

# The Basis for Our Moral Code (Judaism and Christianity)

**Grade Level or Special Area:** 6<sup>th</sup> Grade History and Geography

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**Length of Unit:** Nine fifty minute lessons plus unit test and culminating activity

## I. ABSTRACT

This unit is intended to provide a way for students to understand the history and significance of our Judao-Christian culture. It will also provide the students the opportunity to write a script and reenact significant historical scenes from the Old and New Testaments that demonstrate the foundation of our Western Culture.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (Colorado State Standard [CSS] History 5).
2. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
3. Students will demonstrate knowledge of the geography of the Middle East (CSS Geography 6).

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: World History and Geography: Lasting Ideas from Ancient Civilizations: Judaism and Christianity (page 138)
  - a. Basic ideas in common
    - i. The nature of God and of humanity
    - ii. Hebrew Bible and Old Testament of the Christian Bible
  - b. Judaism: central ideas and moral teachings
    - i. Torah, monotheism
    - ii. The idea of a “covenant” between God and man
    - iii. Concepts of law, justice, and social responsibility: the Ten Commandments
  - c. Christianity: central ideas and moral teachings
    - i. New Testament
    - ii. Sermon on the Mount and the two “great commandments”  
Matthew 22: 37-40
  - d. Geography of the Middle East
    - i. Birthplace of major world religions: Judaism, Christianity, Islam
    - ii. Anatolian Peninsula, Arabian Peninsula
    - iii. Mesopotamia, Tigris and Euphrates Rivers
    - iv. Atlas Mountains, Taurus Mountains
    - v. Mediterranean Sea, Red Sea, Black Sea, Arabian Sea, Persian Gulf

### C. Skill Objectives

1. The students will identify the ancient roots of governmental principles and institutions (Mosaic Law) (CSS 5.2).
2. The students will give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice (CSS History 6.2).
3. The students will give examples of individuals who, throughout history, acted from their religious or philosophical beliefs (CSS History 2.3).

4. The students will demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions by completing a map (CSS Geography 6.1.2.).
5. The students will write a script using correct formatting.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Genesis and Exodus, Matthew, Mark, Luke, John and Acts from the *Bible*
  2. *What if Jesus Had Never Been Born?* James D. Kennedy
  3. From *Core Knowledge Sequence*, Grade One: History of World Religions
- B. For Students
  1. History of World Religions, *Core Knowledge Sequence* Grade One page 28

### IV. RESOURCES

- A. "Judaism and Christianity," *Pearson History and Geography* Grade Six (Lessons One, Two, Four, Five, Six, Eight, and Nine)
- B. *What if Jesus Had Never Been Born?* James D. Kennedy (Reference for plays)
- C. Enchanted Learning:  
<http://www.enchantedlearning.com/subjects/continents/Mideast/outlinemap/>
- D. Copies of the Bible (for reference)
- E. World Atlases (Lessons One and Seven)

### V. LESSONS

#### **Lesson One: The Covenant (two fifty minute class periods)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
    - b. Students will demonstrate knowledge of the geography of the Middle East (CSS Geography 6).
  2. Lesson Content
    - a. The idea of a "covenant" between God and man
    - b. The nature of God and of humanity
    - c. Birthplace of major world religions: Judaism, Christianity, Islam
      - a. Mesopotamia, Tigris and Euphrates Rivers
      - d. Mediterranean Sea, Red Sea, Black Sea, Arabian Sea, Persian Gulf
  3. Skill Objective(s)
    - a. The students will give examples of individuals who, throughout history, acted from their religious or philosophical beliefs (CSS History 2.3).
    - b. The students will demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions. (CSS Geography 6.1.2.).
- B. *Materials*
  1. A folder for each student
  2. Pencils
  3. Colored pencils
  4. Notebook paper
  5. *Pearson History and Geography* Grade Six
  6. World Atlases
  7. Appendix A: Blank Map of the Middle East, one for each student

C. *Key Vocabulary*

1. Scripture—sacred writings that are believed to be the word of God
2. Covenant—a relationship in which two parties agree to depend on each other
3. Monotheism—the religious belief that there is only one divine being
4. Sacrifice—to kill a living creature as an offering to a god
5. Patriarch—a man who is a founder or father of a group of people

D. *Procedures/Activities*

1. Review with students what they know about Judaism and Christianity. You may want to record this information on a chart.
2. Orally read pages 18-21 in the *Pearson History and Geography*. I usually have students read from heading to heading.
3. On Appendix H: Vocabulary, have students write the vocabulary words and their definitions. These will be kept in their folders.
4. Have students write on a separate piece of paper the main idea and the most important details from each subject heading
  - a. **The Bible**-is important to both Jews and Christians; Jews call it the Tanach which is the first five books of the Old Testament; its purpose is to tell how God has acted in the lives of human beings and to teach people how to live in relation to Him.
  - b. **The Beginning**-Genesis tells about Abraham; God entered into a covenant with Abraham:
    - i. the blessing of having many descendants
    - ii. the promise of land for Abraham and his descendants; Abraham promised to serve and worship only his God; for the first time there is a relationship with a divine being.
  - c. **Abraham and Isaac**-God told Abraham to sacrifice his only son, Isaac; Abraham obeys; God told Abraham to stop.
  - d. **Why the Sacrifice?** The Jews believed that God did not require human sacrifice but instead God blesses and cares for human beings; God was testing Abraham's obedience.
  - e. **The Legacy of Abraham**-The sons of Jacob (Isaac's son) became the 12 tribes of Israel; Abraham is remembered as the first great patriarch; he is important to Judaism, Christianity and Islam. He is a good example of holiness and trust in God.
5. Students should show you their vocabulary and notes from the chapter.
6. Pass out blank maps of the Middle East (Appendix A). Using an atlas and their *Pearson* books, have students label and color code: Canaan; Mesopotamia; Tigris and Euphrates Rivers; Mediterranean, Red, Black, and Arabian Seas and the Persian Gulf. Have them indicate where Ur is- the birthplace of Judaism, Christianity, and Islam.
7. For homework have students read pages 22-24, The Commandments. They ought to take notes in the manner done in class.

E. *Assessment/Evaluation*

1. Check notes and vocabulary

**Lesson Two: The Commandments (one fifty-minute class period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).

- b. Students will understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (CSS History 5).
  - 2. Lesson Content
    - a. Concepts of law, justice, and social responsibility: the Ten Commandments
    - b. Hebrew Bible and Old Testament of the Christian Bible
  - 3. Skill Objective(s)
    - a. The students will identify the ancient roots of governmental principles and institutions (Mosaic Law) (CSS 5.2).
    - b. The students will give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice (CSS History 6.2).
- B. *Materials*
- 1. Notes taken during homework reading
  - 2. *Pearson History and Geography* Grade Six, pages 22-24
  - 3. Pencils-regular and red
  - 4. Folders
- C. *Key Vocabulary*
- 1. Torah—the first five books in the Bible; also known as the Books of Moses and the Pentateuch
- D. *Procedures/Activities*
- 1. Go over today’s vocabulary. Have students write the word and its definition on their vocabulary page in their folder.
  - 2. Ask students to take out their notes from their homework reading. They should add any information that they did not record in red.
  - 3. Discuss with students; review with students the main points of each section.
    - a. **The Exodus**-Moses was called by God to lead the Hebrew people out of Egypt; the escape is called the Exodus; God sent 10 plagues on Egypt; the first born of unbelievers were killed (the Passover); Hebrews kicked out of Egypt; Hebrews went towards Canaan.
    - b. **Ten Commandments**-Carried in the Ark of the Covenant; they kept the ark in the tent called the tabernacle; commandments gave basic rules about how people ought to treat God and other humans:
      - i. first-only one God
      - ii. next three-how they should honor God
      - iii. last six-how to treat people; heart of Jewish law and the basis for our laws in the United States
    - c. **The Torah**-first five books of Old Testament; also called Books of Moses and Pentateuch; Torah means to be taught; contains guidelines for how to make the punishment fit the crime; Abraham and Moses are the two most important people mentioned in the Torah.
  - 4. Explain to the students that this unit will culminate with a test and the performance of plays they write based on an assigned part of this unit. The play will dramatize an actual event and then how it relates to us today. Tomorrow will be a lesson on script writing.
- E. *Assessment/Evaluation*
- 1. Check vocabulary and note taking.

### **Lesson Three: Writing a Script (one fifty minute class period)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
  - 2. Lesson Content
    - a. None-but they plays will include all but the geography
  - 3. Skill Objective(s)
    - a. The students will write a script using correct formatting.
- B. *Materials*
  - 1. Appendix B: Writing a Script, one for each student
  - 2. Appendix C: Topics to Write About
  - 3. Appendix D: Group Assignments
  - 4. Appendix E: What You Should Know
  - 5. Appendix F: Rubric for the Play
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
  - 1. Pass out Appendix B to each student.
  - 2. Read through Appendix B as a class. Discuss questions they may have. These need to be kept as a reference in their folders.
  - 3. Using Appendix D, assign groups by having each student draw a card from a hat or paper bag.
  - 4. Have one group member draw out a topic from Appendix C. That will be that group's topic.
  - 5. Give to each group the corresponding information from Appendix E: What You Should Know and Appendix F: Rubric for the Play.
  - 6. You need to decide how to give them time to work on this. It could be during scheduled class time, lunches, or outside of class.
  - 7. Assign pages 25-28 in their *Pearson* books to read as homework. Students are to take notes in the style we have used so far.
- E. *Assessment/Evaluation*
  - 1. Will be graded when they present their plays.

### **Lesson Four: The Prophets (one fifty-minute class period)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
  - 2. Lesson Content
    - a. The nature of God and of humanity
    - b. Hebrew Bible and Old Testament of the Christian Bible
  - 3. Skill Objective(s)
    - a. The students will give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice (CSS History 6.2).
- B. *Materials*
  - 1. Notes taken from homework
  - 2. Folders
  - 3. Pencils-regular and red
  - 4. Notebook paper

5. *Pearson History and Geography Grade Six*
- C. *Key Vocabulary*
  1. Prophet—in the Bible, a person who is inspired by God
  2. Messiah—the anointed one; an agent of God who comes to set things right for God’s people
- D. *Procedures/Activities*
  1. Quiz. Ask students to take out a sheet of notebook paper and head it (use whatever method is standard for your class). The students need to number their pages 1-6. Give a definition for the vocabulary given so far: scripture, covenant, monotheism, sacrifice, patriarch, and Torah. Ask the students to write down the correct vocabulary word. Collect when completed.
  2. Ask students to take out their vocabulary paper. Add the words and definitions for prophet and messiah.
  3. Discuss with the students their notes. They ought to include:
    - a. **The Kingdom of Israel**-fought many wars; David fought Goliath with only a slingshot; David a talented musician who wrote most of the Psalms; his son Solomon built the temple for God in Jerusalem.
    - b. **Sorrows of Israel and Judah**-divided into two parts- Israel and Judah; Babylonians destroyed Solomon’s temple and Judah became Babylon’s captives.
    - c. **The Prophets**-Jews kept belief that God is just and cared for people so he expected people to care for one another; the prophets warned that disasters were punishments for religious offenses and social injustice; Jews often forgot the covenants because they were surrounded by unbelievers; reminded people of their social responsibilities: helping widows, orphans, slaves and the sick as well as anyone in need; Amos reminded the Jews that God wants a relationship and not sacrifices; Isaiah told about the coming messiah.
    - d. **Return to Jerusalem**-Cyrus destroyed the Babylonian Empire; allowed Jews to return home; Alexander the Great took control; Jews under Greek power for 200 years; cruel king ordered a pig (very dirty to the Jews) killed in the temple; Maccabeus fought the cruel king; the defeat led to the celebration of Hanukkah; Jews fell under Roman power; the temple destroyed again.
    - e. **Hopes for the Messiah**-would be sent to free Israel and establish righteousness throughout the world; unsure about whom he would be and how they would know him.
  4. Students should add forgotten information in red pencil.
  5. Returned notes should be placed into student folders.
  6. Assign pages 29-32 in *Pearson* for reading. Students are to continue to take notes.
- E. *Assessment/Evaluation*
  1. Collect quiz and check notes.

**Lesson Five: The Life of Jesus (one fifty minute class period)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
  2. Lesson Content
    - a. New Testament

- b. Sermon on the Mount and the two “great commandments” Matthew 22: 37-40
  - 3. Skill Objective(s)
    - a. The students will give examples of individuals who, throughout history, acted from their religious or philosophical beliefs (CSS History 2.3).
- B. *Materials*
- 1. Notes from homework
  - 2. *Pearson History and Geography Grade Six*
  - 3. Pencils: regular and red
  - 4. Notebook paper
  - 5. Student folders
- C. *Key Vocabulary*
- 1. Gospels—New Testament books that tell the life story of Jesus and explain his message
  - 2. Disciple—one of the 12 men whom Jesus chose as his closest associates
  - 3. Parable—a brief teaching story designed to make a moral point
  - 4. Beatitude—a blessing or declaration of how someone will be rewarded
  - 5. Crucifixion—a form of execution in which a person is nailed or tied to a large cross
  - 6. Resurrection—to be miraculously brought back to life
- D. *Procedures/Activities*
- 1. Go over the vocabulary. Students need to write the words and their definitions to keep in their folders on Appendix H: Vocabulary
  - 2. Ask students to take out their notes and a red pencil.
  - 3. Discuss their notes (students add missed information with a red pencil):
    - a. **The Man Called Jesus**-began within Judaism; Jesus of Nazareth began preaching to his fellow Jews; many people believed that he was the messiah; the Gospels tell of his miraculous birth in Bethlehem; John the Baptist was a prophet who told people to repent of their sins because the messiah was coming; Jesus was baptized by John then went to the desert to pray for 40 days; he was tempted by the devil, but Jesus refused the temptations.
    - b. **Healer and Teacher**-after the desert, he gathered his disciples; Jesus spent time with outcasts; he performed miracles (many involved healing the sick); the miracles were always a benefit to others and not to make himself famous; compassionate; taught using parables (Prodigal Son); wanted people to help their fellow humans.
    - c. **Two Great Commandments**-lawyer asked which of the commandments were most important; Jesus responded with two: “Love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind.”, and “Love thy neighbor as thyself”; showed that his mission was to fulfill the Jewish law and faith.
    - d. **Sermon on the Mount**-sermon taught on a hill; the beatitudes; urged people to not get revenge but to “turn the other cheek”; urged people to live according to the Golden Rule-“Do unto others as you would have them do unto you”; taught the Lord’s Prayer.
    - e. **Final Events in Jesus’ Life**-Went to Jerusalem; the leader there was a Roman, Pontius Pilate; Jesus knew that he was about to be arrested and killed; Passover-Last Supper-the beginning of communion; betrayed by Judas; condemned to death for treason (saying he was king of the Jews); executed by crucifixion; three days after burial, the body was gone; many

believe he was resurrected; this was considered proof that he was the son of God; beginning of a new covenant between God and man.

4. Assign pages 33-36 to read in *Pearson*. Students need to continue taking notes.
  5. Returned notes should be put into student's folders.
- E. *Assessment/Evaluation*
1. Check vocabulary and notes.

**Lesson Six: The Rise of Christianity (one fifty minute class period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
2. Lesson Content
  - a. None
3. Skill Objective(s)
  - a. The students will give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice (CSS History 6.2).

B. *Materials*

1. Notes from homework
2. Pencils-regular and red
3. Student folders
4. *Pearson History and Geography Grade Six*

C. *Key Vocabulary*

1. Persecute—to pursue with hostility; to oppress or harass
2. Epistles—the letters of early Christian leaders that form part of the New Testament and explain important Christian teachings
3. Atheist—someone who does not believe in any divine being
4. Trinity—the Christian teaching that the one God has three distinct persons: Father, Son, and Holy Spirit

D. *Procedures/Activities*

1. Students need to add the new vocabulary to their vocabulary page.
2. Ask students to take out their notes and a red pencil.
3. Discuss with the students. The students ought to add any new information in red. The information ought to include:
  - a. **The Earliest Christians**-followers worshiped together; shared food, supported one another, and talked about the teachings of Jesus; became known as Christians; they believed that God would make the kingdom of God a reality for the whole world; they believed that Jesus would return soon (the Second Coming); this made Christians unique; the Jewish people mostly did not accept Jesus as the messiah; Jews and Christians separate.
  - b. **The Spread of Christianity**- began in Palestine; disciples traveled and preached; Paul was a Roman Jew who persecuted Christians; he had a dramatic conversion; Paul began preaching; successful at reaching “gentiles” (non-Jews); traveled to: Syria, Turkey and Greece; wrote many letters (Epistles) about how to live the Christian life; taught you can only be “saved” by having faith in Jesus Christ; he was important to making Christianity a major religion by: 1. founding new churches and 2. and by teaching to non-Jews.

- c. **Becoming a Major Religion**-Most Romans believed in many Gods; thought Christians were atheists because they had only one God; blamed for many misfortunes; accused falsely of many crimes; widely persecuted; considered disloyal to the government; Perpetua-a female martyr who died in Carthage by being whipped and killed by wild beasts for the enjoyment of the crowd; by 313 AD, the emperor Constantine proclaimed that Christianity was legal (Edict of Milan); there were disagreements about certain teachings; Council of Nicea in 325 AD defined the Trinity, said that God made everything that exists, Jesus was God and man; He died and rose from the dead to save those who believe in Him, and that He will return to judge all people, and that He will establish His kingdom at that time. By the 600's, the church had spread throughout the Roman Empire.

E. *Assessment/Evaluation*

- 1. Check vocabulary and notes

**Lesson Seven: Maps and Vocabulary Quiz (one fifty minute class period)**

A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. Students will demonstrate knowledge of the geography of the Middle East (CSS Geography 6).
- 2. Lesson Content
  - a. Anatolian Peninsula, Arabian Peninsula
  - b. Atlas Mountains, Taurus Mountains
- 3. Skill Objective(s)
  - a. The students will give examples of individuals who, throughout history, acted from their religious or philosophical beliefs (CSS History 2.3).
  - b. The students will demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions. (CSS Geography 6.1.2.).

B. *Materials*

- 1. *Pearson History and Geography* Grade Six
- 2. Pencils and colored pencils
- 3. Atlases
- 4. Appendix G: Venn of Men of God

C. *Key Vocabulary*

None

D. *Procedures/Activities*

- 1. Ask students to take out a clean piece of paper. Ask them to head it and number it 1-17. Randomly give the vocabulary definitions and they write the matching word: atheist, beatitude, covenant, crucifixion, disciple, Epistles, Gospels, messiah, monotheism, parable, patriarch, persecute, prophet, resurrection, sacrifice, Scripture, Torah, Trinity.
- 2. Pass out Appendix G: Venn of Men of God. Complete as a class.
- 3. Take out from folders the maps of the Middle East. Using atlases, students need to locate and transfer to their map: Anatolian Peninsula, Arabian Peninsula, Atlas Mountains, Taurus Mountains, and Jerusalem. You may also want them to label the other countries that are on the map.
- 4. Assign as homework pages 37-38 and note taking.

E. *Assessment/Evaluation*

- 1. Vocabulary quiz and maps.

## **Lesson Eight: Ideas About God and Humanity (one fifty minute class period)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).
2. Lesson Content
  - a. The nature of God and of humanity
  - b. Hebrew Bible and Old Testament of the Christian Bible
  - c. Torah, monotheism
  - d. The idea of a “covenant” between God and man
  - e. Concepts of law, justice, and social responsibility: the Ten Commandments
  - f. New Testament
  - g. Sermon on the Mount and the two “great commandments” Matthew 22: 37-40
3. Skill Objective(s)
  - a. The students will give examples of individuals who, throughout history, acted from their religious or philosophical beliefs (CSS History 2.3).

### B. *Materials*

1. *Pearson History and Geography* Grade Six
2. Appendix I: Venn of Judaism and Christianity
3. Pencils

### C. *Key Vocabulary*

None

### D. *Procedures/Activities*

1. Assign students a partner.
2. Students will work together using their Pearson books to complete the Venn diagram: Appendix I.
3. The Venn ought to include: **Judaism:** The Torah: most people can recognize good and evil; believing in life after death is not an essential part of Jewish faith. **Both:** God revealed himself through the Old Testament (OT); humans are made in the image of God; all human life is sacred; offers meaning of life; many ways to explore faith in God; stimulated countless ideas about how to increase peace on earth; remains a constant source of inspiration. **Christians:** Do not follow all the instructions of the OT; rely also on the New Testament; God revealed himself completely through Jesus Christ; heart of faith is in Jesus; Adam and Eve showed that people were created good, but then Adam and Eve chose to sin which brought in evil. We are born sinners and need Jesus to “save” us; there is life after death-either in hell or in heaven; believe that Jesus will come again (second coming).
4. If time permits, or as homework, the students will write 10 “test” questions to give another student the next class period.

### E. *Assessment/Evaluation*

1. Appendix I: Venn of Judaism and Christianity.

## **Lesson Nine: Review (one fifty minute class period)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that religious and philosophical ideas have been powerful forces throughout history (CSS History 6).

2. Lesson Content
    - a. The nature of God and of humanity
    - b. Hebrew Bible and Old Testament of the Christian Bible
    - c. Torah, monotheism
    - d. The idea of a “covenant” between God and man
    - e. Concepts of law, justice, and social responsibility: the Ten Commandments
    - f. New Testament
    - g. Sermon on the Mount and the two “great commandments” Matthew 22: 37-40
  3. Skill Objective(s)
    - a. The students will give examples of individuals who, throughout history, acted from their religious or philosophical beliefs (CSS History 2.3).
- B. *Materials*
1. *Pearson History and Geography* Grade Six
  2. Appendix H: Vocabulary
  3. Pencils
  4. Notes taken during this unit.
  5. Students’ 10 “test” questions
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Have students give someone their “test” questions.
  2. Allow students 15-20 minutes to complete the “test” then give back to its creator to be checked.
  3. Decide how you would like to review for the test:
    - a. Study Buddies-students are paired to quiz each other
    - b. Independent study
    - c. Go over the material as a class
- E. *Assessment/Evaluation*
1. Appendix I: Students’ “test” questions

## VI. CULMINATING ACTIVITY

- A. Students will present their plays. They will be evaluated using Appendix F: Rubric for the Play. This may take several class periods.
- B. Students will also take a paper and pencil “Unit Evaluation” (Appendix J).

## VII. HANDOUTS/WORKSHEETS

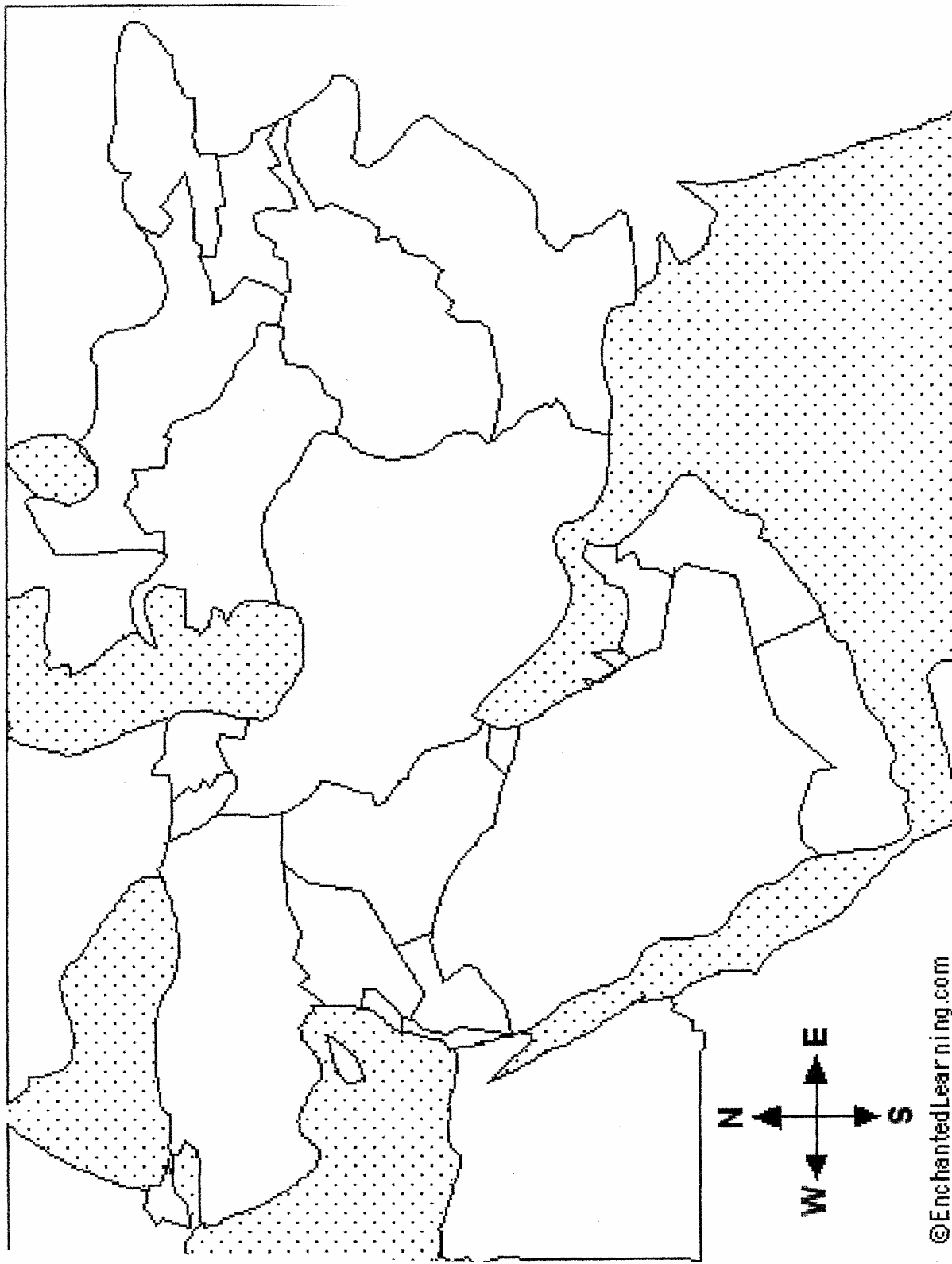
- A. Appendix A: Blank Map of the Middle East
- B. Appendix B: Writing a Script
- C. Appendix C: Topics for the Plays
- D. Appendix D: Group Assignments
- E. Appendix E: What You Should Know
- F. Appendix F: Rubric for the Play
- G. Appendix G: Venn of Men and God
- H. Appendix H: Vocabulary
- I. Appendix I: Venn of Judaism and Christianity
- J. Appendix J: Unit Test

## VIII. BIBLIOGRAPHY

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[www.etalapedia.com/online/map\\_index.htm](http://www.etalapedia.com/online/map_index.htm)

**Appendix A**  
Map of the Middle East



## Appendix B

### Writing a Script

Make the spaces in the columns as big as you need to.

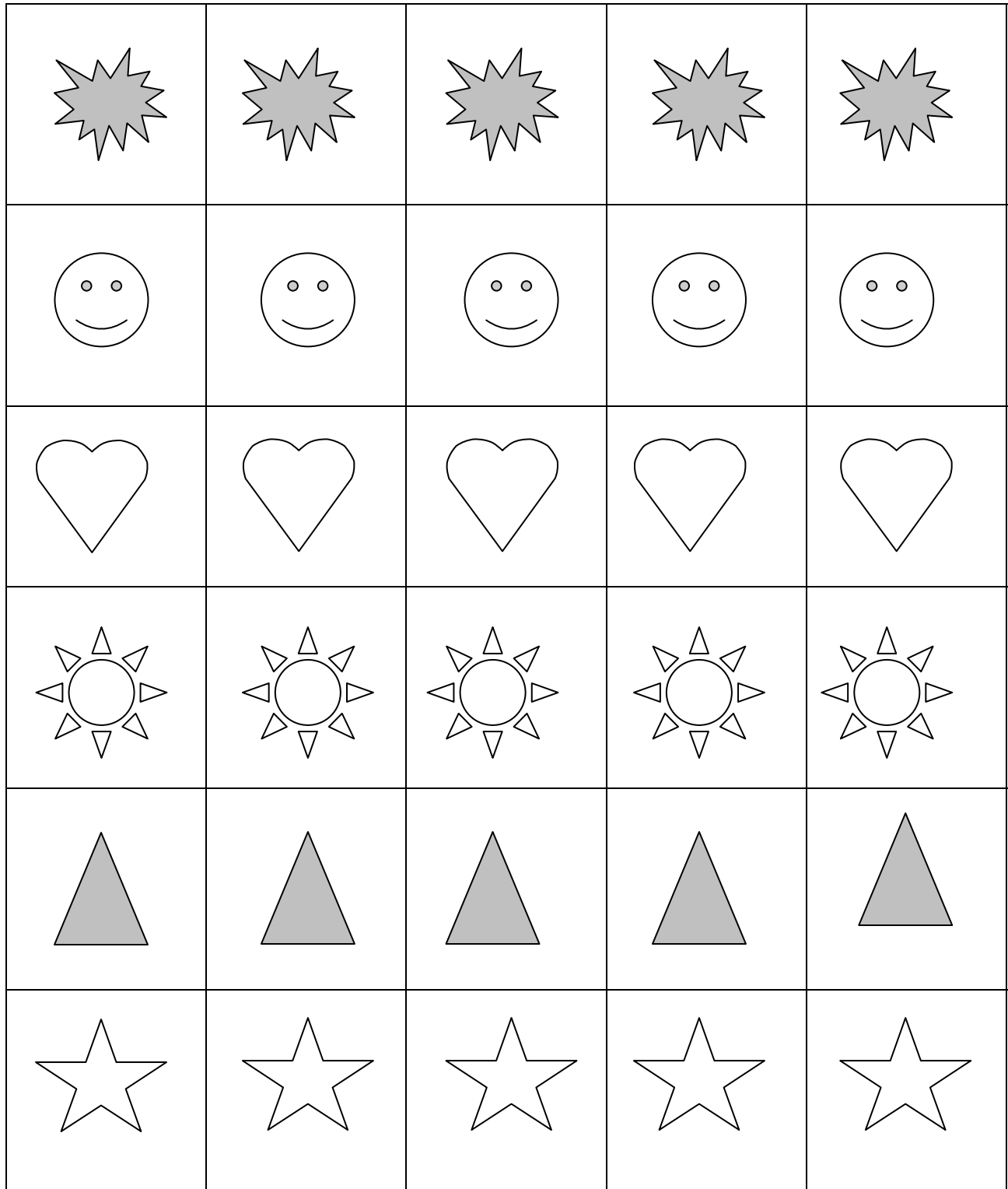
<b>Title of Play</b>	
Setting, description of sets, background	Character descriptions
Description of set one	Background information of set
Action of the actor and their name	Dialog of the actor
Same of actor two	Dialog of actor two.
Continue	Continue
Leave a space between scenes.	Repeat the steps above.
Example:	
<b>Three Little Pigs</b>	
In a farming country-use bulletin board paper that is twisted to make trees. Use old white sheets to paint for houses. Have gift-wrapping tubes covered with green paper or painted to make into corn, wheat, etc.	Momma-giver of advice. Sends sons away with some good advice. 1 <sup>st</sup> pig- seems lazy 2 <sup>nd</sup> pig-smart but lazy 3 <sup>rd</sup> pig-smart and hard working Wolf-lazy and sneaky.
Takes place in the Momma Pig's kitchen. There is a sheet with cupboards and a window painted on it. There is a large box painted to look like a stove/oven.	The pigs are growing up and it is time for them to move into their own places.
Momma-standing in front of her three sons sending them off with advice.	You little pigs are growing up. It is time for you to move out of this house and make a name for yourselves. I have done my best to raise you properly. Now it is time for you to prove what you are made of. I will expect you to visit me every Sunday.
The three pigs are lined up and looking somewhat nervously at their momma.	In unison: Yes, mother dear. We will do our best to make you proud.
	The three pigs leave stage right.
Scene Two: 1 <sup>st</sup> little pig standing in a field of straw.	Looks around and says: I want Momma to be proud of me, but I am so tired. I think I'll gather some straw up and make my house of that and then take a nap.
	He gathers straw to make a quick hut and falls asleep.

## Appendix C

Topics for the Plays

<p>Covenant between God and Abraham</p> <p>Genesis 12,15,17</p>	<p>Abraham and Isaac</p> <p>Genesis 17, 22</p>	<p>The Passover</p> <p>Exodus 12</p>	<p>The Ten Commandments</p> <p>Exodus 19 and 20</p>
<p>Jesus and the Lawyer: The 2 Great Commandments</p> <p>Matthew 22: 34-40</p>	<p>Sermon on the Mount</p> <p>Matthew 5-7</p>	<p>Crucifixion and Resurrection</p> <p>John 19-20</p>	<p>Paul spreads the Word</p> <p>Acts 9: 1-10 Acts 16-28</p>

## Appendix D



Cut out the above shapes. Fold into fourths and put into a paper bag. Students draw one out. All the stars are a group, all the hearts are another group, etc.

## Appendix E

### What You Should Know

**The Covenant**-before the covenant between God and Abraham, people viewed their gods as cruel and needed to be pleased by people's sacrifices. You may want to show people trying to please their god by bringing him gifts. The after part may show someone walking and talking to God as their "Father" and or friend.

**Abraham and Isaac**-God never wanted Abraham to kill Isaac; He only wanted to see to what point Abraham would be obedient. For the example of how this relates to today, you may want to show someone leaving all they know to be a missionary in China or Africa.

**The Passover**-This story, as well as the story of Abraham and Isaac, are really pointing to God's sacrifice of giving up his first and only son, Jesus. Many Jews and Christians believe that God gives us everything and that as our "thank you," we ought to give Him the first part of whatever we receive. Today this is done by giving money at church that is used to support the pastor and to help those in need.

**\*The Two Great Commandments**-During Bible times, as well as today, people were and are self-centered. Jews and Christians believe that God created us to love and have relationship with Him. You may want to show someone being selfish and then remember the 2 Great Commandments and then showing love to those around them.

**\*The Sermon on the Mount**-These are self-explanatory. Having seven mini-skits could do this.

**Crucifixion and Resurrection**-These two events changed the course of history forever. BC and AD are based on the crucifixion of Jesus. Read the items below and choose a situation.

**\*Paul and his epistles**-See the list below.

Some of the major influences in the world due to the Mosaic Law and or the life of Christ:

- The value of human life-think about cannibalism, gladiators, human sacrifice
- Charity-there was virtually no care for the underprivileged until the Mosaic Law.
- Education of everyone-before Mosaic Law and Jesus, only the rich got an education
- Our system of government in the U.S.A.
- The art and music of the Middle Ages and Renaissance. Almost all art and music was depicting Biblical themes.
- Science-most early scientists (Newton, Galileo, Pasteur, etc) knew that God is orderly. Through this, they hoped to understand the nature of God by studying the natural world.
- Health care-before Jesus the sick were rarely tended to. Christians founded most hospitals.

This information was derived from James D. Kennedy's book, *What if Jesus Had Never Been Born?*

## Appendix F

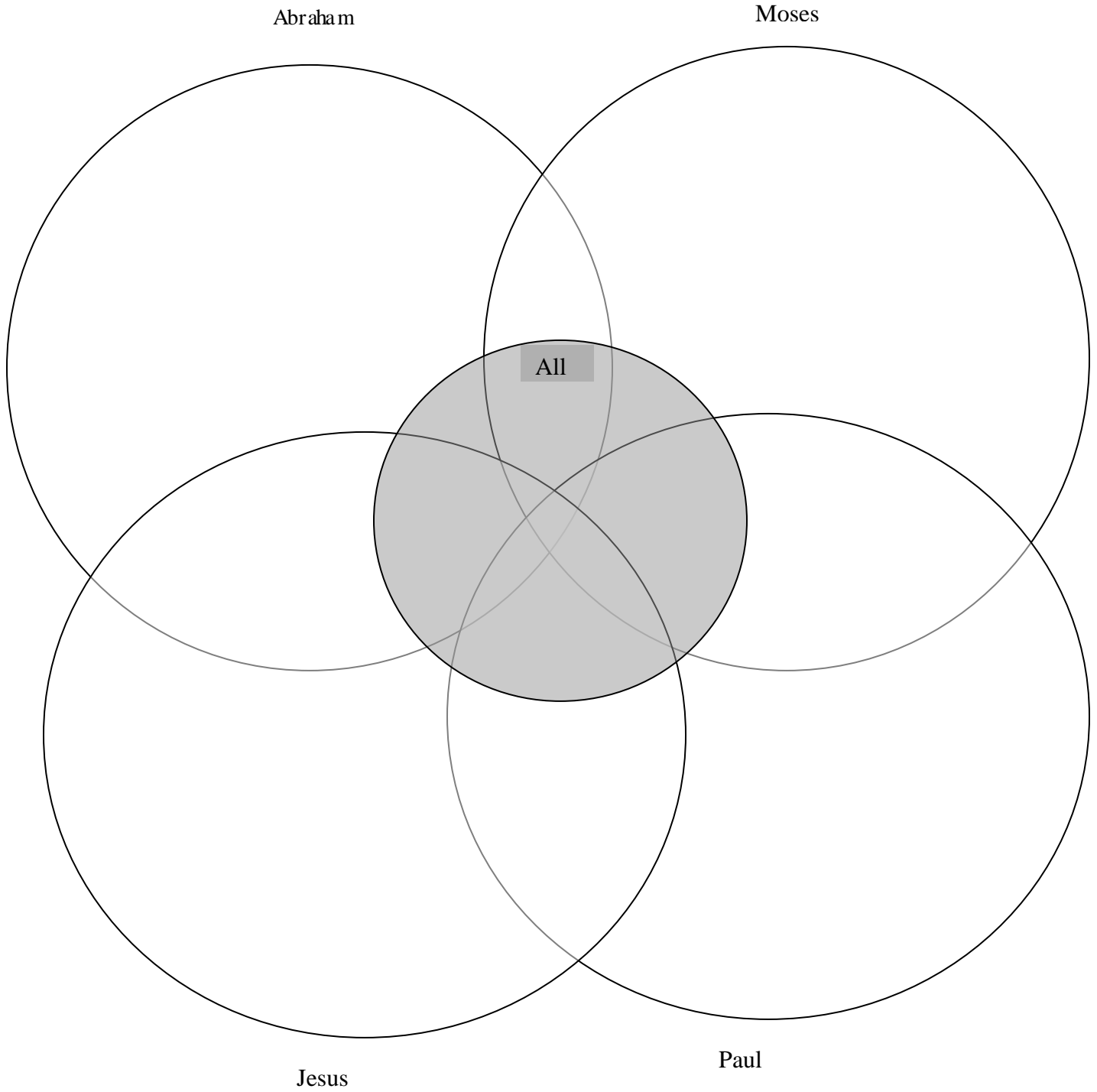
### Rubric for the Play

Make two copies per student-one for them and one for you.

	<b>Unacceptable</b>	<b>Appropriate</b>	<b>Proficient</b>	<b>Excellent</b>
<b>Content Depth</b>  <b>Points</b> /	Needed more information or more accuracy 1	Needed to add depth 2	Covered information well; went beyond facts 3	Precise; in-depth; supported content 4
<b>Group Cooperation</b>  <b>Points</b> /	Inappropriate; resistant 1	Appropriate cooperation 2	Listened well; help others; shared 3	Encourages and redirects other back on task. 4
<b>Oral Presentation</b>  <b>Points</b> /	Needs help 1	Needs some prompting; lacks eye contact; fluency or gestures 2	Well prepared; effective gestures; well paced 3	Exceptional; fluent; dynamic 4
<b>Visual Aids</b>  <b>Points</b> /	Missing; inappropriate; misused 1	Little value; limited use 2	Appropriate in number, kind, and appearance; used well 3	Attractive; extensive and varied; enriches the information 4
<b>Conventions</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> <li>• Spelling</li> <li>• Capitalization</li> <li>• Script format</li> </ul> <b>Points</b> /	Serious errors make it hard to understand 1	Frequent errors but readable; emerging skills 2	Few errors; appropriate for grade level 3	Skillful application of mechanics 4
<b>Total</b>	<b>Comments:</b>			

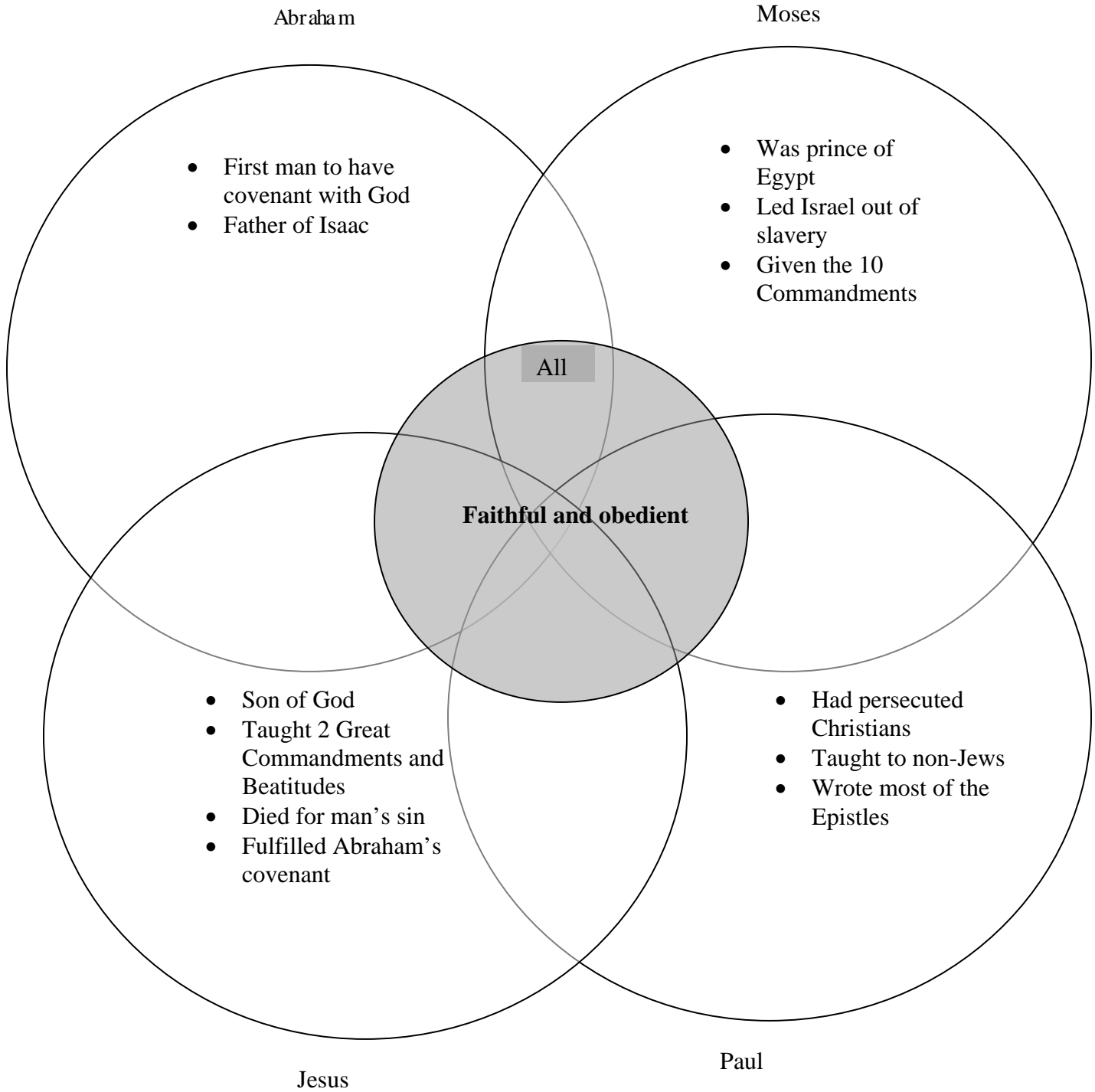
# Appendix G, page 1

## Venn of Men of God



## Appendix G, page 2

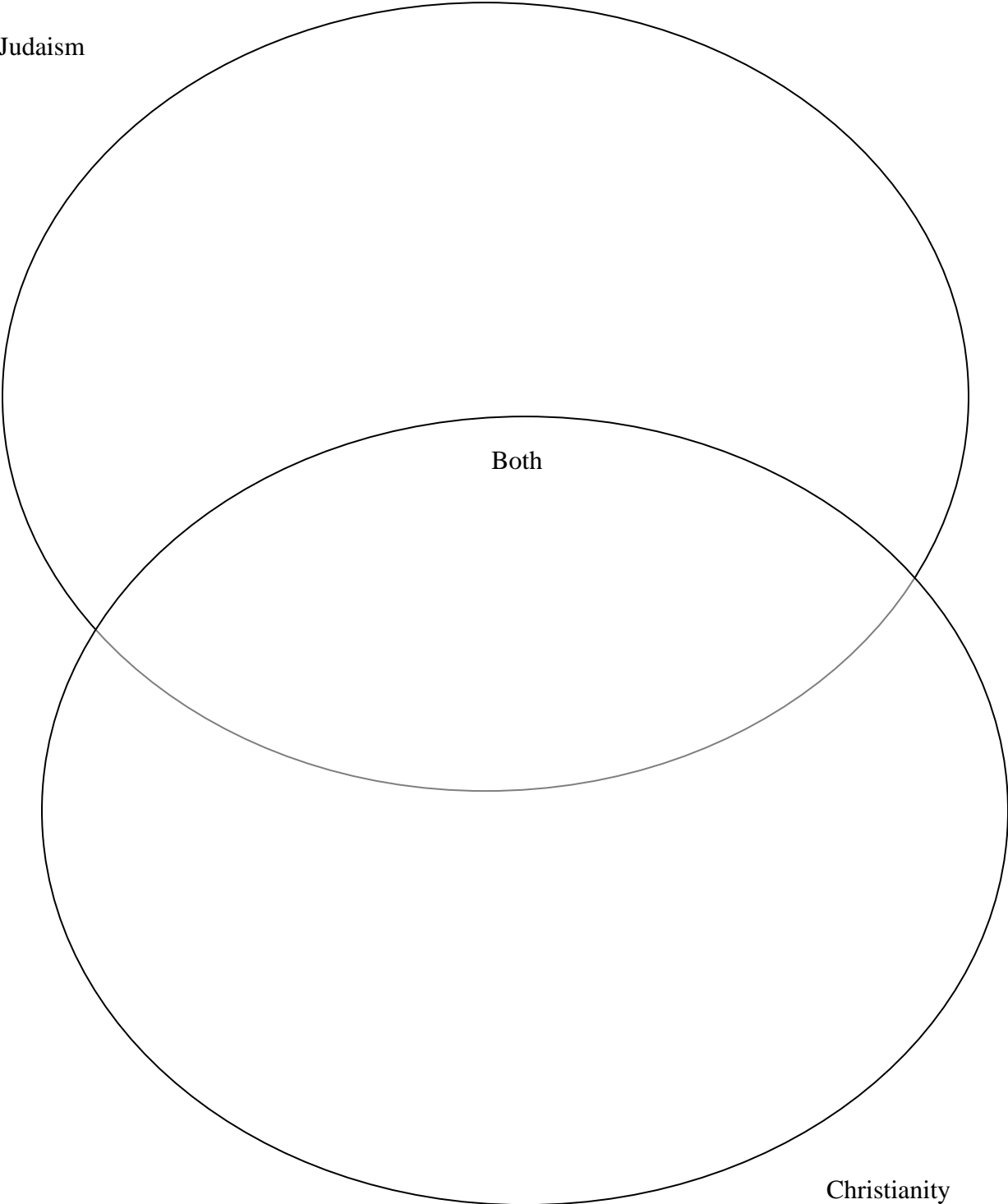
### Venn of Men of God





**Appendix I**  
Venn of Judaism and Christianity

Judaism



Christianity

## Appendix J, page 1

### Test-Judaism and Christianity

Match the vocabulary word to its definition.

<b>a.</b> <b>atheist</b>	<b>b.</b> <b>beatitude</b>	<b>c.</b> <b>covenant</b>	<b>d.</b> <b>crucifixion</b>	<b>e.</b> <b>disciple</b>
<b>f.</b> <b>Epistles</b>	<b>g.</b> <b>Gospels</b>	<b>h.</b> <b>messiah</b>	<b>i.</b> <b>monotheism</b>	<b>j.</b> <b>parable</b>
<b>k.</b> <b>patriarch</b>	<b>l.</b> <b>persecute</b>	<b>m.</b> <b>prophet</b>	<b>n.</b> <b>resurrection</b>	<b>o.</b> <b>sacrifice</b>
<b>p.</b> <b>Scripture</b>	<b>q.</b> <b>Torah</b>	<b>r.</b> <b>Trinity</b>		

- \_\_\_\_\_ 1. to kill a living creature as an offering to a god
- \_\_\_\_\_ 2. a blessing or declaration of how someone will be rewarded
- \_\_\_\_\_ 3. a brief teaching story designed to make a moral point
- \_\_\_\_\_ 4. in the Bible, a person who is inspired by God
- \_\_\_\_\_ 5. to be miraculously brought back to life
- \_\_\_\_\_ 6. someone who does not believe in any divine being
- \_\_\_\_\_ 7. one of the 12 men whom Jesus chose as his closest associates
- \_\_\_\_\_ 8. the religious belief that there is only one divine being
- \_\_\_\_\_ 9. the Christian teaching that the one God has three distinct persons: Father, Son, and Holy Spirit
- \_\_\_\_\_ 10. a relationship in which two parties agree to depend on each other
- \_\_\_\_\_ 11. the letters of early Christian leaders that form part of the New testament and explain important Christian teachings
- \_\_\_\_\_ 12. sacred writings that are believed to be the word of God
- \_\_\_\_\_ 13. new Testament books that tell the life story of Jesus and explain his message
- \_\_\_\_\_ 14. the first five books in the Bible; also known as the Books of Moses and the Pentateuch
- \_\_\_\_\_ 15. to pursue with hostility: to oppress or harass
- \_\_\_\_\_ 16. the anointed one; an agent of God who comes to set things right for God's people
- \_\_\_\_\_ 17. a man who is a founder or father of a group of people
- \_\_\_\_\_ 18. a form of execution in which a person is nailed or tied to a large cross

## Appendix J, page 2

19. What view of God do both Jews and Christians have?  
(Use complete sentences)
20. What view on humanity do both Jews and Christians have?  
(Use complete sentences)
21. On what are most laws based? \_\_\_\_\_
22. What benefits to mankind have the Jews and Christian brought (name three):
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
23. Name five men found in the Old Testament and their importance:
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

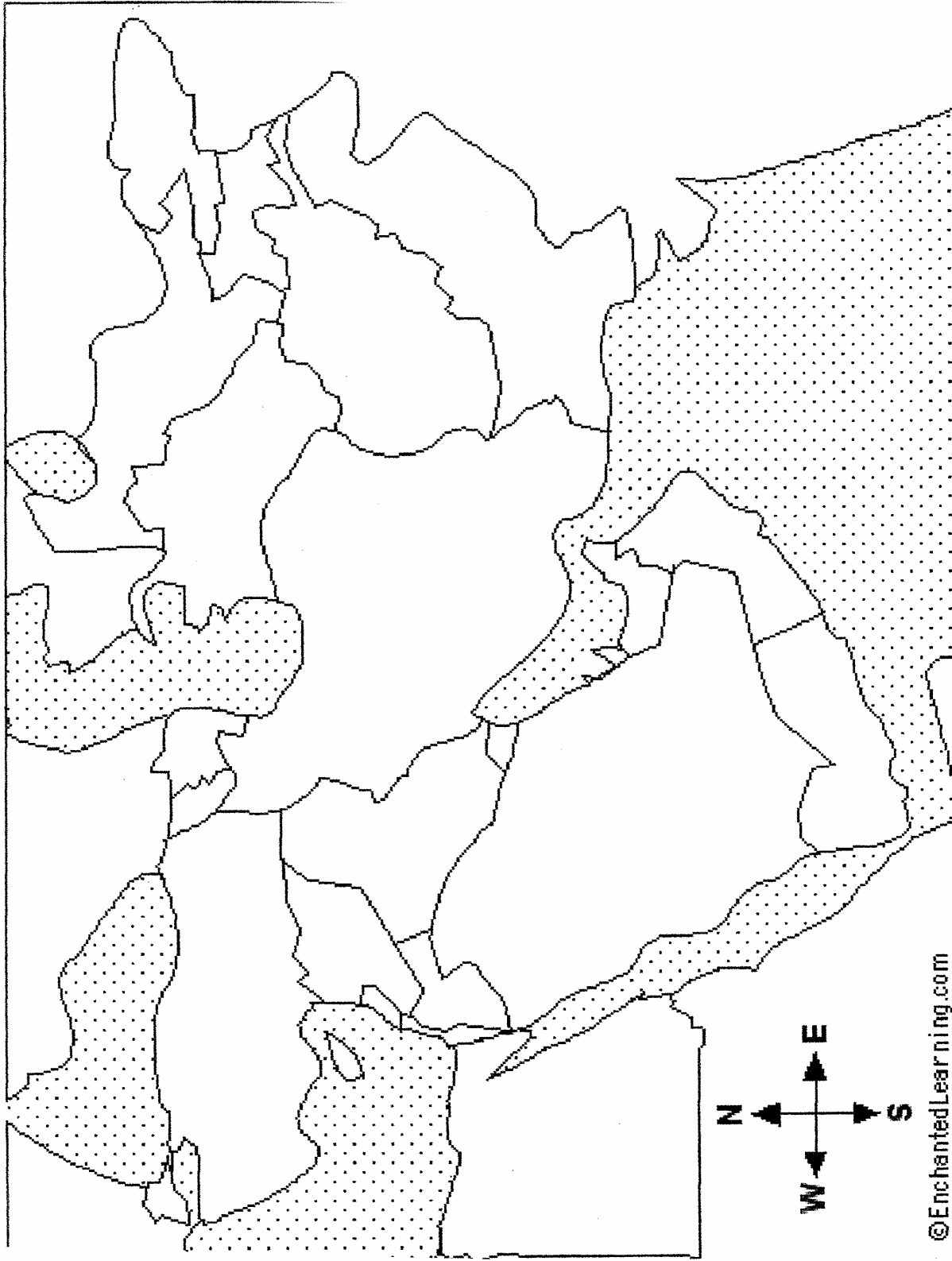
## Appendix J, page 3

24. What is the newer part of the Bible that Christians use along with the original part?
- 
25. Quote the two great commandments:
26. Sum up all of the Sermon on the Mount (the Golden Rule):
27. Who was Paul, and what is his significance?

## Appendix J, page 4

28. On the attached map, label:
- Anatolian Peninsula
  - Arabian Peninsula
  - Mesopotamia
  - Tigris River
  - Euphrates River
  - Atlas Mountains
  - Taurus Mountains
  - Mediterranean Sea
  - Red Sea
  - Black Sea
  - Arabian Sea
  - Persian Gulf
  - Ur
  - Canaan
  - Jerusalem

Appendix J, page 5



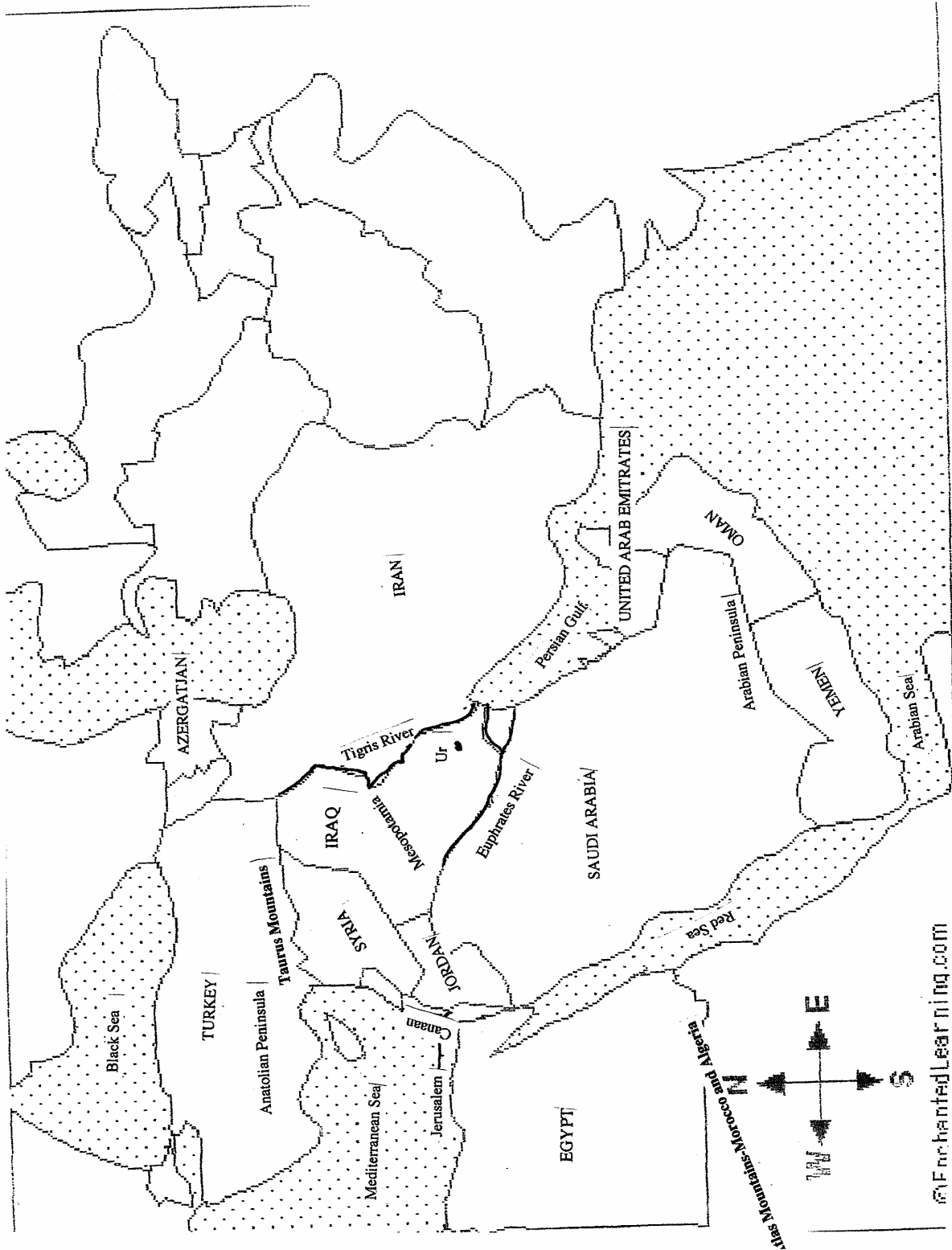
## Appendix J, page 6

### Answer Key

- |    |   |     |   |
|----|---|-----|---|
| 1. | o | 10. | c |
| 2. | b | 11. | f |
| 3. | j | 12. | p |
| 4. | m | 13. | g |
| 5. | n | 14. | q |
| 6. | a | 15. | l |
| 7. | e | 16. | h |
| 8. | i | 17. | k |
| 9. | r | 18. | d |

19. Both Jews and Christians see God as a divine being that desires people to worship, obey and love only Him.
20. Both Jews and Christians believe that man was created in God's image. Therefore, human life is sacred and all people deserve respect.
21. The Ten Commandments
22. A. help widows  
B. help orphans  
C. help slaves  
D. help the infirm and or disabled  
E. help anyone who needs it
23. A. Abraham-obeyed and had great faith-patriarch to Jews, Christians and Islam  
B. Moses-led people out of slavery in Egypt, 10 Commandments  
C. David-first great king  
D. Amos-directed people to relationship and not winning favor of God  
E. Isaiah-prophecy of coming messiah
24. New Testament
25. "Thou shalt love the Lord thy God with all thy heart, and with all they soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself"
26. Do unto others as you would have them do unto you
27. Paul at first persecuted Christians. They he had a dramatic conversion. Then he traveled to many places beginning new churches and preaching to unbelievers. He also wrote many Epistles.

Appendix J, page 7  
Correct Map



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