

A Smidgen of Religion

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Central High School, Victoria, VA

Grade levels: 9-12

Time allotment: 2-90 minute blocks

Overview: World History. This lesson leads students in developing an understanding of the five world religions including Buddhism, Hinduism, Judaism, Christianity, and Islam. Through this study, students will be able to identify and describe the religions' beliefs, sacred writings, traditions, and customs. Students will also be able to identify the geographical distribution of the world's major religions.

Subject: World History

Learning Objectives:

- Students will identify the five major world religions.
- Students will identify the geographical distribution of the five major world religions.
- Students will locate the concentration of each of the five major world religions using a world map.
- Students will identify some of the characteristics of the five major world religions.
- Students will define the term monotheism and identify the monotheistic religions.

Standards of Learning: <http://www.pen.k12.va.us>

WHII.14 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- a) describing their beliefs, sacred writings, traditions, and customs;
- b) locating the geographic distribution of religions in the contemporary world.

Research

- 9.9 The student will use print, electronic databases, and online resources to access information.
- a) Identify key terms specific to research tools and processes.
 - b) Narrow the focus of a search.
 - c) Scan and select resources.
 - d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Media Components:

- United Streaming – <http://www.unitedstreaming.com> – *Religions of the World: Islam: “Foundations of Islam: Customs and Traditions”*
- United Streaming – <http://www.unitedstreaming.com> – *Religions of the World: Hinduism: “The Beliefs”*

- United Streaming – <http://www.unitedstreaming.com> – *Religions of the World: Christianity: “The Teachings of Jesus Christ”*
- United Streaming – <http://www.unitedstreaming.com> – *Religions of the World: Judaism*
- United Streaming – <http://www.unitedstreaming.com> - *China: From Past to Present: Geography, Traditional Religions, and Beliefs: “Buddhism”*

Internet Websites:

- United Religions Initiative: Kids - <http://www.uri.org/kids/world.htm>
- TrackStar – <http://trackstar.4teachers.org> Track #305746
- Outline of world map with countries - http://www.eduplace.com/ss/maps/pdf/world_country.pdf
- World Map - <http://www.nationalgeographic.com/xpeditions/atlas/>
- Maps of the World - <http://www.lib.utexas.edu/maps/world.html>
- Political Map of the World - https://www.cia.gov/cia/publications/factbook/reference_maps/political_world.html
- Additional websites used are listed on the TrackStar WebQuest Handout

Computer Software/Hardware:

- Computers with Internet Access
- Computer Speakers

Materials:

For class:

- Computer with speakers and presentation device for the United Streaming clips
- Large world map with just the country names hung in the classroom easily visible by students
- Large board game for Culminating Activity (directions for making the board can be found in the Culminating section of this lesson)
- Post-It notes for markers for the board game
- Questions for board game placed on note cards (possible questions and answers can be found in the Culminating section of this lesson)

For each 2 member student group:

- Computer with Internet access
- One set of Symbol Match Cards (attached)
- An envelope for each set of Symbol Match Cards
- 1 die for each group for the board game in the Culminating Activity
- Colored Pencils

For each student:

- World map with country names and borders only (links provided in the Internet Website Section of this lesson)
- World Religion Notes Page (attached)
- TrackStar WebQuest Handout (attached)

Prep for Teachers:

- Teachers should have the United Streaming Videos downloaded and cued to the specified location.
- Teachers should have a basic knowledge of TrackStar.
- Teachers should have the Symbol Match game pieces already cut and put in the envelopes keeping the symbol pictures and their definitions separate with paperclips.
- Teachers should have the Culminating Activity game board already created.
- Teachers should have the Culminating Activity game question cards already created.

Day 1:**Introductory Activity:**

Divide students into two-member groups. Give each group the half of the match cards with the symbol pictures. Keep the envelopes with the other set halves with the written descriptions for later use.

Say: “Students, I’m giving each group a set of pictures. Take a minute to look through the five pictures. Discuss with your partner about what you think they might represent.” (*allow students a minute to discuss the symbols*)

Ask: “Do you recognize any of the symbols?” (*allow student responses*) **Ask:** “Do any of these symbols evoke any emotional response?” (*allow student responses*) **Ask:** “What do you think these symbols represent?” (*religions*)

Say: “I’m now going to pass out the other half of the match set. I’d like for you to add these cards to your symbols all facing the same way. Mix the cards. One at a time, lay the cards down on the desk face down. With your partner play ‘Match’ with these cards.”

(*Note: Provide the following directions for playing “Match” if necessary. Any variation of the game is acceptable: Lay all twelve cards face down on the desk. The first player will turn over one card and then one other. If the symbol correctly matches the description, those cards are removed and the next player takes a turn. If there is not a match, the player turns the cards back over face down in the same location. Play until there are six matches. The winner is the student with the most correct matches.*)

Say: “Did everyone get all six matches?” (*allow student responses*) “Put your matches side-by-side and let me check.” (*Walk around the class checking the matches.*)

Learning Activities:

(*Note: Students should still be sitting with their partner. Give each student a “World Religions Note Page”, “Smidgen of Religion WebQuest” page, and the world map outline. These could be stapled together in a packet format.*)

Say: “For the next day or so we are going to be exploring five major world religions. These religions include Christianity, Hinduism, Buddhism, Islam, and Judaism. You have just identified the symbols that represent each of these world religions. By the end of the lesson, you will be able to identify on a map the location of where each of these world religions are concentrated. You will also be able to identify beliefs, sacred writings, traditions, and customs of each world religion. To start you will need to have the ‘World Religions Note Page’ in front of you.”

Focus for Media Interaction: **Say:** “We are going to start our religion study with Islam. In this first clip you are going to hear the narrator tell you what principle Islam is based on. Be able to tell me what principle this is and how many gods are worshipped in Islam.” **Start** *Religions of the World: Islam: “Foundation of Islam: Customs and Traditions”* at the beginning. **Pause** at 00:41 right after the narrator says “...poorest people on earth”. **Ask:** “What did the narrator say was the principle of the Islamic faith?” (*peace, equality, tolerance, and kindness*) **Say:** “That was a lot and I’m not sure everyone heard it. Let’s listen to that segment again and make sure we heard all of the principles of Islam. **Rewind** to the beginning of the clip. **Stop** at 00:41 right after the narrator says “...poorest people on earth”. **Ask:** “What again are the principles of Islam? (*peace, equality, tolerance, and kindness*) **Ask:** “Some religions worship one god and some worship many. How many gods do the Muslims worship? (*one*) **Say:** “The worship of only one god is called monotheism. Let’s take a moment to record some of this information. Look at your notes page. Fill in the definition for monotheism and in the Islam section, record that it is monotheistic and record the principles.” **Say:** “There is a lot more to know about the Islamic faith! We’ll be discovering more when we complete our WebQuest tomorrow.”

Focus for Media Interaction: **Say:** “We are going to take a brief look now at Hinduism. In this clip the narrator will tell us the beliefs of Hinduism. Be able to tell me these beliefs. **Start** *Religions of the World: Hinduism: “The Beliefs”* at the beginning. **Stop** at the end of the clip. **Ask:** “What is the basic belief of Hinduism?” (*that all life is sacred*) **Ask:** “Why are cows protected?” (*they provide so much for the Hindu people*) **Say:** “Record the beliefs in the Hinduism section of your notes.”

Focus for Media Interaction: **Say:** “The next religion we are going to take a brief look at is Buddhism. In this clip the narrator will tell us where Buddhism began and who introduced it. Be able to tell me this location, and who started this faith. **Start** *China: From Past to Present: Geography, Traditional Religions, and Beliefs: “Buddhism”* at the beginning. **Pause** at 00:50 when the narrator says “...those precious books”. **Ask:** “Where did Buddhism originate?” (*India*) **Ask:** “Who was the originator of this faith?” (*Buddha or The Enlightened One*) **Ask:** “If Buddhism was started in India but it is a major religion of China, how did it get there?” (*a religious pilgrim brought the teachings to China*) **Say:** “Record this information on your notes page.”

Focus for Media Interaction: **Say:** “The fourth religion we’ll look at briefly is Judaism, the faith of the Jewish nation. In this clip you are going to learn about the Torah. Be able to tell me what the Torah is and also tell me whether Judaism is monotheistic or not.” **Start** *Religions of the World: Judaism: “The Torah”* at the beginning and **Stop** at 2:05 when the narrator says “...generation to generation”. **Ask:** “What is the Torah?” (*The written record and beliefs of Hebrews/the sacred scriptures of the Jews*) **Ask:** “Do you think Judaism represents monotheism? Why?” (*yes, at the beginning it says “The Lord our God; The Lord is One”*)

Focus for Media Interaction: **Say:** “Our final world religion is Christianity. In this clip you will hear what Christianity is based on. Be able to tell me who it is based on. Also, be able to tell me whether it is a monotheistic religion or not.” **Start** *Religions of the World: Christianity: “The Teachings of Jesus Christ”* at the beginning and **Stop** at 2:00 after the narrator says, “...Savior”. **Ask:** “What is Christianity based on?” (*the teachings of Jesus Christ the Son of God*) **Ask:** “Is this a monotheistic religion? Why?” (*yes, because it is the worship of only one God*) **Say:** “Add this information to your notes page.” **Say:** “Today we have gotten a small tidbit of information about five world religions.”

Tomorrow we will complete a WebQuest that will allow you to discover more detailed information about each of these religions. Make sure your names are on your handouts and I'll keep them for you until tomorrow."

Day 2

(*Note:* Pass out the packets from the day before and also the "Smidgen of Religion WebQuest" page, the "World Religions Note Page", and a World Map and a set of colored pencils.)

Say: "The video clips you watched yesterday gave us a small bit of information about the world religions. Today we are going to do a little more in-depth study. With your partner from yesterday you will complete the TrackStar WebQuest. From this WebQuest you will discover more detailed information as well as the location of the major concentration of each of these religions. Let's get started."

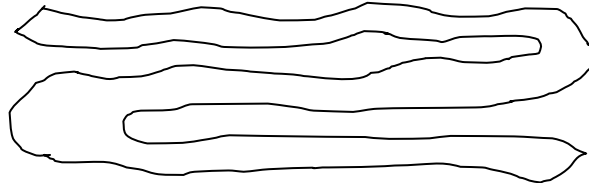
Say: "Open the Internet and type in TrackStar's address. It's located at the top of the WebQuest Handout. In the Track #, type in the number 305746. This is also located at the top of the WebQuest Handout. From this page, choose 'View in Frames'. The questions are located in the top frame. The particular website is located in the left frame. You are able to navigate away from the page within the particular website. If you and your partner have difficulty finding the answer to the question in the top frame, please raise your hand. You have 40 minutes to complete the WebQuest. Remember to record your answers on the answer sheet." Allow time to complete WebQuest.

Culminating Activity:

Say: "Students you've worked hard gathering information about each of the world religions. Let's take a few minutes to review the information."

(*Note:* Using the WebQuest Handout Answer Sheet, review and discuss the information the students have recorded encouraging them to make any necessary additions and changes. Review the location of the concentration of each world religion using the map handout and the large classroom map. The teacher will decide whether or not the students can have their notes available to use during the game.

Instructions for Making the Board Game: Purchase an inexpensive solid colored table cloth. A shower curtain will work but will not last as long. Spread the table cloth out on the floor. Using a ball-point pen draw a path from start to finish like the following illustration.



Section off the path and record a start and finish section at the beginning and the end. Make sections all the way through the path and include commands like "Go forward 2 spaces, Go back 2 spaces, Lose a Turn, etc. Trace the pen drawings with a thick permanent ink marker.

Game Instructions: Provide the following game instructions or any variation of these instructions: Divide students into small group teams depending on the number of students in the class.

Remind students that they should not yell out an answer. One team member could be identified as the person to say the answer out loud. Roll the die to see who goes first. The team who rolls the highest number is asked a question. If they can answer the question correctly, they get to roll the die and move their marker that number of spaces. The team who reaches “Finish” first is the winner. The team must roll the exact number to land on the “Finish” space.

Game Questions: Use the following game questions for this activity and/or any variation of these questions. The answers are provided.

- What does monotheism mean? (*worship of one god*)
- What is the Torah? (*The written record and beliefs of Hebrews – Judaism*)
- What are the ten commandments of moral and religious conduct in Judaism? (*code of law which regulates both how they worship God and how they treat other people*)
- What three religions are monotheistic? (*Islam, Christianity, Judaism*)
- Who is the son of God in the Christian faith? (*Jesus*)
- How do Christians feel about life after death? (Once a Christian, after death, the person goes to heaven to live with the Lord.)
- Who established the Christian doctrine? (*Early Church Councils*)
- What is the New Testament? (*The part of the Bible that is the life and teachings of Jesus Christ*)
- Who is Muhammad? (*A Prophet – The Islamic nation follows his teachings. God’s name is Allah*)
- What are the Five Pillars of Islam? (*Belief, Worship, Fasting, Almsgiving or giving to the poor, and Pilgrimage*)
- Who was the founder of Buddhism? (*Siddhartha Gautama – Buddha*)
- By what name is Siddhartha Gautama called today? (*Buddha*)
- In Buddhism, what does “Four Noble Truths” mean? (*The basic doctrines of early Buddhism*)
- What does “Eightfold Path to Enlightenment” mean? (*The only way to Nirvana – the eight factors move you toward wisdom and is a cure for suffering*)
- How was Buddhism spread from India to China and other parts of Asia? (*Asoka chose to adopt Buddhism and sent out missionaries whose writings help spread Buddhism to Kashmir and Persia*)
- What is the Caste system in Hinduism? (*Ranks society according to occupation*)
- What is the Koran? (*God’s revelations to Muhammad – The written word for the Muslims*)
- Where is Judaism primarily concentrated now? (*Israel and North America*)
- Where is Christianity primarily concentrated now? (*Europe, North and South America*)
- Where is Islam primarily concentrated now? (*Middle East, Africa, and Asia*)
- Where is Hinduism primarily concentrated now? (*India*)
- Where is Buddhism primarily concentrated now? (*East and Southeast Asia*)
- What do the Hindus believe about reincarnation? (*when you die your spirit is reborn into another body, either an animal or human being*)
- What is Karma? (*In the Hindu faith what you are reborn into depends on the record of your actions in your previous life. This record is called karma.*)

Say: “We are going to now play a board game with information from this lesson. I’d like for you and your partner to choose another 2-person group to join. Decide a name for your group of 4 very

quickly. I'm going to record your name on the Post-It note to use as your marker for the game. Each group should have a die. One person should roll the die and let's see who goes first."

(*Note:* The students can play the game one or more times reviewing the important facts about the five main world religions. Teachers can give small prizes to the winning groups.)

Cross-Curricular Extensions:

Technology:

- Students can use Microsoft MovieMaker or I-Movie to create a narrated movie about each of the religions. The movies can include the narration, pictures, and music from each of the religions.
- Students can create a PowerPoint presentation that shows images of the structures used for each world religion.

Language Arts:

- Students can create an ABC book of World Religions including a word for each letter of the alphabet that represents something from that particular religion.
- Students can research one of the world religions and write a descriptive essay about that religion. Students can then orally present more specific information about a particular religion to their classmates.

Music:

- Students can research the different types of music for each of the world religions. Students can explain what role the music plays in the worship practices of each religion..

Art:

- Students can research the different types of structures used for the world religions' worship. Students can analyze and discuss the architectural design.
- Students can research major artists who have produced paintings, sculptures, etc. for each world religion.

Social Studies:

- Students can do a more detailed study of people who have played a major role in the spread of each world religion.
- Students can do a more detailed study of the different divisions of each world religion.
- Students can do a more detailed study of wars that have been fought because of religious beliefs and/or practices.

Community Connections:

- Teachers can invite guests who are practitioners or experts on different world religions to speak to the students about the beliefs and practices of one or more of the particular religions.
- Teachers can take virtual tours of famous religious structures.
- Teachers can take virtual field trips using Google Earth to visit the countries where the world religions are located.
- Teachers can display artifacts that represent the world religions including symbols and musical instruments.