

Abby Gorby
Religion Scavenger Hunt

Station 1

<p><u>Identify the ONLS. Then develop an annotated bibliography: Identify 3 Resources for each of the world religions(incl. young adolescent literature): Buddhism, Hinduism, Islam, Christianity, Judaism</u></p>	<p><u>Write a short description highlighting key points of each religion</u></p>
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ONLS

Theme: Regions and People of the Eastern Hemisphere

Strand: History

Topic: Early Civilizations

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

Content Statement: 2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Annotated Bibliographies

Buddhism

1. Barrow, M. (n.d.). Buddhism. Retrieved July 12, 2016, from <http://resources.woodlands-junior.kent.sch.uk/homework/religion/buddhism.htm>
This website provides a student friendly version of fast facts about buddhism. The font is easy to read and well organized. It gives a great overview of what buddhism is about and includes fun games for students to play to practice what they have learned about buddhism.
2. Buddhism. (n.d.). World Religions for Kids. Retrieved July 13, 2016, from <https://sites.google.com/site/worldreligionsforkids/buddhism>
This website is geared towards kids. It offers student friendly language, wonderful graphics and vocabulary that is able to be clicked on for definitions. It has a video embedded into the site for visual representations of Buddhism.

3. Buddhist Studies: Guidelines for Teachers. (2008). Buddhanet. Retrieved July 13, 2016, from <http://www.buddhanet.net/e-learning/buddhism/guidelines.htm>

This website gives teachers an easy breakdown of the religion. It is well organized with main thoughts and key points. It offers additional resources organized by main ideas. It gives an outline about teaching buddhism, which is helpful in knowing which parts to teach.

Hinduism

1. Donn. (n.d.). Hinduism for Kids. Retrieved July 13, 2016, from <http://india.mrdonn.org/hinduism.html>

This website allows for an easy read for all levels of readers. The website hosts additional links for students to continue to learn more. It is well organized and boasts well defined vocabulary. The links give video resources to view also.

2. Sharma, Shalu. (2014). Hinduism For Kids: Beliefs And Practices.

This kid friendly book is a great resource for anyone wanting to know more about the Hindu religion. Throughout the book, the resource answers about 50 of the most important questions people have about the Hindu religion.

3. Snyder, Emily M. (2006). Hinduism. Retrieved July 13, 2016, from http://college.holycross.edu/projects/himalayan_cultures/2006_plans/esnyder/hindu_main.html

This website offers four lesson plans on teaching the history of Hinduism. The lessons are designed for high school, but could be modified for lower grades.

Islam

1. Islam Kids. (2007). Islamkids.org. Retrieved July 13, 2016 from <http://www.islamkids.org/>

This website is guided by age for the resources that are appropriate for 5-7 and 8-12 year olds. The website offers self-guided modules to learn about the Islam religion that can be done with or without adult support. It is well organized with main topics and details. It is a bit repetitive with the style of learning.

2. Islam: Basic Beliefs. (2002). Unitedreligionsinitiative.org. Retrieved July 13, 2016 from http://www.uri.org/kids/world_isla_basi.htm

This website offers a well organized, easy to follow list of basic information of the Islamic religion. It is written in kid friendly language and uses well defined vocabulary.

3. What is Islam. (n.d.). Islamweb.net. Retrieved July 13, 2016, from <http://www.islamweb.net/kidsen/Kids%20Corner%201,2/subjects/islam.html>

This website offers a detailed overview of the Islam religion. It is geared towards a more advanced reader or a student who is really interested in learning every detail.

It boasts additional resources at the bottom of the page for more detailed information about the different beliefs within the religion.

Christianity

1. Dowling, Mike. "The Birth of Christianity." www.mrdowling.com. Retrieved July 13, 2016, from <http://www.mrdowling.com/702-christianity.html>

This website is a good overall, detailed description of Christianity. It offers a read along activity for students at the end that could be used for a lesson. It also offers the lesson in word, powerpoint, video formats. It can be read independently or as a read along with the author.

2. Christianity. (2014.). BBC. Retrieved July 13, 2016, from <http://www.bbc.co.uk/religion/religions/christianity/>

This website allows users to find everything from quick and easy facts to in depth understandings. It has a great general overview followed by approximately 20 more detailed topics about Christianity. Each topic links to a new page with pictures and or videos to support the additional details.

3. Christianity for Kids. (n.d.). Socialstudiesforkids.com. Retrieved July 13, 2016, from <http://www.socialstudiesforkids.com/subjects/christianity.htm>

Although this website does not contain any information, it does hosts links to 6 additional resources that are student friendly. The links all provide well thought out explanations of Christianity in different formats.

Judaism

1. Judaism. (n.d.). Worldreligionsforkids.com. Retrieved July 13, 2016, from <https://sites.google.com/site/worldreligionsforkids/judaism>

This website has an abundance of student friendly information. It is very detailed, yet easy to follow. The website incorporates videos and images along with the text to make it an easier read. The information is comprehensive of the religion without a lot of depth on the main ideas.

2. Judaism Pages for Kids. (2015). bje.org.au/. Retrieved July 13, 2016, from <http://bje.org.au/course/judaism/kids/>

This resource links to major topics of the Jewish religion. It is comprehensive of the key components of the religion. It is designed to be read by children. There are pictures that match the vocabulary of the religion to help children make the connection of the meaning of the words.

3. Why I like being Jewish. (2016.). Chabad.org. Retrieved July 13, 2016, from http://www.chabad.org/kids/article_cdo/aid/1347962/jewish/Why-I-Like-Being-Jewish.htm

This website has a video of school aged kids describing what they like most about being Jewish. This is something that students may be able to relate to within their own religion. You can also access additional videos about other religious aspects.

Descriptions

Buddhism:

Buddhism was first practiced approximately 2,500 years ago. It is founded on the idea that nothing is permanent, things can always be changed. There are 376 million followers in the world. Buddhist worship in a temple or at their home. The story of Buddhism is based off of one man's path (Siddhartha Gautama). Their beliefs are based off of the goal of finding enlightenment. Buddhist reach enlightenment through meditation, understanding of morality, and wisdom. Buddhism does not recognize just one god. They believe in the four noble truths, karma, and Buddha.

Hinduism:

Hinduism began in ancient India. The Hindu religion believes in many gods, with one god be viewed as above the others and rests within each person. The religion is practiced within a temple with at least one priest. Major beliefs of Hinduism is Dharma (a person's duties-religious and moral), karma, reincarnation. The ultimate goal is to reach Moksha. Moksha is the ending of the reincarnation cycle and a to be one with god.

Islam:

The religion is based around the belief of one god (Allah). It is the second most popular religion in the world. They believe in voluntary submission to the divine will to find peace. They also believe in angels, holy books, prophets, and life after death. They are based off of 5 pillars that are put into practice. There are approximately 1.2 billion Muslims in the world. There are two groups of Muslims: the Sunnis (80%) and the Shi'ites (20%). They are separated because they do not agree on the leader after Muhammad's death.

Christianity:

Christianity is the world's most popular religion with more than 2 billion followers. It is based off of the teachings of Jesus Christ, the son of God. Christians believe God, Jesus Christ, and the Holy Spirit are the same form of God. Christianity is a branch off of Judaism. Christians worship in a church decorated with crosses and lead by priests or ministers. They believe in the Bible. Christianity has many different branches within it.

Judaism:

Judaism is the belief in only one god. There are approximately 12 million people that practice this religion. Jewish people worship in synagogues with a rabbi. Jewish people are very specific on the types of meats that they will consume. They believe in the Old Testament as their Holy Book. Judaism is broken into 3 main branches. They believe in the idea that Messiah will come and save the Jews.

Station 2

<u>Highlight at least 2 key points from the reading that addresses each of these competencies</u>	<u>How can incorporate this into your teaching of world religions? Provide at least 1 example for each competency</u>
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Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.

Two key points:

1. The goal of teach about religion is to inform students of religious differences. The goal is to not push a religion or promote it in anyway.
2. Students should know expectations are that all questions may not be able to be answered, questions may be answered later in the class, respect for students' beliefs or disbeliefs and that it is okay to disagree on beliefs.

Incorporation into lesson:

Thinking of the religious differences within my school district, this would be easily incorporated into a lesson or introduced during the winter holiday season. My district is comprised of about 80% of students being equally split between Christianity and Judaism and remaining 20% made up up Hinduism and Buddhism. Students could create personal reflections about the celebration of the major holiday celebrations within their religion. If a student does not actively practice a religion, they can research about a chosen one. They can present their research to the class in various formats. The students can choose to work independently or as a small group.

Be aware of examples of best practices in teaching about religion.

Two key points:

1. Take at least one course in a specific religion. This would allow an in depth study of the religion at the college level to increase a teacher's ability to understand the application within society.
2. Make sure that all discussions are secular studies. A teacher should leave his or her personal beliefs and opinions out of the classroom.

Incorporation into lesson:

As a teacher, it might be helpful to have students use the parking lot question area. The parking lot is a spot where students can ask questions. In my classroom, I have students write questions onto a post it note. The questions can be something that does not directly need answered

during the discussion. This would be a good strategy to have students use to be able to “view” the questions prior to having a student ask it. This would allow the teacher to be able to research more information if needed and bring it back to class the next day or divert the question back to the student to do their own research if it was not a question that the teacher feels they should not answer.

Develop the ability to present multiple religious perspectives in a fair or neutral way.

Two key points:

1. Allowing students to write about their own personal preconceptions about religion allows the teacher to understand what the students know/think.
2. Academic training is qualifying to teach about religion versus personal beliefs.

Incorporation into lesson:

Have students journal about their preconceptions about religion. The teacher could select certain preconceptions to use within the discussions to show that students have different backgrounds and ideas that we need to teach in a way that everyone understands the main ideas of the religion. These could be charted then researched as a class, used in discussions, and/or used as closure for the end of the lessons to reflect on preconceptions and compare to what the students know.

Station 3

<p><i>The AAR guidelines outlines 4 Approaches to teaching religion (see pages 10-11). Which approach do you think you will follow? Why?</i></p> <p><i>What do you understand by the competencies in Station 3?</i></p>	<p><i>How will you implement your approach/understanding of competencies into practice? Provide at least 2-3 specific examples.</i></p>
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Based on teaching the ONLS for sixth grade, I would choose to follow the historical approach at first. In using the historical approach, it is based off of the study of the beginning of the religion. The content statements states: 2. Early civilizations (India, Egypt, China and Mesopotamia) with

unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. Once students had an understanding of the foundation I would move to the traditions based approach. I think that sixth grade students are able to better relate modern religion to traditions within the religion. They can use personal knowledge to share about modern day religion.

The competencies in station 3 make me feel more confident in teaching religion. I feel confident in being aware of, and manage effectively, religious diversity in the classroom and creating an environment of respect and tolerance—a safe environment in which students feel free to talk about religion. I think I have high expectations within the classroom. I would also feel more confident teaching this after the first month of school once all students are in a routine, understand the expectations, and feel a little more comfortable with their peers. I feel as though I have a pretty good understanding the difference between the secular academic and devotional approaches to religion, and consistently use the secular academic approach. I think this is easier to stick to because I do not have personal connections to most of the religions. Once I have a better background in religion, I feel that I will be better able to address in a constructive way religious disagreements and conflicts that arise in the classroom.

To use this within the classroom, I would use the parking lot idea as stated above to organize and pre-screen questions. Within the classroom, I would implement the lesson from <http://www.tolerance.org/lesson/taking-closer-look-religions-around-world>. This lesson allows students to interact and discuss topics that are major concerns within religions. This could be done with teacher or student created concerns/questions. This could be used to tie older religious view with modern by giving a small group and issue that was of the past. Then have them reflect on what it looks like in modern society.

Station 4

<p><u>Reflect on the AAR document –what impact did these guidelines have on your professional development, pedagogy and thinking about teaching social studies?</u></p>	<p><u>How will you take all of the information you have gained from AAR and your research and make it comprehensible to your 6th graders? This is your “snapshot of practice” - provide at least 1 specific example of practice.</u></p>
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In reading through the document, I realize that I am not the only one who feels underprepared when it comes to teaching religion. It was reassuring to have guidelines as to what I should be teaching versus what I should not be teaching. I think the intimidating part of teaching religion is that I feel very one sided in my knowledge of religion. I can not think back to learning much about religion (enough to confident in teaching it). After reading this, I am planning on making expectations, for students, even more clear about understanding and respect while teaching about religion. I think the most effective lessons are going to be held within a classroom that respects differences and puts aside any misunderstandings about other religions. Prior to teaching religion, I feel it would be in my best interest to take religion courses at the college level to learn more about religions and feel more comfortable about the content.

Snapshot of Practice

As a class, we would read a few sections of the book "*Treasury of Egyptian Mythology: Classic Stories of Gods, Goddesses, Monsters, and Mortals*" written by Donna Jo Napoli. This book is an introductory book designed for kids 8-12. After the students have had a chance to ask questions about the religion. Any appropriate, unanswered questions can be written on the board for students to research in pairs. The teacher will have extra questions ready if needed to make sure that students have a good understanding about the basics of the religion. Students would then research additional basic facts about the religion. The pairs of students would then create an representation (of any kind) of a pharaoh that was a god. The students can choose to include the additional facts according to their presentation style. The students would use a system of "classroom hieroglyphics" to name each pharaoh. The students would need to identify the name of the pharaohs. After all gods have been presented, a class discussion would occur talking about the many gods that were worshipped in the ancient Egyptian religions.

Additional Resources:

Buddhism at a Glance. (2014.). BBC. Retrieved July 13, 2016, from <http://www.bbc.co.uk/religion/religions/buddhism/ataglance/glance.shtml>