**Title**: Comparing Christianity, Islam, and Judaism

**Lesson Authors**: Michael Smith and Benjamin Spiers

**Key Words**: Monotheism, Ten Commandments, Torah, Bible, New Testament, Jesus, Muhammad, Quran, Mecca, Medina, Five Pillars of Islam

**Grade Level**: 10th World History Part II

**Time Allotted**: 40 minutes

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| **Rationale/ Purpose (so what?)** Nature and scope of topic. Why is this significant to the mission of educating future citizens? |
| It is important for students to learn about, as well as compare these three religious faiths. These religious faiths are a major element of culture including the U.S., influence foreign policy, and impact student’s personal lives today. It is also important to clear up misconceptions about these faiths and see how many similarities these faiths share to help students promote religious tolerance. |

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| **Background/Context:** How does this lesson fit into a unit of study? Looking backwards, looking forwards |
| This lesson would be good to discuss toward the end of a World History II class because these religious faiths play a major role in world affairs and are very relevant to students lives today. |

**Key Concept(s)** include definition: Monotheism- belief in one God or supreme deity that all three faiths share in common, Torah- Jewish holy book, New Testament- Christian holy book, Quran- Islamic holy book, Jesus- Christians believes he is the son of God, Muhammad- Muslims believe he is God’s prophet, Five Pillars of Islam- 1. Shahadah 2. Salat

3. Zakat 4. Sawm 5. Hajj

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| **NCSS Standard(s)****SOL Information** \*As written in the Virginia SOL “Curriculum Framework” for the grade level | |
| **NCSS Theme (s) with indicators**: Culture **SOL\*** : Word History II 15a, The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world bya) describing their beliefs, sacred writings, traditions, and customs. Important to note WHII 15a also includes Buddhism and Hinduism; however, due to time constrains those two faiths could be covered in another lesson, as those two faiths share a lot in common with each other. | |
| **Essential Knowledge** (minimum for SOL Resource Guide) Judaism  • Monotheism  • Ten Commandments of moral and religious  conduct  • Torah: Written records and beliefs of the Jews    Christianity  • Monotheism  • Jesus as Son of God  • Life after death  • New Testament: Life and teachings of Jesus  • Establishment of Christian doctrines by early  church councils    Islam  • Monotheism  • Muhammad, the prophet  • Qur’an (Koran)  • Five Pillars of Islam  • Mecca and Medina | **Essential Skills** (minimum for SOL Resource Guide) Identify, analyze, and interpret  primary and secondary sources to  make generalizations about events  and life in world history |

**Guiding Question(s)**: *MUST BE SHARED WITH STUDENTS AT BEGINNING OF EACH LESSON- Visible in lesson procedure and materials.*

**The day’s big question:** What similarities do these three religious faiths share in common?

**Lesson Objective(s):** clearly emerges from big question and rationale and standards and will align with your assessment in Procedure and Process

**Obj. 1** Students will learn about the major aspects of the three religious faiths through analyzing online secondary document.

**Obj. 2** Students will compare the three religious faiths and discover the similarities that exist between them.

**Obj. 3** Students will explore the major impacts these three faiths have in the modern world and their personal lives.

**Assessment Tool(s) to be used-** Everything above- goes to what you want them to know/understand do- So what assessments are you going to use to help you manage and monitor that they have got it-informal and formal—make one over-riding assessment connect to your closure.

**Assessment 1.** Informal assessment- observe student discussions involving the secondary documents and the answers they come up with on the chart comparing the three religious faiths

**Assessment 2.** Exit Slip- Name one new piece of information you learned about each religious faith. Write two questions you have about today’s lesson including clarifications. Name one modern day conflict these three faiths play a role in and why you believe they play a role in that conflict.

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| **Materials: Historical Source(s):** List here and include copies in materials section below   * None required for lesson. * If desired could bring in Bible, Torah, or Quran if the teacher has a copy. |  | **Additional Materials/Resources:** List here and include copies in materials section- textbooks etc page numbers, websites etc   * Student and teacher access to internet and computer * Student has notebook paper to answer question. * Handout worksheet on comparing three faiths, or have them write it down on Notebook paper. * Exit slip worksheet with questions on Word document. * Access to smart board or regular board. * Youtube video with Steve Carell, Steven Colbert, and Jon Stewart- <http://www.youtube.com/watch?v=ulhWOqiKoNk> * BBC articles   Christianity- <http://www.bbc.co.uk/religion/religions/christianity/>  Islam-  <http://www.bbc.co.uk/religion/religions/islam/>  Judaism-  <http://www.bbc.co.uk/religion/religions/judaism/> |
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**Procedure/Process:**

**1) JUST DO IT! The “Hook”:** A high-interest activity that introduces new content with connections to students’ prior knowledge. Between 1-5 minutes. You could also introduce the days guiding question- could help with assessment of student needs

the hook

**2) Instructional sequence:**

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| Obj # See above. | Processing Activity and Procedure –include directions, question frames, assignment details, to be given to students (these should all be made into explicit materials (e.g. see material A) Do you have opportunities for direct/guided instruction and independent practice/engagement when appropriate and time estimates | Check for Evidence of Understanding  -Either Formal or Informal e.g. assessments- question frames, quiz, choice activities, discussion with frame and your THAT’s A WRAP.  (Checks Essential Knowledge and Skills should be in line with assessment tools above) |
| Just do it. | Watch YouTube video and have students answer question while watching video on notebook paper “What similarities and differences did you see between the three faiths in the video?” Write question on board. Discuss answers Est. Time: 10 min | Call on a couple of students to see their thoughts on the question and see if they had any prior knowledge on subject. |
| Transition: | Divide students into three main groups (Christianity, Islam, and Judaism) to focus on learning more about each faith on the BBC website. For larger classes may have to divide intro six main groups with two groups focusing on one religion. Have students get on BBC website. | |
| Objective # 1 | Students will spend time researching information on their religion on the BBC website and discuss among the group. May have students divide researching roles. For example one student in the group may read the Beliefs of Judaism, while another may read the Text section of Judaism on the BBC website. Teacher may need to guide students to look for key words and concepts on website. Est. Time 15 min | Walk around class to check on groups and see if they are discovering key points and major concepts about the faith they are researching. |
| Transition: | Have groups come together to discuss what they learned about their faith. Hand out worksheet or have students get out notebook paper. | |
| Objective # 2 | Have class discussion on what the groups learned about the three faiths. Groups may have a spokesperson. During discussion students will write major concepts on worksheet or notebook paper and discover connections between the three faiths. Est. time 10 min | See what answers students give on the information they learned about the faith they researched, and see if they can make connections between the three faiths. |

**3) Closure-** THAT’S A WRAP that goes to opening question- and also in part to assessment tools –at least one key assessment tool. (Do you need a rubric)

**Exit Slip-** Name one new piece of information you learned about each religious faith. Write two questions you have about today’s lesson including clarifications. Name one modern day conflict these three faiths play a role in and why you believe they play a role in that conflict.

Handout typed sheet to students to complete. Est. time 5 minutes.

**Modifications/Accommodations for Diverse Learners:**

Include reference and acknowledgement of IEP plans for specific students- that is easy. Additionally, highlight how you have designed materials/sequences that pay attention to pre-assessment evidence to address readiness, interest, and learning preference needs, including attention to student groupings, use of time and materials, variance in whole class and small group instruction, varied task complexity. Can you delineate key instructional strategies and scaffolds that are effective for responding to student needs? Do you provide rubrics to explain what good work looks like? Do you provide room for direct instruction/guided instruction (including read alouds and think alouds), independent practice. (Use Cruz and Thornton, and Tomlinson and McTighe).

* Bullet your details and explanations.
* While groups are researching the teacher can check on IEP students for comprehension.
* Teacher could pair an IEP student in a group with a student that could help the IEP student in their learning.
* During discussion observe IEP student, or hand them a copy of the worksheet with answers if necessary.
* Evaluate IEP students Exit Slip.

**Materials** (one resource per page- so it becomes a teacher or student handout, or overhead directions or ppt presentation. Include photocopies if need be. Can you provide elements of choices in materials or enrichment or support/anchor materials for different students?.

* Worksheet comparing the three faiths on Page 8- write on board, also do not write answers beforehand unless for an IEP student, answer list is not exhaustive
* Exit Slip Worksheet- on Page 9, could also have students write it on notebook paper, if that is done write questions on board

**Christianity vs. Islam vs. Judaism**

**Christianity**

* Belief in Jesus as Son of God and his Resurrection
* Only faith to believe in New Testament
* Like Judaism believe in Old Testament as well including Ten Commandments
* Monotheistic

**Judaism**

* Torah is their holy book; however, like Christians they do believe in Old testament
* Ten Commandments
* Monotheistic faith as well

**Islam**

* Muslims believe Muhammad is God’s prophet
* The Quran or Koran is the holy book of Islam.
* Believe in the Five Pillars of Islam

1. Shahadah
2. Salat
3. Zakat
4. Sawm
5. Hajj

* Mecca and Medina are Islamic holy cities
* Monotheistic faith as well

**Exit Slip**

1. Name one new piece of information you learned about each religious faith.
2. Write two questions you have about today’s lesson including clarifications.

1. Name one modern day conflict these three faiths play a role in and why you believe they play a role in that conflict.