

Monotheism: Everyone Prophets

Monotheistic Religions

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Grade Level	6th – 7th Grade	**Time Frame**	1-2 class period(s)
Subject	Social Studies	**Duration**	70 minutes
Course	World Geography		

Essential Question

What are the main beliefs of the three major religions?

Summary

This lesson invites students to explore three monotheistic religions: Judaism, Christianity, and Islam. Students begin the lesson by sharing their prior knowledge of the three religions and collaborating with partners to expand their understanding through discussion. Student groups then read articles about three religions and compare and contrast each belief system using a Venn diagram. At the end of the lesson, students reflect on their learning and consider personal, community, and global connections to monotheism.

Snapshot

Engage

Students record prior knowledge about Judaism, Christianity, and Islam using the innermost circle of an Inside Out graphic organizer.

Explore

Students share their prior knowledge in small groups and record any knowledge gained in the second circle of an Inside Out graphic organizer.

Explain

Student groups participate in a Jigsaw activity in which they each read an article about one of three monotheistic religions. Students add any new information to the outermost circle of their Inside Out graphic organizers.

Extend

Students compare and contrast three monotheistic religions using a Venn diagram.

Evaluate

Students reflect on their learning in a Mirror, Microscope, Binoculars activity.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages

Oklahoma Academic Standards (Social Studies Practices (7th Grade))

7.3.3: Evaluate the impact of a region's major religions, including geographic hearths, major beliefs, customs,and the significance of religion in contemporary societies; explain how religion can both unify or divide people.

Attachments

- Inside Out—Monotheism - Spanish.docx
- Inside Out—Monotheism - Spanish.pdf
- Inside Out—Monotheism.docx
- Inside Out—Monotheism.pdf
- Jigsaw Reading—Monotheism - Spanish.docx
- Jigsaw Reading—Monotheism - Spanish.pdf
- Jigsaw Reading—Monotheism.docx
- Jigsaw Reading—Monotheism.pdf
- Lesson Slides—Monotheism.pptx
- Mirror, Microscope, Binoculars—Monotheism - Spanish.docx
- Mirror, Microscope, Binoculars—Monotheism - Spanish.pdf
- Mirror, Microscope, Binoculars—Monotheism.docx
- Mirror, Microscope, Binoculars—Monotheism.pdf
- Venn Diagram—Monotheism - Spanish.docx
- Venn Diagram—Monotheism - Spanish.pdf
- Venn Diagram—Monotheism.docx
- Venn Diagram—Monotheism.pdf

Materials

- Lesson Slides (attached)
- Inside Out handout (attached; one per student)
- Jigsaw Reading handout (attached; one per student)
- Venn Diagram handout (attached; one per group of three students)
- Mirror, Microscope, Binoculars handout (attached; one per student)

15 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Introduce the lesson title using **slide 2** then display **slides 3–4** to introduce the essential question and learning objectives.

Display **slide 5** and pass out one copy of the attached **Inside Out** handout to all students. Have students use the innermost circle of the Inside Out diagram to brainstorm and record everything they know about Judaism, Christianity, and Islam. Begin the 10-minute timer and walk around the room as students work.

Teacher's Note: Facilitating the Activity

Most students will have some preconceptions about at least one of the listed religions. Guide students to discern between factual information about the religions and stereotypes they have encountered. If students have substantial prior knowledge, guide them to make connections between the religions and consider the similarities and differences.

30 minutes

Explore

Display **slide 6**. Have students find two Elbow Partners and share what they wrote about each religion. Ask them to record any new information they learned from their partners in the second, or middle, circle of the Inside Out handout. Begin the 10-minute timer.

Teacher's Note: Grouping Students

Students must be in groups of three for this activity and the one that follows. You may choose to group them by Elbow Partners, count off groups, or organize them by any other grouping strategy you prefer.

Invite each group to share out one or two ideas they discussed. As students listen to other groups, encourage them to add any new information they learn in the second circle of their handout.

25 minutes

Explain

Teacher's Note: Material Preparation

The attached **Jigsaw Reading** handout is four pages, but the final page includes citations for the reading. To save paper, consider printing and making copies of only the first three pages of the reading.

Display **slide 7** and pass out the attached **Jigsaw Reading** handout to each group. Use the Jigsaw instructional strategy to divide the reading among the students in a group. Tell students that each person must read about one of the religions present in the reading. That person is the "expert" on that religion and should share out the information they learn about that religion with their partners. Notify students that each group member must also read the introduction of the reading titled, "Three Religions, One God."

Teacher's Note: Guiding the Reading

You may consider allowing each student in a group to choose which religion they would like to read about or you may choose to assign each student a religion. Ensure that each student in a group is reading about a different religion.

Show **slide 8**. Introduce students to the CUS and Discuss annotation strategy. Tell students that as they read, they should circle important people, underline important books or writings, and star core beliefs of the religion. Allow students approximately ten minutes to read and annotate their articles.

Display **slide 9**. Ask students to share with their groups what they circled, underlined, and starred in their articles. Tell students that as group members share, they should record information about their group members' religions, in addition to information about the religion they read about, in the outermost circle of the graphic organizer. Begin the 10-minute timer on the slide.

Invite groups to share out the information they learned from the reading and their partners. As students share, walk around the room and ensure that each student has all three circles of their organizer filled out.

Teacher's Note: Scaffolding Discussion

To encourage participation, ask students who read the Judaism portion of the article to share what they circled, starred, and underlined. Repeat the process with the Christianity and Islam portions of the article. This process will allow you to fill in any gaps in information from the reading.

Possible Student Responses

Pay attention to student responses about the reading and consider misconceptions they previously shared about the major religions. As groups share, use the information from the readings to clear up any fallacies that may still linger. If students have further questions about these major religions, guide them to brainstorm reliable resources (like Encyclopedia Britannica) that they may use to find more information.

25 minutes

Extend

Display **slide 10** and distribute one copy of the attached **Venn Diagram** handout to each student. Direct students' attention to the Venn Diagram example on the slide and explain how they should fill in each section of the handout. Tell students to work with their small groups to write down information about each religion in the individual circles of the handout. Encourage them to consider important people, beliefs, and writings. Have students then write down similarities between two religions where the circles intersect and have them record similarities between all three religions in the center space.

When it appears that the majority of students have completed their Venn Diagram handouts, invite groups to share out. Encourage the rest of the class to listen and make changes to their own handouts.

Teacher's Note: Scaffolding Instruction

If you need to scaffold or support student understanding, guide students to first write down information such as the main people, books, and one core belief of each religion. Allow students time to record this information, then ask students to compare two religions at a time and record that information. Finally, ask them to consider what all three religions have in common.

15 minutes

Evaluate

Display **slide 11** and use the Mirror, Microscope, Binoculars instructional strategy to invite students to reflect on the lesson. Distribute one copy of the **Mirror, Microscope, Binoculars** handout to each student and ask them to consider what they learned during the lesson. Invite them to use their own personal views to respond to the following questions on the handout:

- Mirror (internal reflection):
  - How has this lesson helped you better understand your own belief system?
  - How has this lesson helped you recognize why people have different worldviews?
- Microscope (close inspection):
  - In what ways do you see these religions represented within your community?
- Binoculars (global reflection):
  - How do you think religion connects people?
  - What role do you think religion has played in past conflicts?
  - How does religion impact current conflicts?

Invite students to share out their responses. Have them turn in their handout at the end of the lesson.

Teacher's Note: Assessment

Consider collecting the Inside Out and Venn Diagram handouts as formative assessments of the lesson.

Resources

K20 Center. (n.d.). CUS and discuss. Strategies. https://learn.k20center.ou.edu/strategy/162

K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116

K20 Center. (n.d.). Inside out. Strategies. https://learn.k20center.ou.edu/strategy/93

K20 Center. (n.d.). Mirror, microscope, binoculars. Strategies. https://learn.k20center.ou.edu/strategy/3020

K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179

K20 Center. (n.d.). Venn diagram. Strategies. https://learn.k20center.ou.edu/strategy/2918

K20 Center. (2021, September 21). *K20 Center 10 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=9gy-1Z2Sa-c