



# Monotheism: Everyone Prophets

## Monotheistic Religions



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Published by K20 Center

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

### Essential Question

What are the main beliefs of the three major religions?

### Summary

Using a graphic organizer, students record what they know about Judaism, Christianity, and Islam. Then, collaborating with partners, students expand their knowledge with group discussion and research. Students then create a Venn diagram to examine and compare the three monotheistic religions as a final evaluation.

### Snapshot

#### Engage

Students list everything they know about Judaism, Christianity, and Islam in the innermost circle of an Inside Out graphic organizer.

#### Explore

In the second circle of the organizer, students share with partners everything they wrote down and add any information gleaned from their group.

#### Explain

Students jigsaw a reading on the three monotheistic religions, adding information learned to the outermost circle of the organizer.

#### Extend

Students create a Venn diagram to highlight the similarities and differences of these three religions.

#### Evaluate

The Inside Out graphic organizer and Venn diagram serve as formative assessments of this lesson.

## Standards

*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 Handout—Monotheism - Spanish.docx](#)
- [Inside Out Handout—Monotheism - Spanish.pdf](#)
- [Inside Out Handout—Monotheism.docx](#)
- [Inside Out Handout—Monotheism.pdf](#)
- [Jigsaw Reading Handout—Monotheism - Spanish.docx](#)
- [Jigsaw Reading Handout—Monotheism - Spanish.pdf](#)
- [Jigsaw Reading Handout—Monotheism.docx](#)
- [Jigsaw Reading Handout—Monotheism.pdf](#)
- [Lesson Slides—Monotheism.pptx](#)
- [Venn Diagram—Monotheism - Spanish.docx](#)
- [Venn Diagram—Monotheism - Spanish.pdf](#)
- [Venn Diagram—Monotheism.docx](#)
- [Venn Diagram—Monotheism.pdf](#)

## Materials

- Monotheism Lesson slides (attached)
- Inside Out handout (attached, one per student)
- Jigsaw Reading handout (attached, one per student)
- Venn diagram handout (attached, one per student group)

# Engage

Use the attached Monotheism lesson slides to guide the lesson. Begin with **slides two** and **three**, introducing students to the lesson title and the Essential Question.

Next move to **slide four** and introduce the [Inside Out](#) instructional strategy. Pass out the attached **Inside Out graphic organizer handout** to all students. Invite students to fill out the innermost circle of the organizer, where the words Judaism, Christianity, and Islam are written (see slide four). Students should write anything they know about those three religions. Give students 5–10 minutes to brainstorm their thoughts.

## Teacher's Note: Facilitating The Activity

Most students will have some preconceptions about at least one of the religions. If students have a lot of prior knowledge, direct them to start making connections between them, noting their similarities and differences. Guide students to discern between factual information they know about the religions and stereotypes they have heard.

## Explore

Continue to slide five. Have students share what they know about the three religions with two [Elbow Partners](#) around them.

### **Teacher's Note: Grouping Students**

Students need to be in groups of three for this activity and the one that follows. You can use elbow partners, counting off, or any other grouping strategy you prefer.

Ask students to write anything they learned about the three religions from their partners in the second (or middle) circle of the Inside Out handout. Give students 5–10 minutes to discuss with their partners and write down any additional information they learned. After students have had enough time to share with each other, ask each group to share out 1–2 things with the entire class. Tell students to add information they learn from the other groups who share out to the middle circle as well. Tell students that next, they will add more information to their organizers by examining text.

## Explain

Display slide six. Pass out the attached Jigsaw Reading handout on Judaism, Christianity, and Islam to each group. Introduce students to the [Jigsaw](#) instructional strategy. Using this strategy, each student in a group will read about only one of the religions in the reading. Each person in the group will become the "expert" on the religion they read about and to share the information they learn with their partners. Note that each group member will also read the introduction, "Three Religions, One God."

### Teacher's Note: Directing And Distributing The Reading

You can assign each student a religion to read about or let them self select what they want to read, as long as each student in the group is reading about a different religion.

Display slide seven. Introduce students to the [CUS and Discuss](#) instructional strategy as a means to analyze the text they have been assigned to read. As students read, ask them to **circle** important people to the religion, **underline** important books or writings, and **star** core beliefs of the religion. Give students about 10 minutes to read their part and complete annotating the article.

Once students have finished reading, display slide eight. Ask students to share what they CUS'd about their assigned religion with their group. Instruct students to write down what they learned about their religion, as well as their groups' religions, in the outmost circle of the graphic organizer. Give students about 10 minutes to complete this part of the assignment. Afterward, ask a few groups to share information they learned from the reading and their partners with the whole class. At the end of this discussion, students should have all three circles filled out.

### Teacher's Note: Scaffolding Discussion

To help encourage participation the in group discussion, start with Judaism and ask the students who read that document to share what they circled, what they starred, and what they underlined. Then do the same thing for Christianity and Islam. If students missed anything from the reading, this will give you the opportunity to fill in any gaps in the information they gathered so that they are better equipped to move to the next section of the lesson.

### Possible Student Responses

Prior to the reading, students may have had misconceptions about religions. As student groups share out their information from the reading, clear up any fallacies that may linger. If questions arise that need further exploration, have students brainstorm reliable resources (Encyclopedia Britannica, etc.) that might be useful for finding more information.

## Extend

Display slide nine and pass out the attached Venn diagram handout. Ask students to write down things that pertain to each religion in their individual circles. For example, students may refer back to important people, beliefs, and writings of each religion. Then, have them write down similarities between two religions where their circles intersect. In the center space, have students write what all three religions have in common. Once students have finished, ask student groups to share out. While listening to what other groups put in their circles students should be encouraged to add or make any changes to their own Venn diagram

### **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 the religion in the individual circles. Allow time for this work to be completed. Then, ask them to look for commonalities between two religions at a time. Finally, ask, "What do all three religions have in common?"

## Evaluate

The Inside Out activity and Venn diagram handout serve as formative assessments for this lesson.

## Resources

- K20 Center. (n.d.). CUS and discuss. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5073969>
- K20 Center. (n.d.). Elbow partners. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/cc07ea2d6099763c2dbc9d05b00c4b4>
- K20 Center. (n.d.). Inside out. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/a89b55a468ff764491d10ec5b2005c9d>
- K20 Center. (n.d.). Jigsaw. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8>