (Lesson One)
- B. *The Story of Religion*, by Betsy and Giulio Maestro (Lesson One)
- C. *What Your First Grader Needs to Know*, by E.D. Hirsch, Jr. (Lesson One – optional, Lessons Six, Seven and Eight)
- D. *Tales From the Old Testament (audio CD)*, by Jim Weiss (Lesson One)
- E. *The Holy Bible* (Lessons Two and Four)
- F. *The Torah* (Lesson Two)
- G. *I Am Jewish*, by Bernard P. Weiss (Lesson Three)
- H. *Chanukah: The Festival of Lights*, as told by Jim Weiss, audiotape (Lesson Three)
- I. *The Story of Hanukkah*, by Norma Simon, (Lesson Three-optional)
- J. *Beliefs and Cultures: Jewish*, by Monica Stoppleman (Lesson Three – optional)
- K. *A Picture Book of Jewish Holidays*, by David A. Adler (Lesson Three – optional)
- L. *Parables: Stories Jesus Told*, by Mary Hoffman and Jackie Morris (Lesson Five)
- M. *Beliefs and Cultures: Christian*, by Carol Watson (Lessons Four and Six)
- N. *The Hundredth Name*, by Shulamith Levey Oppenheim (Lesson Seven)
- O. *Religion*, by Myrtle Langley (Lessons Four and Eight)

V. LESSONS

Lesson One: Abraham and Moses (60 - 90 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 2. Lesson Content
 - a. **Judaism:** Belief in one God
 - b. Story of the Exodus: Moses leads the Hebrews out of Egypt
 - c. Israel
 3. Skill Objective(s)
 - a. The students will understand that Judaism is a monotheistic religion.
 - b. The students will identify Abraham as “the father of Judaism.”
 - c. The students will locate Mesopotamia, Egypt and Israel on a map.
 - d. The students will identify Moses as the Hebrew leader that led the Israelites out of slavery in Egypt.

B. *Materials*

1. *The Story of Religion* by Betsy and Giulio Maestro
2. *Tales From the Old Testament* by Jim Weiss (Audio CD)
3. *Moses* by Leonard Everett Fisher
4. Chart paper
5. World Religions book for each student (Appendix A – cover, Appendix B – pg. 1, Appendix C – pg. 2, Appendix D – pg. 3, Appendix I – pg. 4, Appendix J – pg. 5, Appendix K – pg. 6, Appendix L – pg. 7, Appendix M – pg. 8) teacher should make an overhead copy of each appendix or write the information on a large piece of poster board to display
6. Large sheet of cardboard or poster board (one for each student)
7. Gray paint and paintbrushes for all students
8. Scissors for each student
9. Large world map

C. *Key Vocabulary*

1. Religion
2. Monotheism

D. *Procedures/Activities*

1. Because of the various religious backgrounds in the United States, your students will have many different ideas about religions. I would suggest speaking with your parents about this unit to assure them that this study is meant to familiarize their children with different religions and vocabulary so that they can better understand many events and ideas in history. It is not meant to classify one religion as “right” or another as false.
2. Begin this unit by asking students what they think of when they hear the word religion. Brainstorm and list their ideas on a piece of chart paper.
3. Explain to the students that they will be learning about the three largest religions in the world. Let them know that these religions are all similar in that the people of these religions believe in one god (monotheism). However, these religions are also very different.
4. Read pages 3-5 in *The Story of Religion* by Betsy and Giulio Maestro. This gives a good introduction of religion. If you do not have access to this book, page 126 of *What Your First Grader Needs to Know* also gives a great introduction of religions. Make sure students understand that there are people that believe in many gods (i.e. Ancient Egyptians) and those that worship one god.
5. Have the students listen to “Abraham and the Idols” from the CD *Tales From the Old Testament* by Jim Weiss. This story is approximately 10 minutes long. This story explains Abraham’s struggle with idols, his eventual belief in one God, and his journey to a new land.
6. Explain that this religion developed because of Abraham. Abraham is also an important figure in Christianity. Ask the following questions to assure that they students understand the story of Abraham:
 - a. *Where did Abram live?* (In the city of Ur.)
 - b. *What is an idol? What kind of idol would you get if you were poor? If you were rich?* (An idol was an object, made of clay,

- which people prayed to. Each idol was a god. The poor received unpainted, plain idols. The rich received colorful, fancy idols.)
- c. *Why did making the idols bother Abram?* (They were only made of clay and didn't believe that they were really magic.)
 - d. *What did Abram do to the idols?* (He smashed the idols.)
 - e. *What did God tell Abram?* (He would be called Abraham, which means "the father of many people." The descendants of Abraham were called Hebrews or Israelites.)
7. Show the students on a large world map where Mesopotamia (or city of Ur) was located and where Israel is located. Explain that we call this area between the continents of Africa and Asia, the Middle East. It is believed that Abraham left Ur sometime shortly after 1900 B.C. If you have a classroom timeline, you may want to note that on the timeline.
8. Read the book *Moses* by Leonard Everett Fisher and explain that Moses is actually a descendant of Abraham. Explain what it means to be a descendant of someone. Ask the following discussion questions after reading the book:
- a. *What did Jochebed do to save Moses from being killed?* (*Put Moses in a basket on the shore of the river.*)
 - b. *Who found Moses?* (*The Pharaoh's daughter*)
 - c. *Why did Moses have to leave Egypt?* (*He killed an Egyptian slave master for beating an Israelite.*)
 - d. *Why did Moses come back to Egypt at the age of 80?* (*God told him to set the Israelites free from slavery.*)
 - e. *What kind of things did God do to show the pharaoh that he was serious?* (*He sent plagues to the Egyptians. Rivers turned to blood. Locusts covered the country. Hail fell from the sky. He killed the first born of the Egyptians and their livestock. There were ten plagues in all.*)
 - f. *After the pharaoh let them go, he changed his mind and sent an army after them. How did the Israelites escape?* (*Moses parted the Red Sea with his rod so that the Israelites could cross. But when the Egyptian army came through, the waves crashed back in on them.*)
 - g. *When Moses went up on the mountain, what did he bring back down with him?* (*Stone tablets with the Law on them. We know it as the Ten Commandments.*)
 - h. *The Israelites wandered the land for forty years before they reached the "promised land." What is the Promised Land?* (*Israel. It was called Canaan at that time.*)
9. Locate Israel on a world map. Explain that Israel is a very important place to the Jews because Israel is where God originally sent Abraham. However, they then became enslaved in Egypt until Moses came to set them free. Although it took them many years, the Israelites (Jews) eventually made it back to Israel. (Timeline: Moses leads the Hebrews out of Egypt around 1300 B.C.)

10. Give each student a copy of a map of the Middle East (page 3 of World Religions Book, Appendix D). Make a copy for yourself on an overhead transparency. If possible, show the students a world map again so that they can see what part of the world they are looking at and can compare it to the smaller map.
11. First have the students color the Black Sea, Mediterranean Sea and Red Sea blue so that they can differentiate between land and water. Also have the students draw over the Tigris and Euphrates Rivers with a blue crayon. Then have the students color the area of Mesopotamia in yellow as you do so on the overhead transparency. Remind them that this is where Abraham was living when God told him to go to Israel.
12. Show the students where Israel is located and instruct the students to color that area green.
13. Then have the students find Egypt on their map. Color Egypt orange. Ask the students:
 - a. Why were the Israelites in Egypt? (*They went there because of a lack of food in Israel. But while in Egypt, the Pharaoh made them slaves.*)
 - b. Who was born in Egypt? (*Moses*)
 - c. Why is Moses important to the Jews? (*He brought them out of Egypt. They eventually made it back to Israel.*)
14. After coloring these three areas, have the students use their red marker to draw an arrow from Mesopotamia to Israel to show where Abraham and his descendants traveled. Then have them draw an arrow from Israel to Egypt to show how the Israelites went from Israel to Egypt when they were enslaved.
15. Now an arrow will need to be drawn from Egypt to Israel. However, have this line going around in circles to illustrate how the Israelites had to travel in the desert for many years before they reached the “promised land.”
16. Tell the students that tomorrow they will be learning more about The Ten Commandments that Moses brought down from the mountain. To prepare for tomorrow, cut the cardboard so that it is shaped like a large stone tablet. Have the students paint their “stone tablet” a pale gray all over. The students may be able to cut the cardboard themselves, depending on the thickness.

E. *Assessment/Evaluation*

1. The students will be evaluated based on their ability to answer the discussion questions after listening to the story of Abraham and Moses.
2. Students will be evaluated based on their completion of the map.

Lesson Two: Moses and The Ten Commandments (60 - 90 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how societies have been affected by religions and

- philosophies.
2. Lesson Content
 - a. Story of Exodus: Moses leads the Hebrews out of Egypt
 - b. Israel
 - c. Torah
 3. Skill Objective(s)
 - a. The students will understand the significance of The Ten Commandments for the Israelites.
 - b. The students will understand that The Ten Commandments have been the basis for some of our present laws.
 - c. The students will list their own commandments.
 - d. The students will identify the Torah as the first five books of the Old Testament.
 - e. The students will sequence the main events of the Israelites from the time of Abraham to the time of Moses.
- B. *Materials*
1. Stone tablets made of cardboard (should already be painted gray)
 2. Black pen or marker for each student
 3. The Holy Bible
 4. Copy of The Torah
 5. Poster board or chart paper with the Ten Commandments written on it (see Appendix E for list of Ten Commandments)
- C. *Key Vocabulary*
1. Ten Commandments
 2. Torah
 3. Law or commandment
 4. Exodus
- D. *Procedures/Activities*
1. Ask the students to recall the events from yesterday's story about how Judaism began and the story of Moses. Listed are some of the main events:
 - a. Abraham heard from God telling him to journey to another land. This land was eventually named Israel.
 - b. Years later, a lack of food forced the Israelites (or Hebrews) to leave Israel and go to Egypt.
 - c. While in Egypt, the pharaoh made the Israelites work as slaves.
 - d. Moses was a Hebrew (or Israelite) born in Egypt and raised by the Pharaoh's daughter.
 - e. Moses left Egypt and was later told by God to go ask the Pharaoh to let the Israelites go.
 - f. Pharaoh would not let the Israelites go so God sent 10 plagues to the Egyptians.
 - g. The Pharaoh finally let the Hebrews go but he later changed his mind and sent his army after them.
 - h. Moses split the Red Sea and they were able to escape from the Egyptians.

- i. God gave Moses The Ten Commandments on top of the mountain.
 - j. Because the Israelites didn't obey God and The Ten Commandments, they were forced to wander for 40 years.
 - k. The Hebrews eventually made it to their promised land, Israel.
2. Explain to the students that while the Hebrews (Israelites) were "wandering" before they reached Israel, that Moses wrote the following five books: Genesis (the story of the beginning of the Israelites), Exodus (the story of their departure from Egypt), Leviticus (contains all of God's laws and rules), Numbers (keeps track of the population while in the desert), and Deuteronomy (a summary of the first four books) Explain to the students that the word "Exodus" actually means the fleeing of a large number of people.
 3. These books make up the first five books of what many people know as the Old Testament. The Hebrew calls these first five books, The Torah. Pass around The Holy Bible showing these first five books and a copy of The Torah. Explain to the students that the Jews continue to live by these books and have had to fight to keep their land that they believe God promised them through Abraham and Moses.
 4. Hang up and read the poster board containing the Ten Commandments, giving a brief explanation for each Commandment.
 5. Explain to the students that these commandments have influenced, not only the Israelites, but many other societies as well. Many court systems have used these Commandments as a basis for making their laws. Some have even had the Ten Commandments hanging in their courtrooms.
 6. Ask the students to think about what they would write as the Ten Commandments if they had to think of them today. Have them list their "commandments" on a piece of paper and then rewrite them using a black pen or marker on their "stone tablet."
 7. Invite students to share their own commandments with the class when they are finished.
 8. Have the students work in groups of 3-4 to complete Appendix F. Students need to read the sentences and place them in order of what happened.
- E. *Assessment/Evaluation*
1. Students will be evaluated based on completion of their own commandments and completion of Appendix F.

Lesson Three: Chanukah (60 - 90 minutes, need two days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how various forms of expression reflect religious beliefs and philosophical ideas.
2. Lesson Content
 - a. Judaism: Chanukah

- b. Judaism: Star of David
 - 3. Skill Objective(s)
 - a. The students will identify Hanukkah (or Chanukah) as an important Jewish holiday.
 - b. The students will be familiar with the story that led the Jews to develop the holiday of Hanukkah.
 - c. The students will be able to verbalize the reason for the candles on the menorah or chanukiah.
 - d. The students will make their own Menorah.
- B. *Materials*
 - 1. *I Am Jewish* by Bernard P. Weiss
 - 2. Appendices B & C (pages 1 & 2 of book)
 - 3. *Chanukah, The Festival of Lights* as told by Jim Weiss (audio tape)
 - 4. *The Story of Hanukkah* by Norma Simon (optional)
 - 5. *A Picture Book of Jewish Holiday* by David A. Adler (optional – for pictures)
 - 6. *Beliefs and Cultures: Jewish* by Monica Stoppleman (optional – for pictures)
 - 7. Clay (a lump approximately the size of a small melon for each students)
 - 8. Plastic knives
 - 9. Glue
 - 10. Poster paints and paintbrushes
 - 11. Small candles (nine candles for each menorah)
- C. *Key Vocabulary*
 - 1. Synagogue
 - 2. Hebrew Bible
 - 3. Torah
 - 4. Hanukkah or Chanukah
- D. *Procedures/Activities*
 - 1. Read students the book, *I Am Jewish* by Bernard P. Weiss. This book gives a great overview of the customs of the Jewish people. After reading the book, explain to the students that even though Jews live all over the world, many live in a city called Jerusalem. Point to the city of Jerusalem on a large classroom map
 - 2. Fill in the parts of Appendix B (page 1 of book) labeled people, worship place, and holy place. Complete as an entire group, encouraging the students to complete the sentences appropriately. The sentences should be completed as follows: *People that practice the religion of Judaism are called Jews. They are monotheists which means they believe in one god. The Jewish people worship God in a synagogue. Jews read from the Hebrew Bible. They call the first part of the Bible the Torah.*
 - 3. Explain to the students that the Jews celebrate many holidays. Explain that one of these holidays is Hanukkah.
 - 4. Have the students listen to the story of Hanukkah as told by Jim Weiss on the audiotape, *Chanukah, The Festival of Lights*. This story is approximately 26 minutes long, but it is excellent and will keep students

- engaged. However, you may want to plan for two different times to listen to the story.
5. *The Story of Hanukkah* by Norma Simon is also an option if you do not have access to the audiotape.
 6. Listen to the tape first by yourself. When asking the following discussion questions, you may opt to stop the tape and ask some of the questions during the story, rather than after.
 - a. *What did Antiochus do to finally make the Jews in Judea angry?* (He forced them to worship the gods of Greece. They were forbidden to pray to God.)
 - b. *Where did Mattathias take his army of people?* (Into the mountains.)
 - c. *Mattathias eventually died. Who took charge of the army?* (Judah)
 - d. *What did people eventually call Judah?* (They called him Judah “Maccabee” which meant Judah “the hammer.” These soldiers were eventually called the Maccabees.)
 - e. *What was the first thing they did after they won the war?* (They went to clean up the temple and light the menorah.)
 - f. *What problem did the Jews have when they went to light the menorah?* (The Greeks had destroyed the jars that held the special oil for the menorah. They only found one jar of oil, enough to burn for one day.)
 - g. *What was the miracle that occurred?* (The oil burned for eight days and nights.)
 - h. *How do the Jewish people today light the candles?* (They light one candle for each night of the holiday.)
 7. Explain to the students that the candleholder is called a menorah or a chanukiah. A menorah can be found in homes of Jewish people and in synagogues where they worship.
 8. Show the students pictures of a variety of menorahs. A picture of a menorah is found on Appendix C (page 2) and can also be found in the following books:
 - a. *I Am Jewish* by Bernard P. Weiss
 - b. *Beliefs and Cultures: Jewish* by Monica Stoppleman
 - c. *The Story of Hanukkah* by Norma Simon
 - d. *A Picture Book of Jewish Holidays* by David A Adler
 9. Also, explain to the students that many menorahs also have the Star of David located in the middle. David was a famous king in Israel. The Star of David is not only a symbol of the Jewish religion, but it is also located on the Israeli flag.
 10. Have the students make their own menorah by following the directions on Appendix G. There are also directions for an alternate menorah on Appendix H.
 11. After completing the menorah, have the students go back to their world religions book and review what they’ve already completed about Judaism.

Then complete as a whole group the section labeled symbols. See if the students remember the name of the symbol located at the bottom of Appendix B. The blanks in this section should read, *Star of David*.

12. Next, read together the section on holidays and fill in the blanks together. The blank areas should read (in order): *Hanukkah (or Chanukah), menorah, and Yom Kippur*.

E. *Assessment/Evaluation*

1. The students will be evaluated based on their ability to answer questions throughout the lesson.
2. The students will be evaluated on their completion of the Menorah.
3. The students will be evaluated on their completion of Appendices B and C.

Lesson Four: The Birth of Jesus (45 - 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how societies have been affected by religions and philosophies.
 - c. Students know how various forms of expression reflect religious beliefs and philosophical ideas.
2. Lesson Content
 - a. **Christianity:** Christianity grew out of Judaism, meaning of the “messiah; Christmas
3. Skill Objective(s)
 - a. The students will identify Christmas as the holiday when Christians celebrate the birth of Jesus Christ.
 - b. The students will understand that the Old Testament is a holy book that the Jews and Christians both read.
 - c. The students will be familiar with the story behind the birth of Jesus Christ.
 - d. The students will identify Jesus Christ as the messiah for Christians.
 - e. The students will draw a picture of the nativity scene.

B. *Materials*

1. Holy Bible
2. *Religion*, by Myrtle Langley (for pictures)
3. *Beliefs and Cultures: Christian* by Carol Watson (for pictures)
4. Chart paper
5. Large piece of white construction paper for each student
6. Paints, markers, crayons, chalk (teacher choice)

C. *Key Vocabulary*

1. Sin
2. Messiah

D. *Procedures/Activities*

1. Because Christianity is the most common religion in the United States, ask the children what they already know about the Christian faith. Make a list on a piece of chart paper.
2. Explain to the students that the Christian's Holy book is the Holy Bible. Show them how the bible is split into two sections: The Old Testament and The New Testament.
3. Remind the students that the Jewish people also read from The Old Testament and believe it to be the word of God. However, the Jews call the first five books the Torah and they do not read The New Testament.
4. Tell the students that there are actually similarities between the Jews and the Christians. They both believe in the same God, and only one God. They also teach the same stories from the Old Testament, such as that of Abraham and Moses.
5. Another big similarity is that they believe in a "messiah" coming to save the people from their sins. Take time here to explain the word messiah and sins. Sins are things that people do wrong, like when they don't follow the Ten Commandments. A messiah is someone that comes to save the people. In the Old Testament it was predicted many times that a messiah would come to save the people.
6. The Christians believe that Jesus Christ is the messiah who has already come. The Jewish people do not believe that Jesus is the messiah that was predicted in The Old Testament. They are still waiting for their messiah to come.
7. The New Testament is largely about Jesus Christ, his life and what he taught when he was alive. Ask the students what they already know about Jesus. (For timeline: It is believed that Jesus lived between 4 B.C. and 29 A.D.)
8. Ask students if they know of any Christian holidays that we celebrate. Write the word Christmas on the board. Show the students how the word Christ is in the word Christmas. On Christmas, one of the biggest holidays in the United States, Christians celebrate Jesus' birthday.
9. The Christians believe that Jesus is a direct descendant of Abraham. You may want to define descendant again at this point. In the first book of Matthew in The New Testament, Matthew gives a list of all the people related to Abraham. You may want to read this list. The students will likely enjoy all of the unusual names. Stop when you get to King David to remind students that this is the same famous king of the Jewish people. One of the Jewish symbols is the Star of David.
10. Read to the students the story of the birth of Jesus, Luke 2: 1-20. This is a famous scripture that is often read in churches and by Christian families during the Christmas season. Read from a version of the Bible that is easy to understand, such as the New International Version. You may also choose to read from a children's Bible.
11. Ask the following questions after reading the story:
 - a. *Who was the mother of Jesus?* (Mary. She was married to

- Joseph.)
- b. *Why did Mary and Joseph have to travel to Bethlehem?* (The king had ordered that there be a census taken. Explain to the students that a census is when all the people are counted. However, at that time the people had to go back to the town where they were born in order to be counted.)
 - c. *Ask the students what they think a manger is.* A manger is like a stable where animals can be covered and are fed. These stables were often found in caves and were often dark and dirty.
 - d. *Why couldn't Mary and Joseph stay at the inn?* (The inn was full, probably because of the census that was going on at that time.)
 - e. *How did Mary and Joseph know that their baby was to be the Son of God?* (An angel appeared and told them that Mary would give birth to the messiah. They were instructed to name him Jesus.)
12. Show the students pictures of the nativity scene. Large nativity scenes are often seen in front of churches during the Christmas season and even at Christian homes. A picture of a nativity scene can be found in the following books: *Religion* by Myrtle Langley and in the book *Beliefs and Culture: Christian* by Carol Watson.
 13. Note the differences and similarities between the different nativity scenes. Also point out the three wise men that are also in this scene. They followed a star in the sky to find Jesus, which is why the star is also a common symbol at Christmas. Actually make a list with the students of all the key components of a nativity scene.
 14. Using the medium of your choice (paints, crayons, chalk, etc.), have the students make their own picture of the nativity scene. The following components should be in their nativity scene: baby Jesus, Mary, Joseph, the Three Wise Men and the star in the sky that the wise men followed. The students can also add animals that may have been in the stable with them.
- E. *Assessment/Evaluation*
1. The students will be informally evaluated based on their answers to the discussion questions about the story of Jesus' birth.
 2. The students will also be assessed based on whether or not they included all of the key components of the nativity scene.

Lesson Five: The Life of Jesus (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how societies have been affected by religions and philosophies.
 2. Lesson Content
 - a. **Christianity:** Jesus

3. Skill Objective(s)
 - a. The students will identify parables as stories that Jesus told in order to teach a lesson.
 - b. The students will give their own interpretations of one of Jesus' parables.
- B. *Materials*
 1. *Parables: Stories Jesus Told* by Mary Hoffman and Jackie Morris
 2. Writing paper for students
- C. *Key Vocabulary*
 1. Parable
 2. Messiah
- D. *Procedures/Activities*
 1. Have students recall from yesterday's lesson the events that led to the birth of Jesus.
 2. Explain to the students that Christians believe that Jesus Christ is the messiah that was predicted in the Old Testament. Remind them that the Jews differ from the Christians in that they believe they are still waiting for their messiah to come. Ask the students, "*Which part of the Bible do the Christians and Jews both believe and read?*" (*The Old Testament*)
 3. Explain to the students that the New Testament contains the life of Jesus. Also explain that as Jesus grew into adulthood, he traveled around teaching and talking with people about the love of God and how God expects people to treat each other.
 4. Tell the students that Jesus often used stories to get across to people what he was trying to teach. These stories are called parables. A parable is a story that teaches a lesson. If your students have read fables, they may be able to see similarities between fables and the parables that Jesus told. However, Jesus' parables always had real people as the characters, and they were stories that could really happen. Fables often use animals as the characters, and many of the stories could never happen in real life.
 5. Introduce students to the book, *Parables: Stories Jesus Told* by Mary Hoffman and Jackie Morris. This book contains eight different parables, with wonderful illustrations, that have been rewritten so that a child can understand.
 6. Read the parable of The Good Samaritan, which begins on page 10. Before reading the *italics* at the bottom of the page, tell the students that Jesus tells this parable in response to a person asking him, "Who is my neighbor?" Ask the students who they think the Jew's neighbor was? (*The Samaritan*) What was the lesson that Jesus was trying to teach? (*Everyone is your neighbor and should be treated kindly.*)
 7. Ask the students if they've ever heard of someone being called a "Good Samaritan." Tell the students that even today when someone does something to help another person, we say he or she is a Good Samaritan.
 8. Read another parable to the students, "Forgiveness" located on pages 27-28. After reading this story, have the students write in their own words what they think that Jesus was trying to teach in this story.

9. Have the students share their writings. This would also be a great time to introduce (or reintroduce) the saying: “Do unto others as you would have them do unto you.”
- E. *Assessment/Evaluation*
1. The students will be evaluated based on their interpretation of Jesus’ parables. All logical interpretations should be accepted.

Lesson Six: Easter (45 – 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how societies have been affected by religions and philosophies.
 - c. Students know how various forms of expression reflect religious beliefs and philosophical ideas.
2. Lesson Content
 - a. **Christianity:** Jesus, meaning of “messiah”, Easter, symbol of the cross
3. Skill Objective(s)
 - a. The students will recognize the cross as a symbol of Christian faith.
 - b. The students will know that the Christian holiday of Christmas celebrates the birth of Jesus.
 - c. The students will identify Easter as a Christian holiday that celebrates the resurrection of Jesus.

B. *Materials*

1. Hard boiled eggs (enough for each student to decorate at least two)
2. Egg cups for students to place their eggs while painting
3. Poster paints
4. Paint brushes
5. Appendices I & J (pages 4 and 5 of World Religions Book)
6. *Beliefs and Cultures: Christian* by Carol Watson
7. *What Your First Grader Needs to Know* by E.D. Hirsch (optional)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Explain to the students that even though many people listened to Jesus teach and came to follow him, others hated him. Some people who hated him were the Jewish leaders who didn’t believe that he was the Son of God, or Messiah. Many Jews believed that if he were really the Messiah, he would lead them in a fight against the Romans who were in control at that time. However, Jesus spoke that people should act in love and was not going to lead them in war.
2. Jesus was eventually arrested and killed. Read to the class page 24 from the book, *Beliefs and Cultures: Christian* by Carol Watson. If you do not

have access to this book, you can tell the story in your own words or use *What Your First Grader Needs To Know* by E.D. Hirsch (page 132).

3. Tell the students that this is why the Christians use the cross as their symbol. They believe that Jesus died on the cross as a “payment” for their sins. Christians believe that if they accept Jesus as the Son of God and ask for their sins to be forgiven, they will go to heaven.
4. Ask the students if they remember from the story what Christians call the day that Jesus was crucified. (*Good Friday*)
5. Ask the students what the name of the holiday is when Jesus rose from the dead. (*Easter*) It is believed that Jesus showed himself to many people at that time and then later ascended into Heaven.
6. For Christians, this is a great miracle and is why they continue to celebrate Easter. Ask the students what they think of when they hear of the holiday, Easter. You will likely get responses such as: Easter Bunny, decorating eggs, Easter egg hunts, family dinners, and maybe even attending church.
7. Tell the students that the tradition of decorating eggs at Easter came about because eggs are a symbol of life. It is a reminder of the new life that Jesus gave to those that believe and accept him.
8. Invite the students to decorate their own eggs. Have the students paint the symbol of Christianity, the cross, on at least one of their eggs.
9. Complete pages 4 and 5 of the World Religions Book as a group while you write the correct answers on the overhead. (Appendices I & J) Encourage the students to help fill in the blanks. The blanks on Appendices J & I should be filled in as follows: Christians, Jesus Christ, church, Holy Bible, Christmas, Easter, and cross.

E. *Assessment/Evaluation*

1. Students will be evaluated based on completion on Appendices J & I.

Lesson Seven: The Story of Muhammad and Islam (30 – 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how societies have been affected by religion and philosophies.
2. Lesson Content
 - a. **Islam:** Originated in Arabia, since spread worldwide; followers are called Muslims; Allah, Muhammad
3. Skill Objective(s)
 - a. The students will identify Muhammad as the prophet who started the Islam religion.
 - b. The students will locate Arabia on a map.
 - c. The students will understand that Islam has spread throughout the Middle East and into other parts of the world.
 - d. The students will identify the people of the Islam religion as Muslims.

- e. The students will identify the Islam religion as monotheistic.
- B. *Materials*
- 1. *The Hundredth Name* by Shulamith Levey Oppenheim
 - 2. *What Your First Grader Needs to Know* by E.D. Hirsch, Jr.
 - 3. Appendices K & M (pages 6 & 7 of World Religions Book, make overhead copies)
 - 4. Large world map
- C. *Key Vocabulary*
- 1. Allah - Arabic name for God
 - 2. Koran (Qur'an) – holy book of the Muslims
- D. *Procedures/Activities*
- 1. Explain to the students that they will be learning about another major world religion that practices monotheism, the religion of Islam. Ask the students if they remember what monotheism means. (*A practice of worshipping only one God.*)
 - 2. Read to the students the book, *The Hundredth Name* by Shulamith Levey Oppenheim. Ask the students the following questions after reading the book:
 - a. *Where did this story take place?* (In Egypt along the Nile River.)
 - b. *Why did Salah believe that his camel, Qadiim, was sad?* (Because he looks so old, people make fun of his looks, and he is not made to feel special.)
 - c. *What did Salah think would make Qadiim feel happy and special?* (To know the hundredth name of Allah.)
 - d. *What did Salah decide to do to make this happen?* (He prayed to Allah and asked him to tell Qadiim his hundredth name.)
 - e. *What did Salah do when he prayed, which he saw his father do five times every day?* (He laid out his father's prayer rug and prayed to Allah?)
 - f. *Who is Allah?* (Allah is the name given to God by people who practice Islam. It is the Arabic name for God.)
 - 3. Explain to the students that even though the story is fictional, it is true that the Muslims do recite the ninety-nine names of Allah as found in their holy book, the Koran (or Qur'an). They do not know the true name of God. This is also a similar belief in the religions of Judaism and Christianity.
 - 4. Fill in as a group the first part of page 6 of their world religions book. Encourage students to help fill in the blanks on the section labeled: People. The blanks in this section should be filled in as follows: *Muslims, one God, Allah, Arabia, and Muhammad.*
 - 5. Explain to the students that the Islam religion started with this man named Muhammad. Muhammad was born in about 570 A.D. You may want to note this on a classroom timeline so the students can see the time span between the teachings of Jesus and that of Muhammad. Read the story of Muhammad on pages 132 – 143 of the book, *What Your First Grader Needs to Know*. Ask the students the following questions in order to

clarify the reading:

- a. *Was Muhammad born before or after Jesus?* (after)
 - b. *What made Muhammad start thinking about the way the people in the city of Mecca live?* (He traveled and heard about the idea of one God from the Jews and the teachings of Jesus from the Christians.)
 - c. *What was it that troubled Muhammad?* (The people in the city of Mecca worshipped many gods. They were also proud and greedy.) *Who does this remind you of from the story of Judaism?* (Abraham)
 - d. *What happened to make Muhammad start telling people about Allah?* (He saw an angel in a vision that spoke to him about Allah.) Explain to the students that it is also this same angel who told him what to put in the Muslims holy book, The Koran (or Qur'an).
 - e. *How did people respond when he started telling people that they should follow only one God, Allah?* (Many were angry. He was eventually driven out of Mecca, his home city.)
 - f. *What happened in the end?* (He beat the soldiers of Mecca and made it back home. After other conquests, all of Arabia eventually accepted Muhammad as the messenger of God, or Allah.)
6. Explain to the students that Islam not only spread throughout Arabia, but also throughout the Middle East and in various areas throughout the world. It is currently the fastest growing religion.
 7. On a large world map, have students locate the area that is considered the Middle East. Remind the students that many Jewish people also live in the Middle East. Explain to the students that this area of the world commonly in the news because they are often at war. Both the Jews and the Muslims believe that God gave certain areas of land to them.
 8. Using an overhead of page 8 of the World Religion Book, have the students locate Arabia. Color Arabia red.

E. *Assessment/Evaluation*

1. Students will be evaluated on their answers in response to the discussion questions after the readings.
2. The students will be assessed on their completion of Appendix M, page 8 of their World Religions Book.

Lesson Eight: Islam (approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students know the historical development of religions and philosophies.
 - b. Students know how societies have been affected by religions and philosophies.
 - c. Students know how various forms of expression reflect religious beliefs and philosophical ideas.

2. Lesson Content
 - a. **Islam:** Muhammad, Mecca (Makkah), Qur'an, mosque, symbol of crescent and star
 3. Skill Objective(s)
 - a. The students will identify the crescent and star as a symbol for the Islam faith.
 - b. The students will identify the mosque as the worship place for Muslims and describe their mosques.
 - c. The students will be familiar with the common dress of the Muslims.
 - d. The students will identify the Koran as the holy book of the Muslims.
 - e. The students will make comparison between the religions of Judaism and Islam.
- B. *Materials*
1. *Religion* by Myrtle Langley
 2. *What Your First Grader Needs to Know* by E.D. Hirsch
 3. Appendices K & L (pages 6 & 7 of World Religions Book)
- C. *Key Vocabulary*
1. Mosque
- D. *Procedures/Activities*
1. Review with the students what learned yesterday by asking the following questions:
 - a. *Who was the man that initiated the religion of Islam?* (Muhammad)
 - b. *Who are the people that practice Islam called?* (Muslims)
 - c. *What name do the Muslims give for God?* (Allah)
 2. Explain to the students, that just like the Christians and the Jews, the Muslims have a worship place. They call their worship place a mosque. Have students fill in the appropriate blank on page 6 of their World Religions Book.
 3. Although the mosque came well after Muhammad was alive, it is an important part of the Islamic community. Explain to the students that they not only worship in the mosque, they also have social gatherings there and some are places where students are educated. In Islamic nations, their religion is part of everything in their lives.
 4. Show pictures of different mosques from the book, *Religion* by Myrtle Langley. The book, *What Your First Grader Needs to Know* also has a picture of the Islamic Mosque located in Washington D.C.
 5. *Ask the students how they would describe the mosques. What similar feature does each mosque have?* (An Islamic Mosque is typically very ornate and huge! Also, most mosques tend to have at least one dome at the top of the mosque.) Most children would agree that it is quite different than the traditional churches often seen in the United States.
 6. Complete page 7 of the World Religion Book. The first sentence should read: The Muslims read from a book called the **Koran (or Qur'an)**.

Show the students a picture of the Koran on page 57 of *Religion* by Myrtle Langley. Explain to the students that the Koran is often decorated beautifully like the one in the picture and kept in a special covering or box. Also show the picture on page 134 of *What Your First Grader Needs to Know*.

7. Also show the students the picture of the Pilgrimage to Mecca on page 54 and 55 of *Religion*. Ask the students:
 - a. *What do you notice about the people in this picture?* (They are wearing long flowing robes and often have their head covered.) This is typical of the dress in Islamic nations.
 - b. *Tell the students that the people in this picture are traveling to Mecca. Do you remember why Mecca was so important?* (Mecca is where Muhammad was born. He was driven out of Mecca but eventually conquered his enemies and came back to his home city.)
8. Tell the students that Muslims are required to travel to Mecca once in their lifetime to remember what Muhammad did. They call this the “Pilgrimage to Mecca.”
9. Show students the symbol of the Islamic religion on page 54 of the same book. Also have them look at the picture on page 7 of their World Religions Book, which shows not only the Islam symbol, but also the Koran and a mosque. Have students fill in the final blanks appropriately with, **star** and **crescent**. You may need to explain to the students that a crescent moon is a moon that is only partially seen, as in their symbol.
10. Wrap up this lesson by asking students what they’ve learned about the Muslim religion. The information located on pages 6 and 7 of the World Religions Book are the key points of this religion.
11. Have students complete Appendix N, which has the students compare and contrast the religions of Islam and Judaism.

E. *Assessment/Evaluation*

1. The students will be evaluated based on their responses to the questions presented throughout the lesson.
2. The students will be evaluated based on their completion on Appendix N.

VI. CULMINATING ACTIVITY (at least 30 – 45 minutes)

- A. In order to review what has been taught about the world’s three major religions, use the Bingo card located on Appendix O to write the answers to the following questions. Make copies of the Bingo card and mix the answers on each card so that they are different.
1. What man is known as the “father of Judaism”? (**Abraham**)
 2. People who practice the religion of Judaism are called _____. (**Jews**)
 3. The worship of only one God is called _____. (**monotheism**)
 4. The first part of the Hebrew Bible is called the _____. (**Torah**)
 5. This is the Star of David, which is the symbol of Judaism. (**Draw a Star of David on the Bingo sheet.**)

6. What is the worship place of the Jews called? (**A synagogue**)
7. What holiday do the Jews celebrate that calls Jewish people to remember when the Temple lamp burned for eight nights when there was only enough oil for one night? This holiday lasts for eight days. (**Hanukkah or Chanukah**)
8. Who brought the Hebrews (also called Israelites) out of slavery in Egypt? (**Moses**)
9. What did God give Moses on top of a mountain that gave the Israelites guidelines on how they should live their life? (**The Ten Commandments**)
10. What do the Jewish people light on eight consecutive nights during the holiday of Hanukkah? (**Menorah or chanukiah**)
11. Christians believe that this man came to save them from their sins, the messiah that was predicted to come in the Old Testament. (**Jesus Christ**)
12. Jesus traveled talking to people about God and telling stories to help illustrate how they should live. What are these stories called? (**Parables**)
13. What Christian holiday celebrates the birth of Jesus Christ? (**Christmas**)
14. On what day do the Christians remember how Jesus rose from the dead after he was crucified three days earlier? (**Easter**)
15. What do Christians typically call their place of worship? (**a church**)
16. On what was Jesus crucified? This is also the symbol of the Christian religion. (**Write the word 'cross' or draw a picture of a cross.**)
17. The holy book for the Christians is the _____. This includes the Old Testament that the Jews also read from as well as the New Testament. (**Holy Bible**)
18. People who practice the religion of Islam are called _____. (**Muslims**)
19. The Islam religion began with the prophet _____. (**Muhammad**)
20. What is the name that Muslims give to God? (**Allah**)
21. What is the symbol of the Islamic religion? (**Draw the symbol on the Bingo card.**)
22. What is the Muslims holy book called? They believe that this is the word of God that was spoken to Muhammad through an angel. (**Koran or Qur'an**)
23. What is the building called in which Muslims worship? (**Mosque**)
24. All three of the world's major religions began in what part of the world? (**The Middle East**) Be sure that the students can locate the Middle East on a world map.
25. These people keep themselves covered with robes and often keep their head covered. They also make a trip at least once in their lives to the city of Mecca, Muhammad's home city. (**Muslims**)

After reviewing with the students and playing World Religion Bingo, give the students the World Religions Quiz. This quiz is on Appendices P-1 through P-4.

VII. HANDOUTS/WORKSHEETS

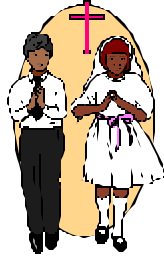
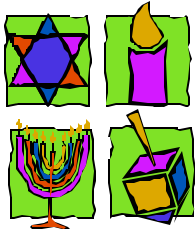
- A. Appendix A: World Religions Book Cover
- B. Appendix B: Judaism, Pg. 1 of World Religions Book
- C. Appendix C: Judaism, pg. 2 of World Religions Book
- D. Appendix D: Journey of the Israelites Map, pg. 3 of World Religions Book
- E. Appendix E: The Ten Commandments
- F. Appendix F: The Story of Judaism
- G. Appendix G: Clay Chanukiah
- H. Appendix H: Paper chain Menorah
- I. Appendix I: Christianity, pg. 4 of World Religions Book
- J. Appendix J: Christianity, pg. 5 of World Religions Book
- K. Appendix K: Islam, pg. 6 of World Religions Book
- L. Appendix L: Islam, pg. 7 of World Religions Book
- M. Appendix M: Middle East Map
- N. Appendix N: Judaism and Islamic comparisons
- O. Appendix O: World Religion Bingo Card
- P. Appendix P-1 through P-4: World Religions Quiz

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Appendix A-World Religions



World Religions

Judaism

Christianity

Islam

Judaism

People: People who practice the religion of Judaism are called _____. They are monotheists which means that they believe in _____.

Worship Place: The Jewish people worship God in a _____.

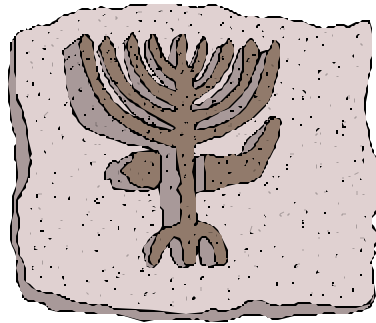
Holy Book: Jews read from the _____
_____. You may know it as the Old Testament. This is where the ten commandments are written. They call the first part of the Bible the _____.

Symbols: The _____
_____ is an important symbol for the Jews.
David was one of Israel's greatest kings.



Judaism

Holidays: _____ is a holiday when the Jewish people celebrate a miracle that happened thousands of years ago. Once when they were at war, they only had enough oil for the Temple lamp for one night. But it burned for eight nights until they could get more oil. Jewish people celebrate Chanukah for eight days. Each night they light another candle on a

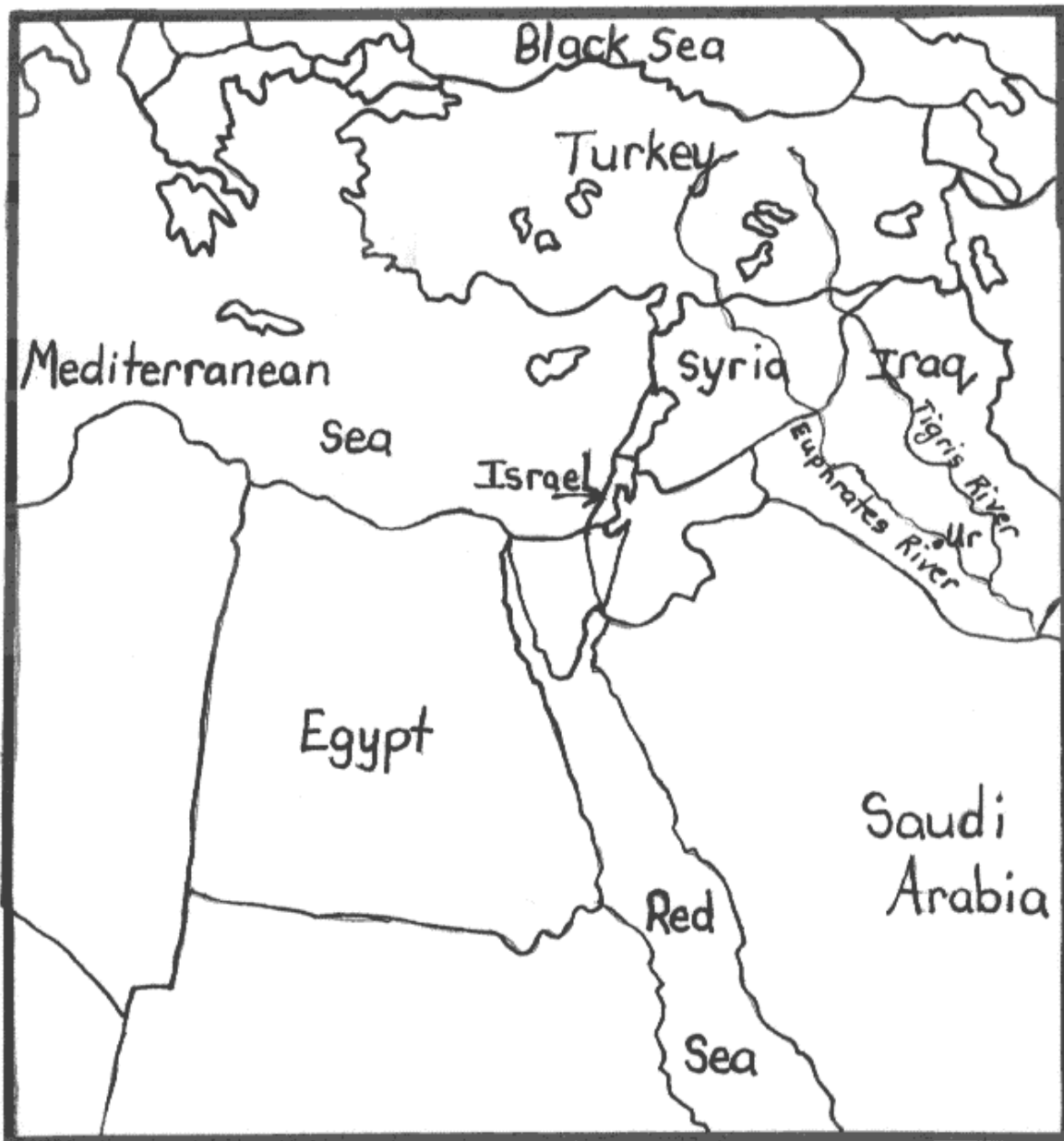


menorah

Nine days after the Jewish New Year, Rosh Hashanah, they celebrate _____. On this day they think about everything they did wrong and ask God to forgive them. They fast on Yom Kippur, which means that they don't eat or drink anything.

Appendix D-World Religions

Middle East Map



Pg. 3

The Ten Commandments

1. You shall have no other gods before me.
2. You shall not make for yourself an idol.
3. You shall not misuse the the name of the Lord your God.
4. Remember the Sabbath day by keeping it holy.
5. Honor your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not give false testimony.
10. You shall not covet.

The Story of Judaism

Read the following sentences. Cut out the sentences and arrange them on a separate piece of paper so that they are in the correct order.

Moses brings the Ten Commandments down from the mountain.

God tells Abraham to take his family to Israel.

Moses asked the pharaoh to let the Hebrews go free.

The mother of Moses put him in the river to keep him from being killed.

Moses was found in the river and raised by the daughter of the Pharaoh.

Moses was told by God to help free the Israelites.

The Israelites become slaves in Egypt.

The Israelites leave Israel to find food in Egypt.

Chanukiah (or Menorah)

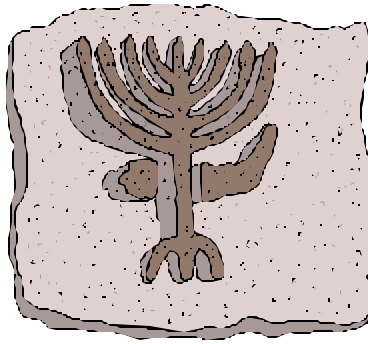
Items Needed:

clay	small candles	glue
plastic knives	paintbrushes	
poster paints	matches	

1. Give each student a lump of clay approximately the size of a small melon.
2. Divide the lump of clay into two halves. Divide one of the halves into nine lumps using a plastic knife.
3. Shape the small lumps into nine blocks. These blocks will be the candleholders. Use the end of a paintbrush to make a hole in the top of each block to hold the candles.
4. Use the other half of the clay for the base of the menorah. This base will hold the candleholders.
5. Cut a pattern into the base of the menorah. Allow an inch between each candleholder.
6. The ninth candle, which is called the shammask, should stand further apart from the rest because it is used to light the other candles.
7. Allow the menorah to dry overnight. After the clay has dried, glue the candle holders to the base and decorate.

(This activity is taken from the book, *Beliefs and Cultures: Jewish* by Monica Stoppleman. A picture of the Chanukiah is located on page 27.

Menorah



Materials Needed:

1" X 3" strips of paper

scissors

glue

large piece of construction paper or poster board for each student


1. Use the strips to make paper chains.
2. Have the students position the paper chains into the shape of a menorah. (Similar to the menorah pictured above.)
3. Glue the chains in the shape of a menorah onto a large piece of construction paper or poster board.

Christianity

People: People who practice the religion of Christianity are called _____. They are monotheists which means that they believe in _____.

Worship Place: The Christians worship God in a _____.



Holy Book: Christians read from the _____
_____. This contains the Old Testament that Jews follow and the New Testament. 

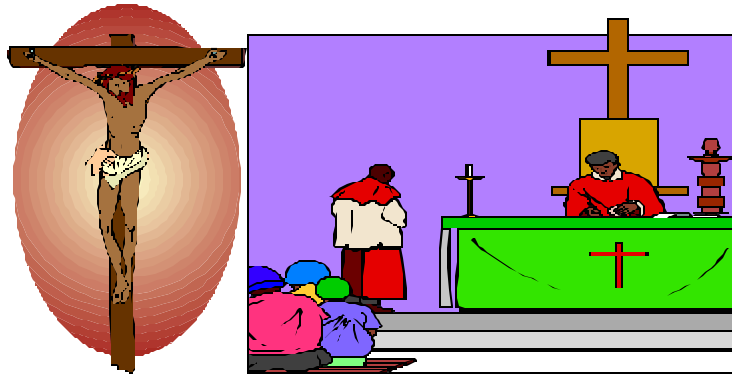
Jesus Christ: Christians believe that Jesus is the messiah that was predicted to come save the people in The Old Testament.

Holidays: _____ is the holiday when Christians celebrate the birth of Jesus. On _____ Christians remember how Jesus rose from the dead after he was crucified three days earlier on Good Friday.

Christianity

Christian Symbols: One of the Christian symbols is a

_____.



The cross reminds Christians of how Jesus died. They also believed that Jesus died to take away our sins. Christians believe that if we believe in God and Jesus Christ, our sins will be forgiven and we will go to heaven.

Islam

People: People who practice the religion of Islam are called _____.
They are monotheists which means that they believe in _____.

The Islam people call their God, _____, the Arabic word for God.

The religion of Islam started in the country of _____ with a man named _____.

Worship Place: Muslims worship Allah in a _____.



Islam

Holy Book: The Muslims read from a book called the _____.
Muslims believe that the Koran is the word of God that was told to the prophet Muhammad.
One of the commands in the Koran is that Muslims should pray _____ times every day.

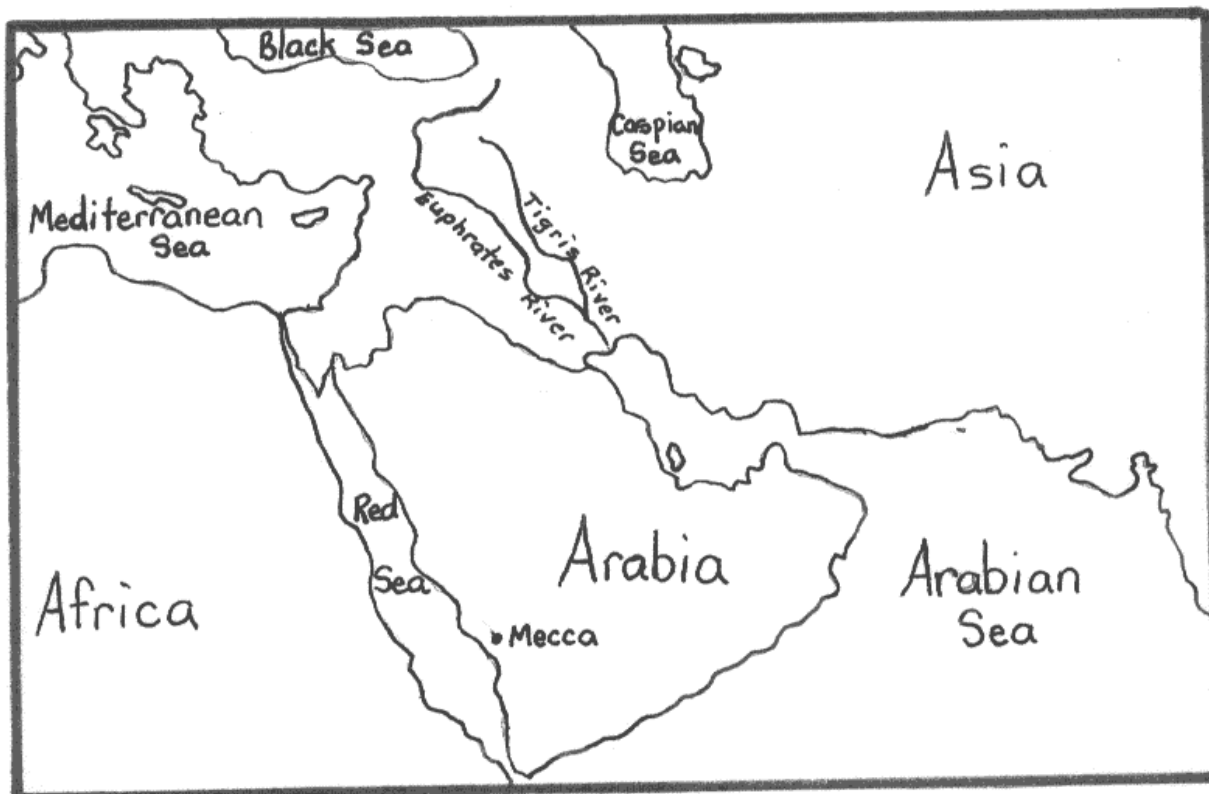
Symbols: The _____ and _____ is an important symbol of the Islam religion.



Islam is the fastest growing religion in the world.

Appendix M-World Religions

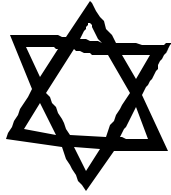
Arabia – The Beginning of Islam



Pg. 8

Appendix N-World Religions

Name _____ Date _____



symbol of Judaism



symbol of Islam

What is one way that the religions of Judaism and Islam are different?

What is one way that the religions of Judaism and Islam are the same?

Appendix O-World Religions

World Religion Bingo

World Religions Quiz: Judaism, Christianity & Islam

Name _____ Date _____

Read the following questions and circle the correct answer.

1. Which religion believes that Jesus Christ is the messiah that came to save them from their sins?
 - a. Islam
 - b. Judaism
 - c. Christianity

2. Which religion began in Arabia with the prophet Muhammad?
 - a. Islam
 - b. Judaism
 - c. Christianity

3. Which religion began with Abraham, who came to believe that there is only one God.
 - a. Islam
 - b. Judaism
 - c. Christianity

4. Who brought the Israelites out of Egypt where they were slaves?
 - a. Muhammad
 - b. Moses
 - c. David

Appendix P, page 2-World Religions

5. The Jewish people worship in a place called a _____
 - a. Church
 - b. Mosque
 - c. Synagogue

6. The Muslims worship place is called a _____. They are usually very large and have a dome at the top.
 - a. Church
 - b. Mosque
 - c. Synagogue

7. What is the Christian worship place called?
 - a. Church
 - b. Mosque
 - c. Synagogue

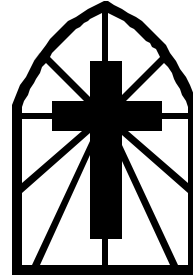
8. On what holiday do the Christians celebrate the birth of Jesus Christ?
 - a. Chanukah
 - b. Christmas
 - c. Valentine's Day

9. What Jewish holiday lasts for eight days, remembering the miracle of when their temple light burned for eight days?
 - a. Christmas
 - b. Easter
 - c. Hanukkah

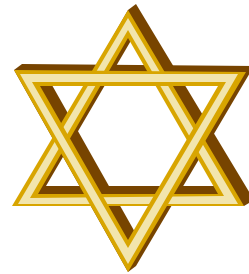
10. What Christian holiday celebrates Jesus rising from the dead after he was crucified?
 - a. Christmas
 - b. Easter
 - c. Hanukkah

Draw a line from the religion to its symbol.

I slam



Christianity



Judaism



True or False:

1. _____ Jews, Christians, and Muslims all believe in one God.
2. _____ Judaism, Christianity and Islam all began in a part of the world called the Middle East.
3. _____ Both the Jews and the Christians believe that Jesus Christ is the messiah that was predicted in the Old Testament.
4. _____ The Muslims call their God, Allah.

What is the one thing that the Jews, Muslims and Christians all have in common?
