

Jewish boy lighting Hanukkah candles



# Three World Religions

## Teacher Guide

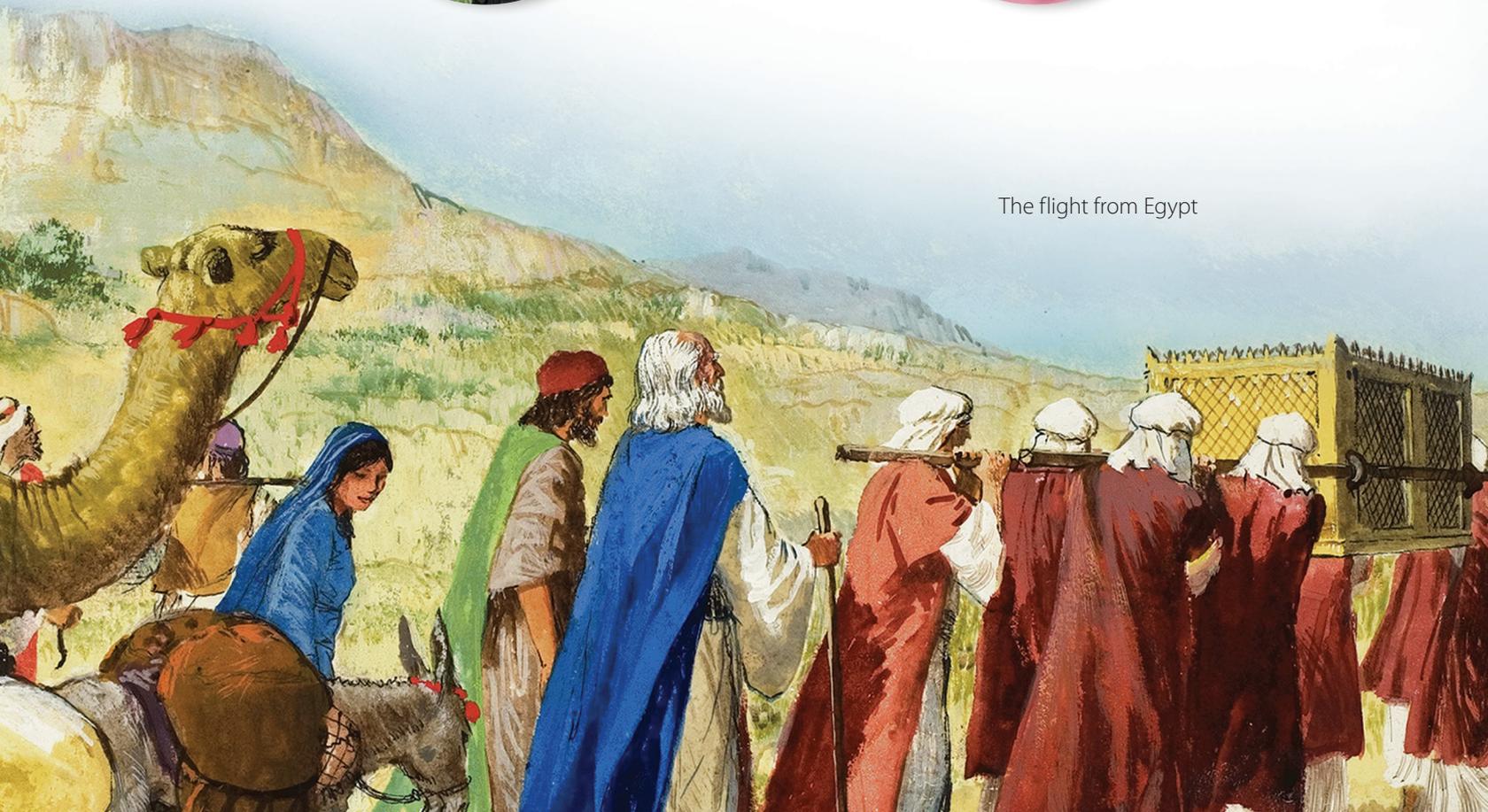
Christian boy celebrating Easter



Muslim girl praying



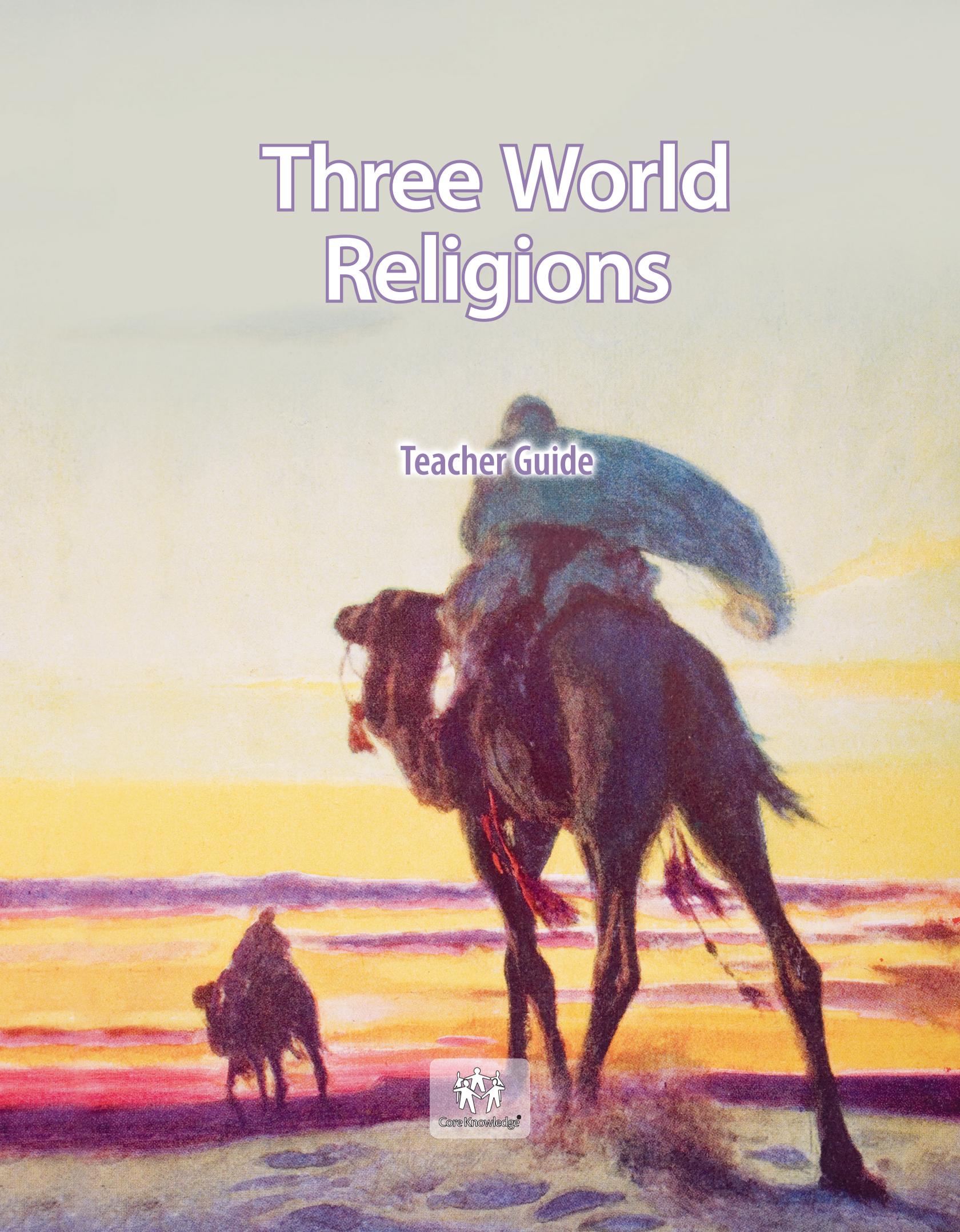
The flight from Egypt





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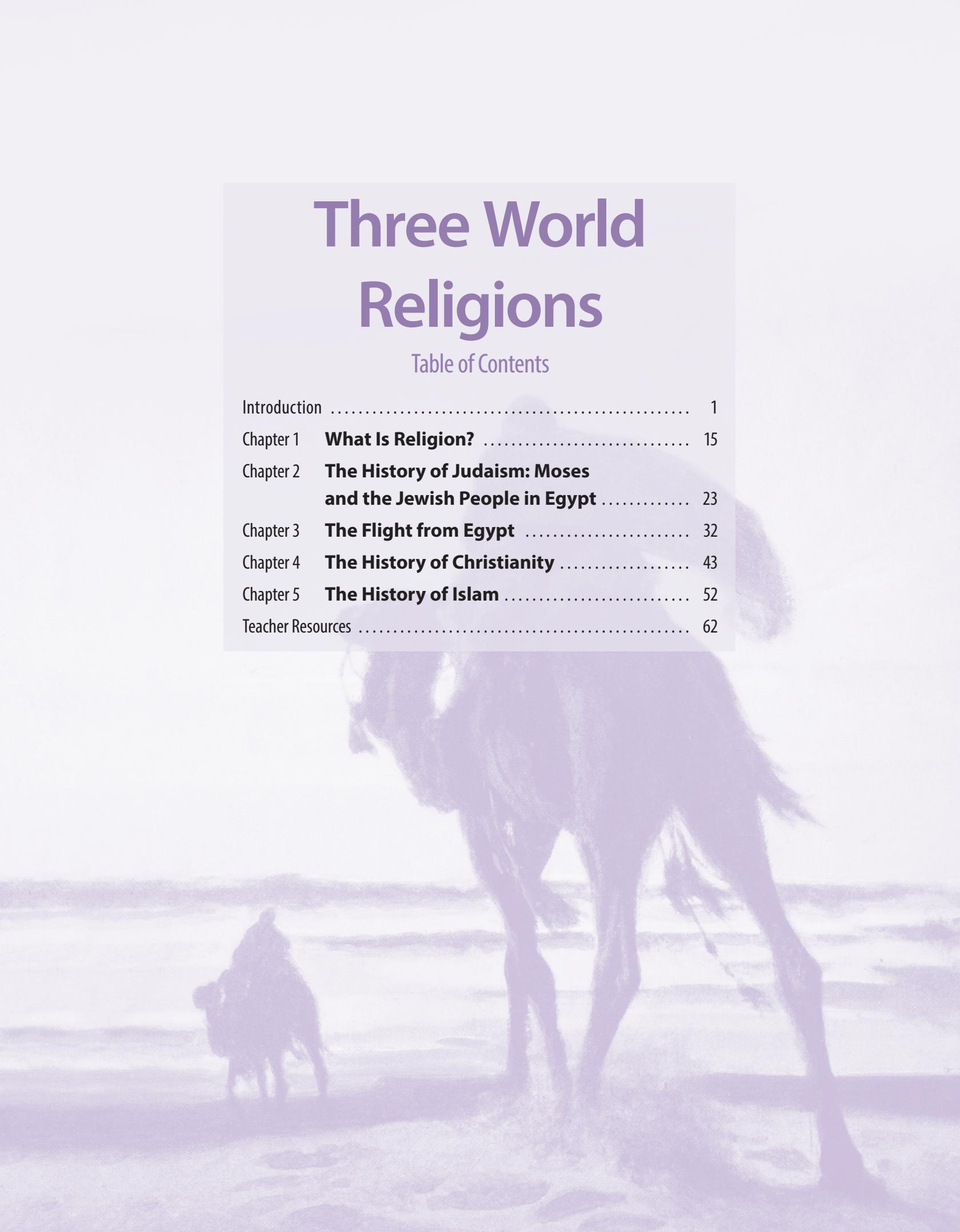
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# Three World Religions

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# **Three World Religions**

## **Teacher Guide**

Core Knowledge History and Geography™ 1

# Introduction

## ABOUT THIS UNIT

### The Big Idea

Three of the world's religions—Judaism, Christianity, and Islam—developed in the same part of the world and share a belief in one god.

Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance; no religion should be disparaged by implying that it is a thing of the past. To the question, "Which one is true?," an appropriate response is, "People of different faiths believe different things to be true. The best people to guide you on religious beliefs are your parents."

This unit presents the history of Judaism, Christianity, and Islam. Students using the Core Knowledge curriculum will be introduced to additional world religions in relation to their study of history and geography at subsequent grade levels.

## What Students Should Already Know

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Students in Core Knowledge schools should be familiar with the following:

- the importance of the Tigris and Euphrates Rivers
- the development of writing and its impact on civilization
- the geography of Africa: the Sahara and the flooding of the Nile
- the Code of Hammurabi and why laws and rules are important
- ancient Mesopotamian religion: worship of many gods
- important pharaohs: Tutankhamen, Hatshepsut
- ancient Egyptian religion: pyramids, mummies, animal gods, the Sphinx

## What Students Need to Learn

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- religions as the basis of significant aspects and ideas in world history
- Judaism: belief in one god, Exodus, Israel, the Ten Commandments, Rosh Hashanah, Yom Kippur, Star of David, Torah, synagogue
- Christianity: developed from Judaism, the life and teachings of Jesus, Jesus as the Messiah, Christmas, Easter, symbol of the cross
- Islam: origin in Arabia, belief in one god, prophet, Mecca, Koran, mosque, Ramadan, Eid al-Fitr, Eid al-Adha, symbols of crescent and star
- the concept of religious freedom

### AT A GLANCE

The most important ideas in Unit 4 are:

- Religion has been an important force in many aspects of people's lives across world history.
- While different, Judaism, Christianity, and Islam have certain common characteristics.

### WHAT TEACHERS NEED TO KNOW

#### History of World Religions

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It is important to inform parents and caregivers about this unit prior to beginning it. A Letter to Family (AP 1.1) is provided on page 91, in the Teacher Resources section of this Teacher Guide, for this purpose.

When you share this information with students' families in advance, and they understand that you are teaching historical facts and not preaching, they are usually supportive of and understanding about the importance of this section. However, should they choose not to have their child participate, you need to make alternative plans for the child.

A graphic organizer is a very factual and unbiased way to compare the major aspects of Judaism, Christianity, and Islam introduced in this unit. You can use the information from the following chart to show similarities and differences among religions. The most important point to convey, apart from the significance of religion in world history, is an understanding and respect for similarities and differences.

|                            | <b>Judaism</b>                                      | <b>Christianity</b> | <b>Islam</b>           |
|----------------------------|---|---------------------|------------------------|
| <b>Symbol(s)</b>           | Star of David                                       | Cross               | Star and Crescent      |
| <b>Name of holy book</b>   | Torah   | Bible               | Koran                  |
| <b>Building of worship</b> | Synagogue   | Church              | Mosque                 |
| <b>Sample holidays</b>     | Rosh Hashanah<br>Yom Kippur<br>Passover<br>Hanukkah | Christmas<br>Easter | Ramadan<br>Eid al-Fitr |
| <b>Key story</b>           | Exodus  | Life of Jesus       | Muhammad and the angel |
| <b>Name of key figure</b>  | Moses   | Jesus               | Muhammad               |

It is worth noting that students in Core Knowledge schools will also learn about world religions in relation to historical events in the following grades:

| <b>Grade</b> | <b>Religion</b>                  |
|--------------|----------------------------------|
| <b>2</b>     | Buddhism, Hinduism, Confucianism |
| <b>4</b>     | Christianity, Islam              |
| <b>5</b>     | Buddhism, Shintoism              |
| <b>6</b>     | Judaism, Christianity            |

## Judaism

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The Sumerians, Babylonians, Egyptians, Greeks, Romans, and other ancient peoples believed in the existence of many gods. Polytheism, as the worship of multiple gods is called, was the earliest form of religion. The ancient Hebrews, a people whose religion is known as Judaism, were the first people to turn from polytheism to monotheism, the belief in only one god. They believed that their god guided their destiny. They believed that if they followed his laws and obeyed him, they would prosper; if they broke his laws and worshipped other gods, they would suffer.

The earliest known home of the ancient Hebrews was in Mesopotamia. About 2000 BCE, they migrated into the eastern Mediterranean to a new home they called Canaan, the Promised Land. They believed this land was the fulfillment of God's promise to them to have their own land. This event marks the beginning of Jewish history according to the Hebrew Bible, known to Christians as the Old Testament.

## Story of the Exodus

According to Hebrew scripture, in about 1800 BCE a famine forced the Hebrews to leave Canaan and move into Egypt. There they were enslaved by the Egyptians. According to the Book of Exodus, Moses, a prophet and lawgiver acting on behalf of God, eventually led them out of Egypt.

The Book of Exodus recounts the story of Moses's life. In about 1200 BCE, the pharaoh, fearing that the Hebrew slaves were too numerous and would eventually escape, ordered that all Hebrew male infants be killed. Moses's mother hid him in the rushes along the banks of the Nile. The pharaoh's daughter found the infant and raised him as her own. As a young man, Moses fled after killing an Egyptian who was brutalizing a slave. God spoke to Moses and told him to return to his people, the Hebrews, and to order the pharaoh to release them. Moses accepted the call, and, when the pharaoh refused to release the Hebrews, Moses prophesied a series of ten plagues.

The rivers ran blood, frogs overran the land, and hail devastated the crops. Six more disasters befell the Egyptians. After the tenth plague, the death of Egyptian firstborn sons, the pharaoh relented, finally agreeing to release the Jews from bondage. Thus began the Hebrews' flight from Egypt. According to the Book of Exodus, when the pharaoh changed his mind and sent his troops after the Hebrews, the Red Sea parted to allow the Hebrews to escape and then closed over the pursuing Egyptian army. The Hebrews wandered in the desert for forty years before entering Canaan. Moses remained their leader until they were within sight of the Promised Land. It was during this time that he received the Ten Commandments from God.

The Jewish people's Exodus is commemorated in the holiday of Passover, and Jews today celebrate it every year with a special service and meal called a seder.

## Israel

Today, Israel is the name of a country in the Middle East, but it was originally the name of one of the early believers in God, a man named Jacob. According to Hebrew scripture, Jacob wrestled with an angel of God in a vision—and won. God rewarded him with the name Israel, which means "to have struggled with God." Israel's children peopled the twelve tribes of the Hebrews.

Hundreds of years later, in 922 BCE, the Hebrews were torn by internal divisions over political issues and split into two kingdoms, one named Israel and the other Judah. The Kingdom of Israel was overrun by the Assyrians in 722 BCE. Some of the people were transported to Assyria, where they seem to have been absorbed into the population.

## Rosh Hashanah, Yom Kippur, and Hanukkah

Together, Rosh Hashanah and Yom Kippur are known as the High Holidays, two of the most important holidays in the Jewish religion. An important symbol for both holidays is the shofar, or ram's horn, which is blown as part of the holiday prayer services.

Rosh Hashanah is the Jewish New Year. It usually falls in September or early October. In the United States, Rosh Hashanah is celebrated over two days, both of which are spent in special prayer services. A popular part of the New Year's celebration is the eating of apples and honey, meant to symbolize the hope for a sweet year ahead.

Yom Kippur follows ten days after Rosh Hashanah, and it is a much more somber holiday than the New Year. The day is spent fasting and in special prayer services. Yom Kippur is the Day of Atonement, when

Jews ask forgiveness for any offenses they committed within the past year. According to tradition, Jews must first ask forgiveness of the people they may have offended before they can seek God's forgiveness. However, the person being asked is not obligated to grant that forgiveness.

Hanukkah (also spelled Chanukah), a joyous eight-day holiday occurring in November or December, is known as the Festival of Lights. It celebrates a miraculous event said to have happened in the Jewish Temple in Jerusalem in the 100s BCE, when a tiny amount of oil that should have lasted only one night burned for eight nights. For each of the eight nights of Hanukkah, candles are lit in a nine-branched menorah, or candelabra. On the first night, one candle is lit, which is then used to light another candle. Each night another candle is lit until, on the eighth night, all nine are lit.

## Star of David

The Star of David is a six-pointed star and symbolizes Judaism. Its use dates to at least the 600s CE. The flag of the modern nation of Israel uses a blue Star of David on a white and blue background. David was a powerful king and an important hero in Jewish history. He is also designated by tradition to be the author of the Book of Psalms in the Hebrew Bible.

## Torah

The Torah is the Pentateuch, the first five of the twenty-four books in the Hebrew Bible. These first books—Genesis, Exodus, Leviticus, Numbers, and Deuteronomy—are also referred to as the Five Books of Moses, because Moses is said by tradition to be their author. The term *Torah* can also be used more loosely to refer to the Hebrew Bible as a whole. The Torah is supplemented by other Jewish teachings, specifically, rabbinical codes of law known as the Talmud and the body of ancient scriptural interpretation known as Midrash. Scholars typically date the Talmud from the 400s CE, though it is thought to contain elements from earlier traditions. The Midrash dates from the 100s CE.

## Synagogue

The Jewish house of worship is called a synagogue. Each synagogue has an ark, or small cupboard, to represent God's presence. The Torah scrolls are kept in the ark.

## Christianity

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Christianity developed out of Judaism. In 586 BCE, the Babylonians defeated the Kingdom of Judah and its major city, Jerusalem. In subsequent centuries, other peoples fought over the land—Persians who defeated the Babylonians, Greeks who defeated the Persians, and Romans who defeated the Greeks. Through all this time, the Jewish people believed that they would one day regain an independent kingdom. A messiah sent by God would rise up to lead them. *Messiah* means "anointed or chosen one."

When Jesus of Nazareth (a town in Palestine) began to preach in about 30 CE, many thought that he was the Messiah and that he would act as the liberator or deliverer of the Jewish people. Jesus taught his followers to love God and to love their neighbors. He told stories called parables to explain to people how they should behave. Christians believe that Jesus is the Son of God and that his death and resurrection marked the beginning of a new covenant, or agreement, with God.

The accounts of Jesus's life and teachings, known as the Gospels, as well as other important early Christian writings, including the letters of his early followers, are collected in the New Testament of the Bible.

### Christmas, Easter, and the Cross

Christians believe that Jesus is the Son of God and that God became man to save people from their sins. Christmas is the celebration of Jesus's coming to earth as a baby. The Gospels describe how Jesus was born in a manger and was visited by wise men bearing gifts. These details recur in many Christmas stories and songs.

Easter is another important Christian holiday. Christians believe that after Jesus was killed by crucifixion at the hands of the Romans, he was then resurrected, or brought back to life, on the third day after his death. They mourn his death on Good Friday and celebrate his resurrection on Easter Sunday. The cross is the symbol of Jesus's death and resurrection and thus of Christianity.

## Islam

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Like Judaism and Christianity, Islam is a monotheistic religion. God is called Allah, and those who practice Islam are called Muslims. Muslims believe in an afterlife, just as Christians do. Muslims believe that Moses and Jesus were great prophets, but they believe that Muhammad was the last and greatest of the prophets.

Like Judaism and Christianity, Islam also began in the Middle East—on the Arabian Peninsula. Similar to Christianity, Islam is now practiced around the world by almost two billion people. Judaism is now practiced by almost fifteen million people.

### Muhammad and Mecca

Muhammad was born in Mecca in 570 CE and made his living as a merchant. A contemplative man, he often went to a cave to meditate. There, in 610, Muslims believe that God began to speak to Muhammad through the voice of the angel Gabriel. In Arabic, Allah is not a name of God but is simply a word that means "the (one) God." For a time, Muhammad did not tell anyone other than his family and friends about the angel, but after a while he was moved to tell everyone what he had heard. His message, the message of the Koran—the holy book for Muslims—is embodied in the Muslim creed or shahada: "There is no god but God, and Muhammad is his prophet." In other words, people should stop believing in polytheism and believe only in the one true God. Muhammad also taught that the rich should share their wealth with the poor. As a result, many poor people began to listen to him. Historians believe that this angered and frightened the rich in Mecca, who thought they would lose their wealth. This may have been the reason why Muhammad fled Mecca in fear for his life in 622. His journey, known as the Hegira, marks the beginning of the Islamic calendar.

In Medina, where Muhammad settled, his message gained more followers. In time, Muhammad took on a political and military role, in addition to his spiritual stature. When Medina and Mecca went to war, Muhammad commanded the troops from Medina, and they succeeded in conquering Mecca. Muhammad sent missionaries throughout Arabia to convert the tribes to Islam, and from there the religion spread to many other parts of the world. The rapid spread of Islam within a century and a half

of the death of Muhammad, from Spain in the West to India in the East, is one of the most dramatic transformations in world history.

## Koran

Muslims believe that Allah revealed the words of the Koran to Muhammad through the angel Gabriel. The Koran contains laws for daily living, moral principles, references to events in the Hebrew Bible and the New Testament, and descriptions of Judgment Day and of heaven and hell. In different sources, you will find different spellings for Mecca (also Makkah), Koran (also Qur'an or Quran), and Muhammad (also Mohammed). In older sources, Islam is sometimes referred to as Muhammadism and a Muslim is sometimes referred to as a mussalman.

## Ramadan, Eid al-Fitr, and Eid al-Adha

Ramadan is Islam's holy month. It is the ninth month of the Islamic calendar and the commemoration of the revelation of the Koran to Muhammad. Observing Ramadan is one of Islam's Five Pillars, the practices that are considered the foundation of Islam. For the entire month of Ramadan, Muslims fast from before sunrise until after sunset. It is meant to be a time of reflection and introspection. After sunset on each day of Ramadan, Muslim families and friends gather for a special meal called iftar.

Eid al-Fitr, the Feast of Breaking Fast, marks the end of Ramadan. It is celebrated during the first three days of Shawwal, the tenth month of the Islamic calendar. Eid al-Fitr begins with a community prayer at daybreak on the first day of Shawwal. During the three days that follow, Muslims visit friends and family and the graves of relatives. They also wear new clothes and exchange gifts.

Eid al-Adha, the Festival of the Sacrifice, marks the end of the hajj, or pilgrimage to Mecca. The pilgrimage is another of Islam's Five Pillars, and all Muslims are expected to make the pilgrimage once in their lives if they are able. Eid al-Adha also commemorates Abraham's willingness to sacrifice his son in obedience to God. Like Eid al-Fitr, Eid al-Adha lasts three days and begins with a community prayer at daybreak on its first day, which always falls during the last month of the Islamic calendar. It is also a time to visit family and friends and exchange gifts. If they can afford it, families sacrifice a sheep, cow, goat, or camel and share the meat with friends, neighbors, and poor members of the community.

## Mosque

A mosque is a Muslim place of worship. It usually has one or two towers known as minarets, and it is from these that a holy man called a muezzin calls the faithful to prayer five times a day. The prayer area in every mosque faces Mecca. Muslims pray, facing Mecca, five times a day.

## Crescent and Star Symbols

The crescent and star symbols have come to represent Islam. Today, the symbols appear on the national flags of eleven predominantly Islamic nations (Algeria, Azerbaijan, Comoros, Malaysia, Maldives, Mauritania, Pakistan, Tunisia, Turkey, Turkmenistan, and Uzbekistan). The symbols were first used by the Ottoman Turks, who established their empire across eastern Europe, the Middle East, and North Africa beginning in the 1300s CE.

**Note to Teacher:** For more background about world religions, see the United Religions Initiative (URI). Use this link to download the CKHG Online Resources for this unit, where the specific link to the URI website may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## NOTE TO TEACHERS

### Talking About Slavery

In the Read Alouds in this unit, you will note references to the fact that the Jewish people were enslaved in ancient Egypt. Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property and often treated with brutality and violence. Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge History and Geography™ (CKHG™) materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, and *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property. In CKHG, we acknowledge the logic of both perspectives and sometimes refer to *slaves* and at other times refer to *enslaved persons* or *enslaved workers*.

## UNIT RESOURCES

### Teacher Components

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*Three World Religions* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be Read Aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

**A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 62.** The Activity Pages are numbered to correspond with

the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to parents designed to be used at the start of the unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from [www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources). Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

## Student Component

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The *Three World Religions* Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## USING THE TEACHER GUIDE

### Pacing

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The *Three World Religions* unit is one of nine world and American history and geography units in the Grade 1 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 14 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the *Three World Religions* unit so that you have sufficient time to teach the other units in the Grade 1 CKHG series.

### Reading Aloud

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Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific

vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

## Turn and Talk

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Specific instances in the Read Aloud portion of the lessons are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

## Big Questions and Core Vocabulary

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At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

| Read Aloud Chapters   | Big Questions  | Core Vocabulary   |
|---|--|---|
| Chapter 1: What Is Religion?  | How might learning about other people’s religions be helpful?                | religion, Judaism, worshipped, Middle East  |
| Chapter 2: The History of Judaism: Moses and the Jewish People in Egypt | Who was Moses, and why did the Jewish people want to leave Egypt?            | holy book, slaves, shepherd, plagues  |
| Chapter 3: The Flight from Egypt  | How did Moses and the Jewish people escape, and what happened when they did? | flight, angel, spared, Exodus, praying, symbol, Passover                                |
| Chapter 4: The History of Christianity                                  | What is the story of Jesus?  | Christianity, Christians, Roman Empire, stable, Passover meal, disciples, Easter, cross |
| Chapter 5: The History of Islam   | What is the story of Muhammad?   | Islam, prophet, Muslims, cave, statues, Ramadan, feast                                  |

## Activity Pages

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### Activity Pages



The following activity pages can be found in Teacher Resources, pages 91–98. They are to be used with the lesson specified for additional classwork or in some instances may be sent home to be made parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 1.3

AP 3.1

AP 3.2

AP 5.1

AP 5.2

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1, 3, 5—World Map (AP 1.2)
- Chapters 1, 3, 4, 5—Map of the Ancient Middle East (AP 1.3)
- Chapter 3—The Life of Moses (AP 3.1)
- Chapter 3—Hanukkah (AP 3.2)
- Chapter 5—Islam (AP 5.1)
- Chapter 5—Symbols of Three World Religions (AP 5.2)

## Additional Activities and Website Links

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An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students' interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

## CROSS-CURRICULAR CONNECTIONS

### Language Arts

#### Sayings and Phrases

- “Do unto others as you would have them do unto you.”

## BOOKS

Dorling Kindersley Limited. *What Do You Believe? Big Questions About Religion*. New York: DK Publishing, 2016.

Glossop, Jennifer. *The Kids Book of World Religions*. Illustrated by John Mantha. Toronto: Kids Can Press, 2013.

Heiligman, Deborah. *Holidays Around the World: Celebrate Christmas: With Carols, Presents, and Peace*. Washington, D.C.: National Geographic Kids, 2016.

Heiligman, Deborah. *Holidays Around the World: Celebrate Easter: With Colored Eggs, Flowers, and Prayer*. Washington, D.C.: National Geographic Kids, 2016.

Heiligman, Deborah. *Holidays Around the World: Celebrate Hanukkah: With Light, Latkes, and Dreidels*. Washington, D.C.: National Geographic Kids, 2016.

Heiligman, Deborah. *Holidays Around the World: Celebrate Ramadan and Eid al-Fitr: With Praying, Fasting, and Charity*. Washington, D.C.: National Geographic Kids, 2016.

Heiligman, Deborah. *Holidays Around the World: Celebrate Rosh Hashanah and Yom Kippur: With Honey, Prayers, and the Shofar*. Washington, D.C.: National Geographic Kids, 2016.

Kindersley, Anabel, and Barnabas Kindersley. *Children Just Like Me: Celebrations!* New York: DK Publishing, 1997.

Maestro, Betsy. *The Story of Religion*. Illustrated by Giulio Maestro. Boston: Clarion Books, 1996.

Osborne, Mary Pope. *One World, Many Religions: The Ways We Worship*. New York: Knopf Books for Young Readers, 1996.

# THREE WORLD RELIGIONS PACING GUIDE

\_\_\_\_\_ 's Class

**Note to Teacher:** *Three World Religions* is intended to be taught as the fourth unit of Grade 1 CKHG.

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*Three World Religions*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*Three World Religions*

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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*Three World Religions*

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## CHAPTER 1

# What Is Religion?

### Primary Focus Objectives

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- ✓ Understand what a religion is. (SL.1.2, SL.1.3)
- ✓ Identify three religions that started in the ancient Middle East, each of which focuses on a belief in one god. (SL.1.4)
- ✓ Locate the area between Egypt and Mesopotamia on a map. (RI.1.6)
- ✓ Understand the meaning of the following domain-specific vocabulary: *religion*, *Judaism*, *worshipped*, and *Middle East*. (L.1.4, L.1.5)

### Materials Needed

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#### Activity Pages



AP 1.1  
AP 1.2  
AP 1.3

- individual student copies of *Three World Religions* Student Book
- globe
- colored pencils or crayons
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the Ancient Middle East (AP 1.3)

**Note to Teacher:** Prior to beginning the Core Lesson, we recommend that you first conduct the activity titled The Middle East, described at the end of this chapter under Additional Activities. This activity will provide students with an understanding of the geographical features of the ancient Middle East and the area between Egypt and Mesopotamia where three world religions began.

### What Teachers Need to Know

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A religion is a system of beliefs and practices. Those beliefs and practices often include guidelines for leading a good life and the observance of holidays or celebrations that mark important events in life or history. Religion typically involves the worship of God or gods.

Freedom of religion means having the right to follow and practice (or not to follow and practice) a particular set of beliefs without being subject to retribution or punishment. It also means that the state does not promote religion in any way, that there is no particular religious tradition “established” or favored by the state. In this sense, freedom of religion is rooted in the disestablishment of religion, something that has only occurred in the modern age. This freedom is now considered a fundamental right, named specifically in the U.S. Bill of Rights and in the United Nations’s Universal Declaration of Human Rights. However, freedom of religion is not practiced everywhere in the world and is often the subject of debate in the United States as well.

Having a basic understanding of different religious beliefs and practices, and an understanding of religious freedom, are critical to contextualizing and comprehending historical events, as well as contemporary world cultures and current events.

### Introduce *Three World Religions* and Chapter 1: “What Is Religion?”

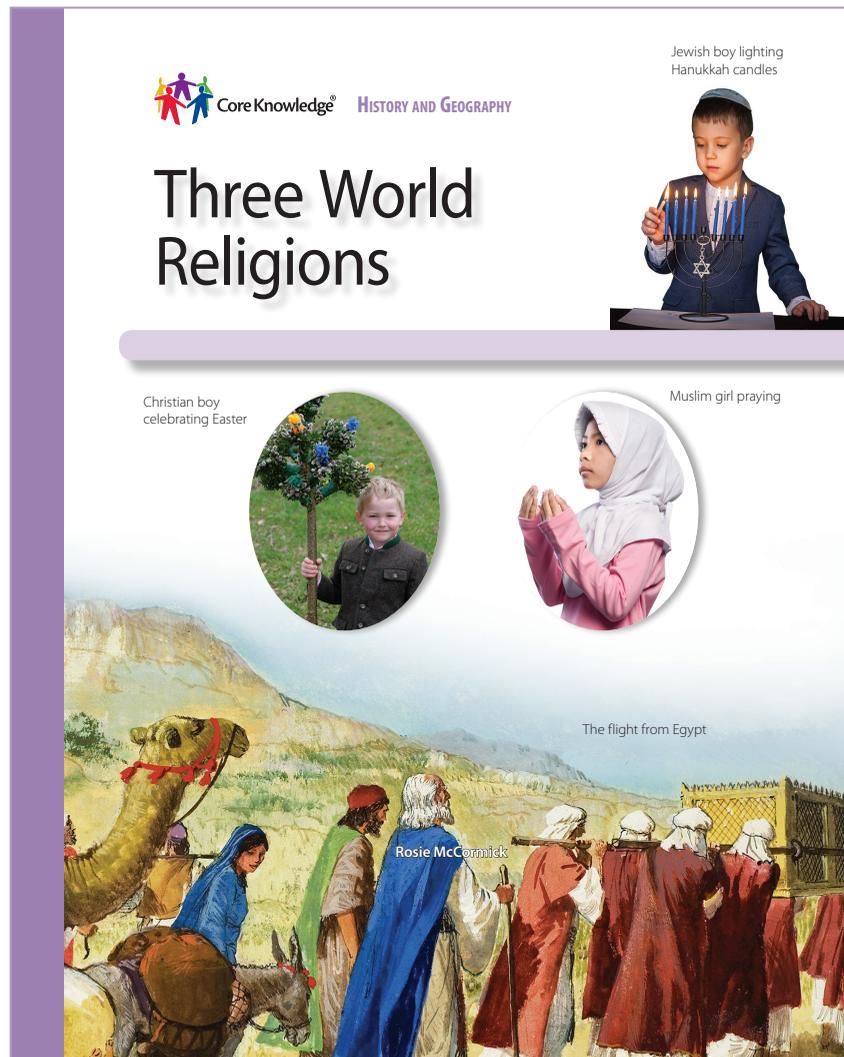
Remind students that the people of ancient Mesopotamia and Egypt believed in and worshipped many gods at once. Their gods were linked with things they could see or experience, such as the river or animals.

**Ask:** Who were some of the gods worshipped by the Egyptians and Mesopotamians?

- » Student answers may vary but may include: Ishtar was a Mesopotamian goddess. The Egyptians worshipped Ma’at, Re, Isis, Osiris, Horus, and Anubis.

Explain that the gods were part of these ancient people’s religions and beliefs. Tell students that in this unit, they will learn about three different, very important religions that began a long time ago in the same part of the world.

**Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.**



Read the captions under the three images of children shown on the top half of the cover. Explain that these images show modern-day children like themselves, practicing three different religions. Note that there are many different religions that people practice today.

Explain that the image at the bottom of the cover shows something that happened long, long ago, when people who practiced a certain religion were forced to leave the place where they had been living to find a new home where they could practice their religion as they wanted.

**Tell students that you are going to pretend that you have a special time machine so that you can all travel back in time long, long ago to learn about three world religions that began in a place called the Middle East. Tell students they will also learn why the people in the bottom image had to find a new home.**

**Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to the ancient Middle East!” and then ask students to open their eyes.**

## Big Question

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How might learning about other people’s religions be helpful?

## Core Vocabulary

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religion    Judaism    worshipped    Middle East

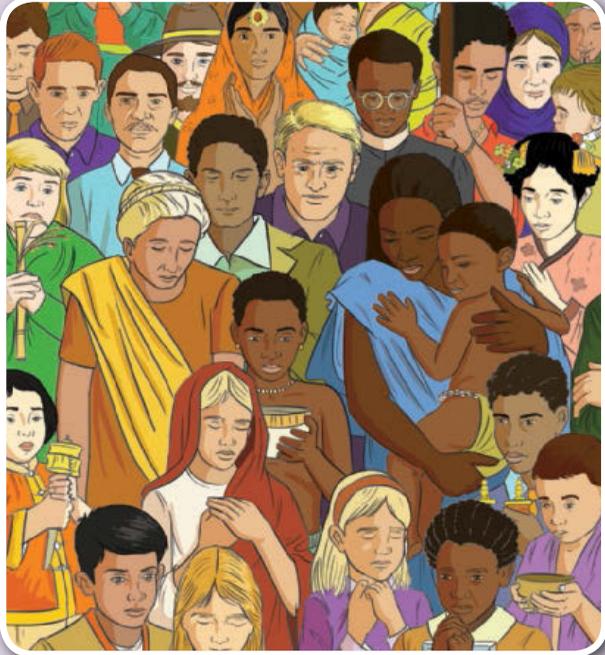
## Chapter 1: “What Is Religion?”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “What Is Religion?”

CHAPTER  
**1**

### What Is Religion?

Religion is an important part of the lives of many people. Religion can show people how to live and behave. For some people, religion explains how the world was made. In this book, you will learn about three of the many different religions that people practice: Judaism, Christianity, and Islam.



2

**CORE VOCABULARY**—Explain that a **religion** is a system of beliefs that teaches people how to live.

**CORE VOCABULARY**—Explain that **Judaism** is a religion followed by the Jewish people, who worship and believe in one god. Students will learn more about Judaism in the next two chapters. Also tell students that Christianity and Islam are two different religions. People who practice Christianity as a religion are called Christians. People who practice Islam as a religion are called Muslims. Students will learn about Christianity and Islam in later chapters in this book.

**SUPPORT**—Call students’ attention to the illustration on page 2. Encourage students to recognize that the people in the illustration are from many parts of the world and many different cultures. They practice many different religions. Explain that some of the people in the illustration follow the three world religions the students will learn about in this chapter.

Introduce students to the idea of religious freedom. Religious freedom means having the right to follow and practice a particular set of beliefs and teachings or to reject religion altogether. Freedom of religion is not practiced everywhere. In the United States, we do have religious freedom. Americans can practice any religion without fear of being punished for it. In fact, even before the United States became independent, many people moved from Europe to North America seeking religious freedom. Students will learn more about the role of religious freedom in colonial America and the American Revolution later in Grade 1.

**Ask students the following questions:**

**LITERAL**—Why is religion important to many people?

- » Possible responses: Religion is important to many people because religion shows people how to live and, for some, explains how the world was made.

**INFERENTIAL**—Why should we learn about different world religions?

- » Possible responses: Learning about world religions helps us understand other people and the reasons they think and act as they do.

**Now ask students to look at the image on page 3 as you read aloud.**

Long ago, the people of ancient Egypt and Mesopotamia worshipped many gods. Between three and four thousand years ago, a small group of people—the Jewish people—lived in the lands between Egypt and Mesopotamia. We now call these lands part of the Middle East.



The Jewish people had a new kind of religion. They believed in only one god. Today, the belief in one god is the most important part of Judaism, Christianity, and Islam.

**CORE VOCABULARY**—Explain that **worshipped** means respected and honored. Worship usually includes praying and other special practices.

**CORE VOCABULARY**—Explain that the **Middle East** is a part of the world that included Persia, Mesopotamia, and ancient Egypt. It is located in southwest Asia and North Africa.

 **SUPPORT**—**Direct students' attention to the map on page 3 of the Student Book.** Tell them that the map represents the Middle East. Remind students that they have learned about Egypt and Mesopotamia previously. Point out Mesopotamia and Egypt on the map and then direct their focus to the area between Egypt and Mesopotamia and to Arabia. Tell them that the three religions they will learn about in this unit began in these areas of the Middle East.

**Ask students the following questions:**

**LITERAL**—What is the Middle East?

- » The Middle East is the part of the world that included ancient Egypt and Mesopotamia.

**LITERAL**—How did the Jewish people's religious beliefs differ from those of the people around them?

- » The Jewish people's religious beliefs were different from those of the people around them because the Jewish people believed in one god and the people around them believed in many gods.

**LITERAL**—Where did Judaism, Christianity, and Islam all begin?

- » Judaism, Christianity, and Islam all began in the Middle East.



## CHECK FOR UNDERSTANDING: BIG QUESTION

**TURN AND TALK**—How might learning about other people's religions be helpful?

- » Learning about other people's religions can help us understand what other people believe and also why they may do certain things.

Activity Page **Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

## Additional Activities



### The Middle East (RI.1.6)

Activity Pages **Materials Needed:** globe; display copy and sufficient student copies of World Map (AP 1.2); display copy and sufficient student copies of Map of the Ancient Middle East (AP 1.3); colored pencils or crayons for each student



AP 1.2

AP 1.3

Take out the display copy of World Map (AP 1.2), and distribute student copies. Remind students that maps have tools that help people to understand and use them. Ask students to find the compass rose. Review the concepts of north, south, east, and west.

Tell students that this map shows the world as it is today. The names of some places they have learned about are the same today as they were long ago, but others have changed. Point out Egypt on the map. Have students color Egypt brown.

**Ask:** Do you remember the name of the main river in Egypt?

» The Nile River is the main river in Egypt.

Have students color the Nile River blue.

Take out the display copy of the Map of the Ancient Middle East (AP 1.3), and distribute student copies.

Tell students that this map shows the Middle East as it was long ago. Point out the inset map, and explain that it shows where the map of the Middle East fits on the world map.

Give students a moment to look at the Map of the Ancient Middle East. Then invite them to compare the World Map and the Map of the Ancient Middle East.

**Ask:** What features do you find that are the same on both maps?

» The rivers (Nile, Tigris, and Euphrates), seas (Red, Mediterranean), and land are the same on both maps. Egypt is labeled on both maps.

Have students find Egypt on the map of the Middle East. Have students color it brown.

Have students find Mesopotamia on the map of the Middle East. Have them color it red.

Tell students that the area that was once Mesopotamia has a different name today. Point out Iraq on the world map. Tell students that most of the land that was Mesopotamia long ago is now the country of Iraq. Have students find Iraq on the world map and color it red.

Ask students to look back at the map of the Middle East and find the area between Egypt and Mesopotamia. Have them draw a circle around this area. Tell students that this is the area where three world religions began.

**Ask:** Why do you think only a few cities have been added to this map?

» Answers may vary: The cities on the map will be in the stories we hear about.

### Five Children, Five Religions (SL.1.2, SL.1.3)

Activity Page



AP 1.2

**Materials Needed:** *Three World Religions* Student Book, internet access, video display capability, display copy of World Map (AP 1.2) (optional)



**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video *Five* may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Use the image on page 2 of the Student Book to remind students that people all over the world practice many different religions. Explain that you will be showing a video about five of these religions. Students will see five children from different parts of the world, who each practice a different religion, getting ready to worship and then pray:

- Sivanya in India practices Hinduism.
- Lonke in South Africa practices Christianity.
- Daigo in Japan practices Buddhism.
- Yaseen in the United States practices Islam.
- Eli in the United States practices Judaism.

You may wish to use the World Map (AP 1.2) to show students where each of these children live.

Show the video *Five* (04:33).

After watching the video, guide discussion with the following questions:

What was the same or similar about each child's experience?

- » Possible responses: Most of the children washed their hands before going to pray. Most of the children lit candles. All of the children closed their eyes and were silent while they prayed.

What was different about these children's experiences?

- » Possible responses: Some of the children were barefoot in their house of worship, and some wore shoes. Some children gave money, and some did not. Some children wore head coverings, and some did not.

Tell students that they will learn about three of these religions—Judaism, Christianity, and Islam—in the remaining chapters and activities of this unit. Students using the Core Knowledge curriculum will learn about additional religions in later grades.

## CHAPTER 2

# The History of Judaism: Moses and the Jewish People in Egypt

### Primary Focus Objectives

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- ✓ Understand the importance of the Torah in Judaism. (SL.1.2, SL.1.3)
- ✓ Understand the story of Moses. (SL.1.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *holy book*, *slaves*, *shepherd*, and *plagues*. (L.1.4, L.1.5)

**Note to Teacher:** Jewish holy writings comprise much more than the Torah, but in this unit we are referring to the five books that recount the Exodus, and therefore we will use the term *Torah* to refer to the Jewish holy book.

### Materials Needed

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- individual student copies of *Three World Religions Student Book*

### What Teachers Need to Know

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The earliest religions called for the worship of many gods. In the Middle East, the Sumerians and Babylonians of ancient Mesopotamia and the ancient Egyptians practiced polytheism. The ancient Hebrews turned from polytheism to monotheism, the belief in only one god. Their beliefs and practices became the religion we call Judaism.

The earliest known home of the ancient Hebrews was in Mesopotamia. They later migrated to the land of Canaan in the eastern Mediterranean. They called Canaan “the Promised Land” because they believed it was the fulfillment of God’s promise that they would have their own land. (The area of Canaan is what we know today as Israel, the Palestinian Territories, Lebanon, Jordan, and part of Syria.)

According to the Hebrew Bible, famine later drove the ancient Hebrews out of Canaan and into Egypt, where they were eventually enslaved.

### THE CORE LESSON

### Introduce Chapter 2: “The History of Judaism: Moses and the Jewish People in Egypt”

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Remind students that the Jewish people were a small group that lived in the Middle East long ago. The group moved from place to place, and many of the Jewish people’s stories have been shared for thousands of years.

Tell students that they are now going to learn the story of Moses, a great leader of the Jewish people, who lived more than three thousand years ago.

## Big Question

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Who was Moses, and why did the Jewish people want to leave Egypt?

## Core Vocabulary

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holy book   slaves   shepherd   plagues

## Chapter 2: “The History of Judaism: Moses and the Jewish People in Egypt”

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**Distribute copies of the Student Book. Ask students to turn to page 4 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The History of Judaism: Moses and the Jewish People in Egypt.”**

CHAPTER  
**2**

### The History of Judaism: Moses and the Jewish People in Egypt

The Torah, or holy book, tells the story of the Jewish people who had gone to live in Egypt. At first the Jews were happy there. They grew stronger as a group. But then an Egyptian pharaoh saw how strong they were becoming, and he did not like it. The pharaoh forced the Jewish people to become slaves. They had to work in the hot desert, building Egyptian cities.



4

**CORE VOCABULARY**—Explain that a **holy book** is a book that is important to members of a religion. A holy book usually tells stories about the religion and describes the beliefs of the religion.

**SUPPORT**—Tell students that the Torah is part of the Jewish bible. The word *Torah* in Hebrew means “teachings.” The Torah tells the history of the ancient Jewish people, but it is more than just stories. It also sets down the religious laws by which Jewish people live. That is why Jews honor the Torah.

**CORE VOCABULARY**—Explain that **slaves** are people who are forced to work for another person and who are considered that person’s property.

**SUPPORT**—Discuss the meaning of slavery with students. Talk about slaves’ lives and how enslaved people are not free to leave or do what they want.

**Ask students the following questions:**

**LITERAL**—What is written in the Torah?

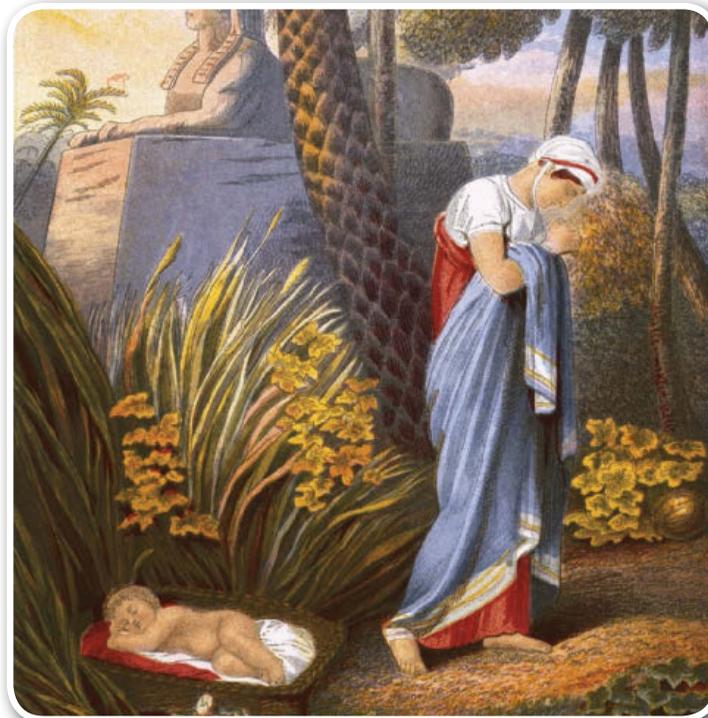
- » The Torah tells the story of the Jewish people who had gone to live in Egypt.

**LITERAL**—Where were the Jewish people kept as slaves?

- » The Jewish people were kept as slaves in ancient Egypt.

**Now ask students to look at the image on page 5 as you read aloud.**

Even though they were slaves, the Jews were not defeated. The pharaoh grew angry. He decided to kill all the Jewish baby boys by throwing them into the Nile River. One Jewish woman decided that the pharaoh would not kill her son. She made a basket and placed her baby inside. She sent the basket floating down the river. She told the baby’s sister, Miriam, to follow it.



5

**SUPPORT**—Direct students’ attention to the statue in the background of the image on page 5. Remind students that they saw a similar statue when they studied ancient Egypt. What was that statue called? (*the Sphinx*) Explain that the Sphinx is shown in this image to remind viewers that they are looking at a scene from ancient Egypt.

**Ask students the following questions:**

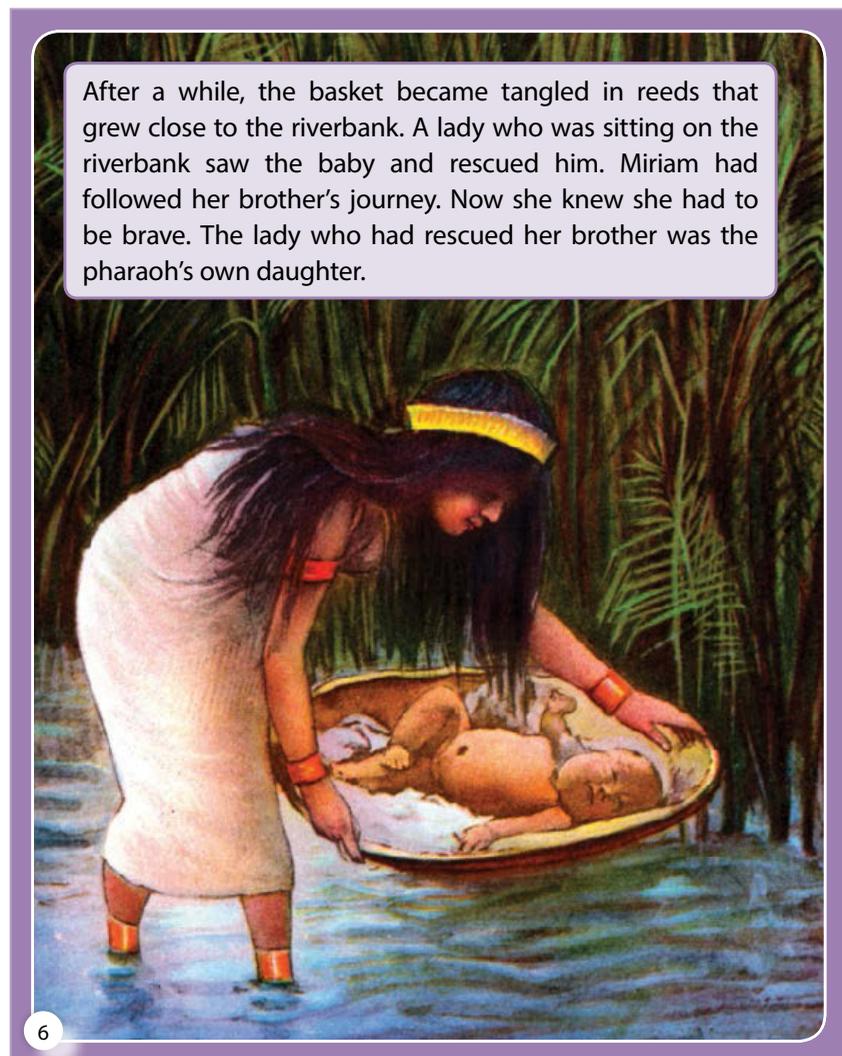
**LITERAL**—What did one Jewish woman do to save her baby from the pharaoh’s orders?

- » One Jewish woman placed her baby in a basket and sent the basket floating down the river.

**LITERAL**—Who was Miriam, and what did her mother ask her to do?

- » Miriam was the baby’s sister. Her mother asked Miriam to follow the basket with the baby as it floated down the river.

**Ask students to look at the image on page 6 as you read aloud.**



**Ask students the following questions:**

**LITERAL**—Who found the baby?

- » The pharaoh’s daughter found the baby.

**INFERENTIAL**—Why did Miriam have to be brave?

- » Miriam had to be brave because she had to face the pharaoh’s daughter. The pharaoh and his daughter were very important people whom Miriam would not ordinarily have contact with or talk to.

**Now ask students to look at the image on page 7 as you read aloud.**

“What a beautiful baby!” Miriam cried out, as she ran toward the pharaoh’s daughter. “I know a Jewish slave woman who could care for him.”

The woman Miriam spoke of was the baby’s real mother.

The Egyptian princess thought for a moment, and then she said, “I will raise this baby as my own. His name will be Moses, and he will be a prince of Egypt! Bring me the slave woman. She can help me!”

And so Moses’s real mother was allowed to care for him when he was a child.



7

**SUPPORT**—Tell students that Miriam would not have dared to tell the pharaoh’s daughter that her mother was the baby’s mother because her mother might have gotten into trouble for trying to save her own son. Instead, Miriam pretended she did not know the baby so that their mother could care for him.

**Ask students to look at the image on page 7. Ask whom they think it depicts.**

- » The illustration depicts Moses and Miriam and their mother.

**Ask students the following questions:**

**LITERAL**—What did the Egyptian princess name the baby?

» The Egyptian princess named the baby Moses.

**LITERAL**—Who was allowed to care for Moses, and why?

» Moses's real mother was allowed to care for him because Miriam, his sister, told the Egyptian princess that she knew someone who could care for the baby.

**Now ask students to look at the image on page 8 as you read aloud.**

Moses grew up as a royal prince in Egypt. One day he saw an Egyptian hurting a Jewish slave. Though Moses grew up as an Egyptian prince, he knew that he was Jewish. Moses was so angry, he killed the Egyptian. Moses was forced to run away. He escaped to the desert and became a shepherd.



8

**CORE VOCABULARY**—Explain that a **shepherd** is someone who cares for a flock, or group, of sheep.

**Ask students the following question:**

**LITERAL**—Why was Moses forced to run away?

» Moses was forced to run away because he killed an Egyptian for hurting a Jewish slave.

**Ask students to look at the image on page 9 as you read aloud.**

Sometime later, Moses saw a very strange thing. He saw that a bush was on fire, and yet it was not burning up! As he moved toward the bush, a voice spoke to him.

“Moses,” the voice called, “I am the God of the Jews. You must lead them out of Egypt. Go back to the pharaoh and tell him to let my people go.”



9

**SUPPORT—**Call students’ attention to the burning bush in the image on page 9.

**Ask students the following questions:**

**LITERAL—**What form did God take when he spoke to Moses?

» God appeared as a burning bush.

**LITERAL—**What did God tell Moses to do?

» God told Moses to lead the Jewish people out of Egypt. God asked Moses to go to the pharaoh and tell him to let the Jewish people go.

**Now ask students to look at the image on page 10. Tell them that in the illustration Moses is speaking with the pharaoh. Direct students to look closely at the people in the illustration.**

Even though Moses was afraid, he did as God asked. But the pharaoh would not let the Jewish people go free. To punish the pharaoh and the Egyptians, God sent many terrible plagues upon them. Still the pharaoh refused to free the Jews.



10

**Ask:** How can you tell which people in the picture are Egyptians and which are Jewish people?

- » The Egyptians and Jewish people in the picture are dressed differently. The Egyptians have fancy robes and headpieces. The Jewish people are more plainly dressed.

**Invite students to continue looking at details of the illustration as you read aloud.**

**CORE VOCABULARY**— Explain that **plagues** are things that harm a lot of people, such as a sickness or insects that kill crops.

**Ask students the following questions:**

**LITERAL**— What did Moses ask the pharaoh to do?

- » Moses asked the pharaoh to let the Jews leave Egypt.

**LITERAL**—What did God do when the pharaoh refused to let the Jewish people go free?

- » When the pharaoh refused to let the Jewish people go free, God sent many terrible plagues as punishment.



### CHECK FOR UNDERSTANDING: BIG QUESTION

**TURN AND TALK**—Who was Moses, and why did the Jewish people want to leave Egypt?

- » Moses was a Jewish boy raised by the pharaoh's daughter. The Jewish people wanted to leave Egypt because the Egyptians kept them as slaves. God asked Moses to lead the Jewish people out of Egypt.

## CHAPTER 3

# The Flight from Egypt

### Primary Focus Objectives

---

- ✓ Understand the Exodus from Egypt. (SL.1.4)
- ✓ Recognize Rosh Hashanah, Yom Kippur, and Passover as important Jewish holy days. (SL.1.2, SL.1.3)
- ✓ Recognize the Star of David and menorah as symbols of the Jewish religion. (SL.1.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *flight*, *angel*, *spared*, *Exodus*, *praying*, *symbol*, and *Passover*. (L.1.4, L.1.5)

### Materials Needed

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Activity Page



AP 1.3

- individual student copies of *Three World Religions* Student Book
- teacher and individual student copies of Map of the Ancient Middle East (AP 1.3)

### What Teachers Need to Know

---

Famine drove the ancient Hebrews into Egypt, where they were enslaved. As the Hebrew population in Egypt grew, the pharaoh worried the slaves were becoming too numerous. He ordered all Jewish infant boys to be killed.

One Jewish mother hid her baby son along the banks of the Nile. He was discovered by the pharaoh's daughter and raised in the pharaoh's court. His name was Moses.

As a young adult, Moses killed an Egyptian for brutalizing a Hebrew slave. Moses then fled into the desert. While in the desert, God spoke to him and sent him back to Egypt to secure the freedom of the Hebrew slaves.

Moses returned to the pharaoh's court, but the pharaoh refused to set the slaves free. According to the Torah, God then sent ten plagues to Egypt. The tenth plague was the death of firstborn sons. The Hebrews painted lamb's blood on their doors so that the Angel of Death would pass over their homes when this plague was visited upon Egypt. (This is where the name of the holiday Passover comes from.)

After the tenth plague, the pharaoh released the Hebrew slaves from bondage. Moses led them out of Egypt and across the Red Sea. The pharaoh—having changed his mind—sent his army to recapture the Hebrews, but his troops were drowned in the Red Sea.

The ancient Hebrews escaped into the desert, where Moses received the Ten Commandments. Moses and the Hebrews wandered in the desert for forty years before finally reaching Canaan.

Today, the Exodus is commemorated during the Jewish holiday of Passover. Jews recall their heritage as slaves in Egypt by eating special foods and retelling the story of Moses and the Exodus during a special ceremonial meal called a seder.

## THE CORE LESSON

### Introduce Chapter 3: “The Flight from Egypt”

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Remind students about what they have learned so far regarding Moses. The pharaoh wanted to kill babies of the Jewish people. Moses’s mother placed him, as an infant, in a basket on the river, and the pharaoh’s daughter saved and adopted him as her own. Moses’s mother was hired to care for him, and he grew up in the pharaoh’s house.

When he grew older, Moses became unhappy about the treatment of his people. He killed an Egyptian for hurting a slave and had to run from the city. He became a shepherd in the desert, but soon God called to him from a burning bush and told him to go back to the pharaoh and demand that his people be freed.

Moses did as God asked, but the pharaoh did not let the Jewish people go. God sent terrible plagues, but the pharaoh still refused.

Tell students that now they will learn how Moses led his people to freedom. They will also learn how this very old story is remembered and celebrated today.

### Big Question

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How did Moses and the Jewish people escape, and what happened when they did?

### Core Vocabulary

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flight    angel    spared    Exodus    praying    symbol    Passover

## Chapter 3: “The Flight from Egypt”

Distribute copies of the Student Book. Ask students to turn to page 11 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Flight from Egypt.”

**CORE VOCABULARY**—Explain that **flight** has multiple meanings. It can mean the act of moving through the air, as in a bird’s flight. It can also mean a journey on an airplane. In this instance, it means the act of running away from danger.

### CHAPTER 3

## The Flight from Egypt

Finally, Moses warned the pharaoh that God would kill the firstborn child in every Egyptian family if he did not free the Jews. Once again the pharaoh refused.

Then God told Moses to tell the Jewish people to mark their doors with blood so that the Angel of Death would know which homes to pass over, or not enter. The Jewish people did this, and their first-born children were spared.

When the pharaoh’s own son was killed by the Angel of Death, the pharaoh finally let the Jewish people go.



11

**CORE VOCABULARY**—Explain that an **angel** is a messenger from God. In illustrations, angels are often shown as having wings; ask students to point to the angel in the image.

**CORE VOCABULARY**—Explain that **spared** means saved from punishment or harm.

**Ask students the following questions:**

**LITERAL**—What did Moses warn the pharaoh that God would do to punish the Egyptians if the pharaoh did not free the Jews?

- » Moses warned the pharaoh that God would kill the firstborn child of every Egyptian family if the pharaoh did not free the Jews.

**LITERAL**—Why did God send the Angel of Death?

- » God sent the Angel of Death because the pharaoh would not let the Jewish people go.

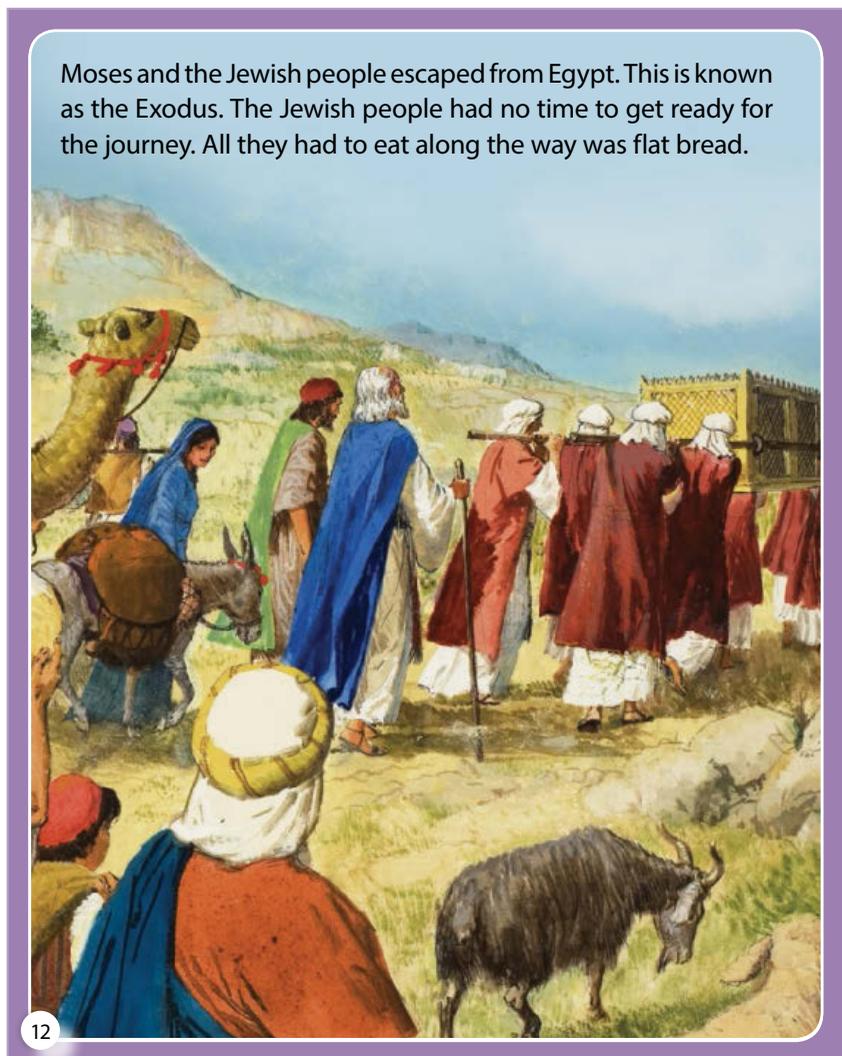
**LITERAL**—What did the Jewish people do to remain safe?

- » The Jewish people marked their doors with blood so that the Angel of Death would pass over their houses.

**LITERAL**—Why did the pharaoh finally let the Jewish people go?

- » The pharaoh let the Jewish people go when his own son died.

**Now ask students to look at the image on page 12 as you read aloud.**



**CORE VOCABULARY**—Explain that the **Exodus** was the flight of Jews escaping from ancient Egypt. An exodus is when a group of people leave a place all at one time.

**SUPPORT**—Be sure that students understand that the word *exodus* means a “flight” or “escape.” Then explain that when a few people run away from a place, we call their leaving an escape. But when thousands or millions of people leave or escape from a place, we call it an exodus.

You may also want to point out the similarity in word structure and meaning of the words *exodus* and *exit* and that the first part of each word, *ex-*, means “out of.”

**Ask students the following question:**

**LITERAL**—What was the Exodus?

» The Exodus was the Jewish people’s escape from Egypt.

**Ask students to look at the image on page 13 as you read aloud.**

The pharaoh changed his mind yet again. Just as the Jewish people reached Egypt’s border at the Red Sea, they saw his soldiers chasing after them. Moses held up his staff, or stick, and God separated the Red Sea into two giant walls of water. Moses led the Jewish people across the dry path in the middle. As soon as the Jewish people were safe, the walls of water fell onto the pharaoh’s soldiers, and they were drowned.



13

Activity Page



AP 1.3



**SUPPORT**—Use the Map of the Ancient Middle East (AP 1.3) to show students the location of the Red Sea.

**SUPPORT**—Have students study the image on page 13. Ask them to find the Jewish people in the image. (*They are on the hill in the distance on the left side of the image.*) Ask them to find the Egyptians. (*They are in the front of the image, with horses and chariots.*) Ask students what is happening in the image. (*The Red Sea is coming back together, and the Egyptians are being trapped under the water.*)

**Ask students the following questions:**

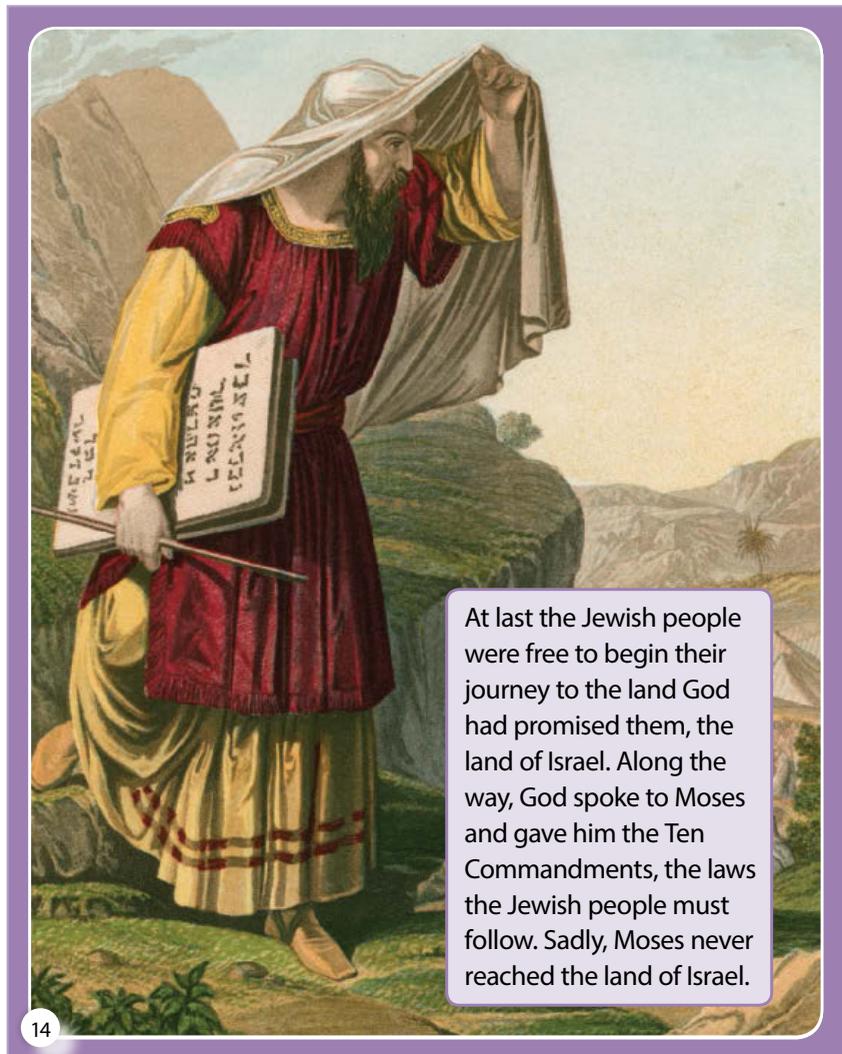
**LITERAL**—According to the story, how were the Jewish people able to cross the Red Sea?

- » According to the story, the Jewish people were able to cross the Red Sea because God separated the sea into two giant walls of water. This allowed Moses to lead the people across a dry path.

**LITERAL**—Why couldn't the pharaoh's soldiers follow the Jews across the Red Sea?

- » The pharaoh's soldiers couldn't follow the Jews across the Red Sea because the two walls of water collapsed onto the soldiers.

**Now ask students to look at the image on page 14 as you read aloud.**



**SUPPORT**—Ask students to look at the image on page 14 and at the tablets that Moses is carrying. Explain that the writing on the tablets is meant to be the Ten Commandments. The commandments are often shown on a pair of tablets like these.

**Ask students the following questions:**

**LITERAL**—What was the name of the land the Jewish people were going to?

» The Jewish people were going to the land called Israel.

**LITERAL**—What are the Ten Commandments?

» The Ten Commandments are the laws that God gave Moses for the Jewish people to follow.

**Ask students to look at the images on page 15 as you read aloud.**

Today, Jewish people practice their religion by praying, going to a temple or synagogue, and reading or listening to stories from the Torah, which is part of the Jewish Bible. The Star of David is an important symbol of the Jewish faith.

Important Jewish holidays include Rosh Hashanah, or the Jewish New Year, Yom Kippur, or the Day of Forgiveness, and Passover. During Rosh Hashanah people eat apples and honey. Passover is the celebration of freedom from slavery in Egypt. During Passover, Jewish people eat flat bread and retell the story of the Exodus.



15

**CORE VOCABULARY**—Explain that **praying** means talking to God.

**CORE VOCABULARY**—Explain that a **symbol** is a design or object that stands for something else. For example, a heart is a symbol of love. The American flag is a symbol of the United States.

**SUPPORT**—Ask students to look at the second image from the top on page 15 of the Student Book. Point out the Jewish star, or Star of David. The star is believed to represent the shape of King David's shield. (David was a Jewish king.)

**CORE VOCABULARY**—Explain that **Passover** is a spring holiday for remembering and celebrating the Jewish people’s Exodus from Egypt. Its name comes from the Angel of Death passing over the houses of the Jewish people.

**SUPPORT**—Tell students that Rosh Hashanah and Yom Kippur are the two holiest days in the Jewish calendar. They are called High Holidays and occur in the fall—usually in September or early October. The two holidays are ten days apart. During Rosh Hashanah, apples and honey are eaten to celebrate a sweet new year. During Yom Kippur, Jews ask God and one another for forgiveness for any wrongs they may have committed during the past year.

**SUPPORT**—**Direct students to look at the photo on the bottom right of page 15.** Point out the yarmulke (/yah\*muh\*kuh/) that the man is wearing on his head. Explain that it is a Jewish custom to cover one’s head when praying. Most Jewish men and boys wear yarmulkes in the synagogue, or temple, as a sign of respect for God. Some wear them all day long.

**Ask students the following questions:**

**LITERAL**—How do Jewish people practice their faith?

- » Jewish people practice their faith by praying, going to a temple or synagogue, and reading or listening to the Torah.

**LITERAL**—What is the Star of David?

- » The Star of David is a symbol of the Jewish faith.

**LITERAL**—What is Passover?

- » Passover is a Jewish holiday that celebrates the Exodus and freedom from slavery in Egypt.



**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—How did Moses and the Jewish people escape, and what happened when they did?

- » God sent the Angel of Death, who killed many Egyptians. Then the pharaoh changed his mind, when his son was killed, and let the Jewish people go. Soon after, the pharaoh changed his mind once again and sent soldiers after the Egyptians. Moses separated the Red Sea so that the Jewish people could escape by walking on dry land. When they were safely across, the waters fell on the soldiers, drowning them.

**Additional Activities**



**Map the Exodus (SL.1.2, RI.1.6)**

Activity Pages



**Materials Needed:** display copy of World Map (AP 1.2), student copies of Map of the Ancient Middle East (AP 1.3), colored pencils or crayons for each student

AP 1.2  
AP 1.3

Direct students' attention to the display copy of the World Map (AP 1.2).

Help students locate Egypt, the Nile River, the Red Sea, and Israel on the map. Remind them that these places all had an important part in the Exodus story.

Pass out or have students take out the Map of the Ancient Middle East (AP 1.3).

Remind students that they have located and colored Egypt and Mesopotamia on their maps already. Remind them that Egypt is where the Exodus of the Jewish people began.

Now help students find the Red Sea on their maps and color it blue.

**Ask:** Why is the Red Sea important in the story of the Exodus?

- » The Red Sea is important in the story of the Exodus because the Jewish people escaped through it, and when the water closed back up and fell on the pharaoh's soldiers, it stopped the Egyptians from catching the Jewish people.

### The Life of Moses (SL.1.3)

Activity Page **Materials Needed:** sufficient copies of The Life of Moses (AP 3.1), pencils



Distribute Activity Page 3.1 to students. Remind students that Moses was the Jewish child raised by the daughter of the pharaoh in Egypt.

AP 3.1

Tell students that you are going to read a series of statements about Moses. Some of the statements will be true. Some will be false, or incorrect. As you read the statements, students should draw a line through any statement that is false.

Read aloud the statements on the activity page, one at a time. Give students time to discuss with a partner whether the statement is true or false and to cross out the statement if it is false.

After reading all of the statements aloud, review which statements are true and which are false.

### The Prince of Egypt (SL.1.2, SL.1.3)

**Materials Needed:** access to a streaming service or a DVD of the animated film *The Prince of Egypt*



**Background for Teachers:** *The Prince of Egypt* (1998) may be rented from streaming services such as Netflix, Amazon Prime, or iTunes. Some local libraries provide free access to streaming services, such as Hoopla. Your library may also have the DVD available for borrowing.

The film is one hour and forty minutes long. If you need to split the viewing over multiple days, preview the film to determine the best spots for stopping on each day.

Ask students to share what they remember of the story of Moses and the Exodus. Explain that the story of the Exodus has been told in many movies. One of those movies is called *The Prince of Egypt*.

Show students *The Prince of Egypt*.

Discuss with students how the film is different from the story in the Student Book. Some examples that students might cite include the following:

- » In the movie, Moses accidentally kills an Egyptian guard. In the Student Book, the killing was on purpose.
- » Tziporah is not mentioned in the Student Book at all.
- » The Student Book does not include Moses turning his staff into a snake.
- » The Student Book does not mention Moses’s brother Aaron.
- » While both the movie and the Student Book include the parting of the Red Sea, only the movie includes a pillar of fire blocking the pharaoh’s army.

## Hanukkah (SL.1.2)

Activity Page



AP 3.2

**Materials Needed:** sufficient copies of Hanukkah (AP 3.2), crayons or colored pencils for each student



**Background for Teachers:** Many religious holidays celebrate events that happened in the past. The story of Moses and the Exodus recounts the Jewish people’s liberation from slavery. It is remembered and celebrated through the holiday of Passover in the spring of each year.

Hanukkah, another Jewish holiday, celebrates the Jewish people’s endurance when the Greek ruler of Syria, King Antiochus, wanted to put an end to the Jewish religion. Hanukkah took place about a thousand years after the Exodus.

Distribute Hanukkah (AP 3.2) to students.

**Ask:** Do you know what the picture shows?

- » Some students may already know that the picture shows a menorah.

Tell students that the menorah is an important symbol of a story that took place about one thousand years after the Exodus of the Jewish people from Egypt. Invite students to color the menorah while you read the story of Hanukkah.

**Read:** King Antiochus (/an\*ti\*uh\*kus/) was the Greek ruler of Syria about one thousand years after the Jewish people had left Egypt. The King wanted everyone to worship the Greek gods—even in the Jewish Temple. But the Jewish people would not obey. They kept worshipping their God.

One man, Judah, gathered a small army to fight the army of King Antiochus. Judah was a smart fighter and didn’t give up. Soon he was known as Maccabee (/mack\*uh\*bee/), which means “hammer.” It took a few years of battles, but Judah and his army won the temple back.

Legend says that Judah Maccabee went to the Temple in Jerusalem to reclaim it. He lit the great lamp and said that it should burn forever and never go out. The problem was that there was only enough oil to keep the lamp burning for one day. But that little bit of oil lasted for more than one day. It burned and burned for eight days, when a new shipment of oil arrived at the Temple.

On the eight nights of Hanukkah in December, Jewish people today remember this story by lighting candles in the menorah. The holiday helps Jewish people remember that Judaism and its belief in one god did not die out. Instead, Judah Maccabee helped the Jewish people stay free to worship their religion.

**Ask:** Hanukkah celebrates the story of how the Jewish people kept their freedom to worship one god. What holiday celebrates the story of how Moses freed the Jewish people from slavery?

» Passover celebrates the story of how Moses freed the Jewish people from slavery.

Look at the menorah on the Activity Page.

**Ask:** How many candles are on the menorah?

» There are nine candles on the menorah.

Tell students (or allow students who celebrate Hanukkah to explain) that eight of the candles on the menorah stand for the eight days when the lamp in the Temple burned. The ninth candle is the “helper candle” that is used to light the others. On each night of the celebration a new candle is lit, culminating in eight lit candles on the final night of Hanukkah.

## CHAPTER 4

# The History of Christianity

### Primary Focus Objectives

- ✓ Recognize Christianity and the Christian Bible. (SL.1.2, SL.1.3)
- ✓ Understand the connection between Judaism and Christianity. (SL.1.2, SL.1.3)
- ✓ Explain the story of Jesus and the origins of Christianity. (SL.1.4)
- ✓ Recognize the cross as the symbol of Christianity. (SL.1.2, SL.1.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Christianity, Christians, Roman Empire, stable, Passover meal, disciples, Easter, and cross.* (L.1.4, L.1.5)

### Materials Needed

Activity Page



AP 1.3

- individual student copies of *Three World Religions* Student Book
- teacher and individual student copies of Map of the Ancient Middle East (AP 1.3)

### What Teachers Need to Know

Christianity began in the predominantly Jewish region of Palestine while it was under Roman control. The territory had been controlled for centuries at different times by Babylonians, Persians, Greeks, and then Romans, who all fought for control of the region. During these wars, the Jewish people were dispersed. They believed Israel would one day again become an independent kingdom, when a messiah, or chosen one, was sent by God to lead them.

In about 30 CE, during the Roman occupation, a man named Jesus from the town of Nazareth emerged as a popular preacher. Through stories called parables, Jesus taught that the Kingdom of God was coming soon. Those who were powerful in this world would be superseded in the next world by those who were powerless now. In preparation for this event, he taught his followers to love God and their neighbors. He promised justice and rewards to those who had faith and lived a good life. Many Jews thought he was the messiah whom they had been waiting for.

As Jesus grew more popular, the Roman government began to see him as a threat. In about 33 CE, he was arrested and executed by crucifixion. The cross has since become the symbol of Christianity.

The religion of Christianity evolved after Jesus's death. Christians believe that Jesus is the Son of God and that he was resurrected after his death. Jesus's resurrection is a central tenet of Christianity. Within decades of his death, the gospel of Jesus was proclaimed—above all in the letters of the apostle Paul—to be of universal significance and was preached not only within the Jewish community but to all the peoples of the Roman Empire and beyond. Eventually, like Islam, Christianity grew to be one of the largest religions practiced in the world today, the largest by some estimates. In terms of the number of adherents, Christianity, like Islam, is a much larger religion than Judaism.

Jesus’s story is told in the New Testament of the Christian Bible. Christmas is the celebration of Jesus’s birth, and Easter is the celebration of his resurrection.

## THE CORE LESSON

### Introduce Chapter 4: “The History of Christianity”

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Remind students that they have learned a story about Moses, an important leader of the Jewish people. The story of the Exodus is still an important story for Jewish people today. It is written in the Torah, the part of Jewish scripture known as the Five Books of Moses.

Explain that now students will learn about another religion, Christianity, that shares some beliefs with Judaism—including the story of Moses and, even more important, the belief in one god. However, even though Christians tell the story of Moses, there’s another figure who is more important in the Christian religion.

### Big Question

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What is the story of Jesus?

### Core Vocabulary

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Christianity    Christians    Roman Empire    stable    Passover meal    disciples  
Easter    cross

### Chapter 4: “The History of Christianity”

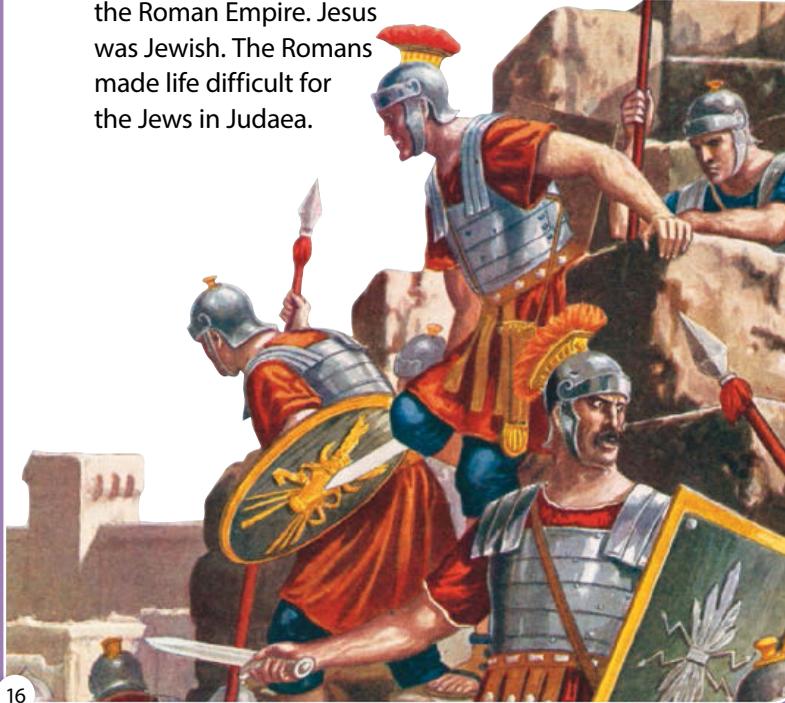
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**Distribute copies of the Student Book. Ask students to turn to page 16 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The History of Christianity.”**

## The History of Christianity

Christians also believe in one god. For Christians, their faith is linked to the teachings of Jesus of Nazareth. The Christian Bible, or holy book, tells of Jesus's life and his teachings.

Jesus was born about two thousand years ago in Bethlehem, in Judaea, which was at the time part of the Roman Empire. Jesus was Jewish. The Romans made life difficult for the Jews in Judaea.



16

**CORE VOCABULARY**—Explain that **Christianity** is a religion that is based on the teachings of Jesus of Nazareth and the belief in one god. People who follow the teachings of Jesus are called **Christians**.

**SUPPORT**—Help students understand that the Christian Bible combines what Christians call the Old Testament (or Hebrew scripture) and the New Testament, which is about Jesus and his followers.

**CORE VOCABULARY**—Explain that the **Roman Empire** was a group of territories or lands under the control of the government of Rome. The Roman Empire spread over many areas in Europe, Africa, and the Middle East.

### Ask students the following questions:

**LITERAL**—Who was Jesus?

- » Jesus was a Jew who lived about two thousand years ago and whose life and teachings are the basis of Christianity.

**LITERAL**—What does the word *Christian* mean?

» The word *Christian* means “follower of Jesus.”

**Now ask students to look at the image on page 17 as you read aloud.**

The story of Jesus’s birth tells of a man named Joseph and his wife Mary, who were having a baby. Before the baby was born, Joseph and Mary traveled to Bethlehem. When they arrived there, the only place where they could stay was in a stable.



17

**CORE VOCABULARY**—Explain that a **stable** is a building for animals to sleep in.

**SUPPORT**—Direct students’ attention to the image on page 17. Guide them in identifying Joseph as the man standing next to Mary, who is riding a donkey as they look for a place to stay.

**Ask students the following question:**

**LITERAL**—Where did Joseph and Mary travel to? Where did they stay?

» Joseph and Mary traveled to Bethlehem. They stayed in a stable.

**Ask students to look at the image on page 18 as you read aloud.**

It was there in the stable that Mary gave birth to Jesus. Shepherds and travelers known as wise men learned about the birth of Jesus. They visited the baby Jesus in the stable and brought him gifts.



18

**SUPPORT**—Call students' attention to the image on page 18, pointing out the visitors who came to see the baby Jesus. The image depicts the wise men near Mary and the baby, and the image also shows shepherds, who stand farther away.

**SUPPORT**—Explain to students that in many churches, children put on plays called Christmas pageants in December. These plays tell the story of the first Christmas and the visit of three wise men, also known as the Magi. Point out that the gifts of the Magi were the first Christmas gifts.

**Ask students the following question:**

**LITERAL**—Where was Jesus born?

» Jesus was born in a stable in Bethlehem.

**Ask students to look at the image on page 19 as you read aloud.**

When Jesus grew up, he traveled through the area known as Galilee. He was a teacher. Jesus said that people were equal in the eyes of God and they should treat each other with kindness. Crowds often gathered to hear him speak. Those who followed Jesus believed he was the messiah, or the person they hoped would save them.



19

**SUPPORT**—Introduce the teaching, “Treat others as you wish to be treated.” Explain that this teaching is called the Golden Rule. All religions teach some version of the Golden Rule; even people who don’t belong to any religion agree that the Golden Rule offers good advice. Then ask the students to think of examples from their school or home lives that illustrate times when they have practiced the Golden Rule.

**Ask students the following question:**

**LITERAL**—What were some of Jesus’s teachings?

- » Jesus said that people were equal in the eyes of God and that they should treat each other with kindness.

Now ask students to look at the image on page 20 as you read aloud.

The Romans arrested and killed Jesus. Before he was arrested, Jesus asked twelve men, his first followers, to eat a last Passover meal with him. These followers are known as the Twelve Disciples. Today, Christians call this meal the Last Supper. After Jesus died, his teachings were carried by his followers across the Roman Empire.



20

**CORE VOCABULARY**—Explain that the **Passover meal** is the special feast held by Jewish people during which they retell the story of Moses and the Exodus. Jesus was Jewish and celebrated Passover with his followers.

**CORE VOCABULARY**—Explain that **disciples** are students.

Activity Page



AP 1.3



**SUPPORT**—Have students locate and label **Bethlehem and Jerusalem on their Map of the Ancient Middle East (AP 1.3)**. Tell students that the area where Jesus lived is now a part of the Middle East and that the cities of Bethlehem, where Jesus was born, and Jerusalem, where the Last Supper took place, still exist.

**Ask students the following question:**

**LITERAL**—What was the last meal that Jesus had with his disciples called?

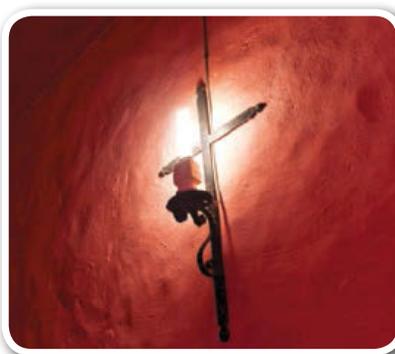
- » The last meal that Jesus had with his disciples was called the Last Supper. It was a Passover meal.

**Ask students to look at the images on page 21 as you read aloud.**

Today, Christians practice their faith by praying, going to church, and reading the Bible. There are many Christian holidays, or celebrations, based on the life and teachings of Jesus. During the Christmas season, Christians celebrate the birth of Jesus.



During Easter, Christians remember the last days of Jesus's life and his death on the cross. Christians believe that Jesus rose from the dead, and that is celebrated on Easter Sunday. The cross is an important Christian symbol.



21

**SUPPORT**—Make sure students understand that the word *church* can mean an individual church building or a whole group of churches that have the same beliefs and practices—that is, a denomination. Ask students if they know the names of any Christian denominations in their community. Also explain the word *congregation*—the people who attend religious services in a specific church building.

**CORE VOCABULARY**—Explain that **Easter** is a holiday when Christians celebrate Jesus rising from the dead. It occurs in the spring.

**CORE VOCABULARY**—Explain that the **cross** is an important Christian symbol that reminds Christians of the story of Jesus Christ's death and resurrection. **Point out the cross in the bottom right image on page 21 of the Student Book.**

**Ask students the following questions:**

**LITERAL**—What is Christmas?

» Christmas is the celebration of Jesus's birth.

**LITERAL**—What holiday celebrates the last days of Jesus’s life and his death on the cross?

- » Easter is the holiday when Christians celebrate Jesus rising from the dead. Jesus’s death on the cross and his rising from the dead are a key part of Christianity.

**LITERAL**—What is the symbol of Christianity?

- » The cross is the symbol of Christianity.



## CHECK FOR UNDERSTANDING: BIG QUESTION

**TURN AND TALK**—What is the story of Jesus?

- » Jesus was a Jew who was born in a stable in Bethlehem. When Jesus grew up, he became a teacher. He taught his followers and many others to treat one another the way they wished to be treated. Jesus had twelve special followers called disciples. The Romans arrested and killed Jesus because his followers believed he was the messiah, a special leader. Christians believe Jesus rose from the dead after the Romans killed him.

## Additional Activities

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### *The Story of Jesus* (SL.1.2, SL.1.3)

**Materials Needed:** internet access, video display capability

**Background for Teachers:** *The Story of Jesus—The Beginner’s Bible* video is fifty-four minutes long. For this activity, show the video from time stamp 1:23 to 6:36.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Remind students that the story of Jesus is told in the Christian Bible. The Bible tells not only of Jesus’s birth and death and his teachings but also tells stories about miracles—unusual and unexplainable achievements—that he is said to have performed.

After Jesus’s death, his disciples traveled and told stories about Jesus to share his teachings. Some people heard these stories and decided to follow Jesus’s teachings too. That is how Christianity began and spread.

Introduce the video clip to students. Explain that the video is a cartoon version of the Bible. In this part of the video, Peter and Andrew—two disciples, or students, of Jesus—tell stories about their experiences with Jesus.

After the clip, ask students to identify the two miracles performed by Jesus in the stories. (*He turned water into wine, and he filled Peter’s net with fish.*)

## CHAPTER 5

# The History of Islam

### Primary Focus Objectives

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- ✓ Understand basic information about Muhammad, the prophet of Islam. (SL.1.2, SL.1.3)
- ✓ Identify Islam and the Koran. (SL.1.2, SL.1.3)
- ✓ Explain the connection between Islam, Judaism, and Christianity. (SL.1.2, SL.1.3)
- ✓ Recognize the crescent and star as the symbols of Islam. (SL.1.4)
- ✓ Understand the importance of the month of Ramadan. (SL.1.2, SL.1.3)
- ✓ Understand how Muslims worship. (SL.1.2, SL.1.3)
- ✓ Know why it is important for Muslims to try to visit Mecca. (SL.1.2, SL.1.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Islam, prophet, Muslims, cave, statues, Ramadan, and feast.* (L.1.4, L.1.5)

### What Teachers Need to Know

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Islam is a monotheistic religion based on the teachings of Muhammad. Muhammad's teachings included the worship of only one god and the sharing of wealth with the poor. Muslims believe Muhammad is the last and greatest in a long line of prophets. That line includes Moses and Jesus and other important figures in Judaism and Christianity.

According to Islam, the angel Gabriel spoke to Muhammad. These words were written down and became the Muslim holy book, the Koran. As Muhammad shared the angel's words, he gained followers. Muhammad began preaching in Mecca but was forced to flee when his teachings began to anger city leaders. He went to the city of Medina, where his following grew. He and his followers conquered Mecca years later. Muhammad then sent missionaries throughout Arabia to convert people to Islam. Within a century of Muhammad's death, Islam had spread from Spain to Persia. Later it would spread through much of Asia Minor, the Balkans in southeastern Europe, Africa, the Indian subcontinent, and Southeast Asia. Today, the largest Muslim populations on the earth are found in these last two regions, the Indian subcontinent and Southeast Asia, in the countries of Indonesia, which

### Materials Needed

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#### Activity Pages



AP 1.2  
AP 1.3

- individual student copies of *Three World Religions* Student Book
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the Ancient Middle East (AP 1.3)

has the largest Muslim population of any country, and in Pakistan, India, and Bangladesh, which have the second, third, and fourth largest Muslim populations. Because of this, it is a mistake to equate the Arab world with the Muslim world. Not only are Muslims not all Arabs, but not all Arabs are Muslim. The Arabs are an ethnic group or linguistic community, many of whom are not Muslims (there are Arabic-speaking Christian and Jewish communities).

The revelation of the Koran is commemorated during the month of Ramadan. During this month, Muslims fast from sunrise to sunset. This month of fasting concludes with the feast of Eid al-Fitr. Eid al-Adha is another important holiday in Islam. It marks the end of the hajj, or pilgrimage to Mecca, that Muslims are expected to make once in their lifetime, if they are able.

Mecca is considered the holy city of Islam. Not only is it the destination for the hajj, but it is also the direction that Muslims around the world face when they pray daily. According to custom, Muslims pray five times a day.

## THE CORE LESSON

### Introduce Chapter 5: “The History of Islam”

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Remind students that Christians believe in the teachings of Jesus, who taught his followers to treat others the way they would like to be treated. The Christian holy book is the Bible, and the cross is an important symbol for Christians. Easter is the most important holiday for Christians.

Help students recall that both Judaism and Christianity share a belief in one god. Also, in both Judaism and Christianity, believers share stories of their religion’s past and of important figures. Tell students that now they will learn about a third religion, Islam, that shares the belief in one god. They will also learn about its important prophet, Muhammad.

### Big Question

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What is the story of Muhammad?

### Core Vocabulary

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Islam   prophet   Muslims   cave   statues   Ramadan   feast

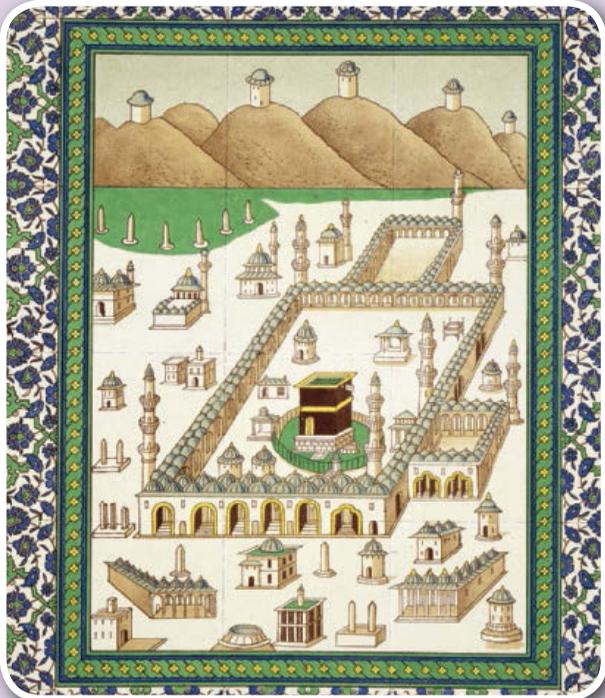
## Chapter 5: “The History of Islam”

Distribute copies of the Student Book. Ask students to turn to page 22 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The History of Islam.”

CHAPTER  
**5**

### The History of Islam

About six hundred years after Jesus lived, Muhammad, the prophet of Islam, was born in the city of Mecca in Arabia. The religion that Muhammad established is called Islam. People who practice it are called Muslims, and their holy book is the Koran.



22

**CORE VOCABULARY**—Explain that **Islam** is the name of a religion established by the **prophet** Muhammad; that a prophet is a messenger of God; and that the people who practice Islam are called **Muslims**.

**SUPPORT**—Help students understand that Jews, Christians, and Muslims all worship one god, although they do not have the exact same beliefs. All three religions tell people to live good lives, to be honest, and to help other people. Be especially sure that students understand that many people who may not belong to these three particular religions, or who don't profess any religious belief, likewise try to live good lives and help others.



**SUPPORT**—Using the Map of the Ancient Middle East (AP 1.3), help students locate the Arabian Peninsula and the city of Mecca, which is near the Red Sea coast of Arabia.

**Ask students the following questions:**

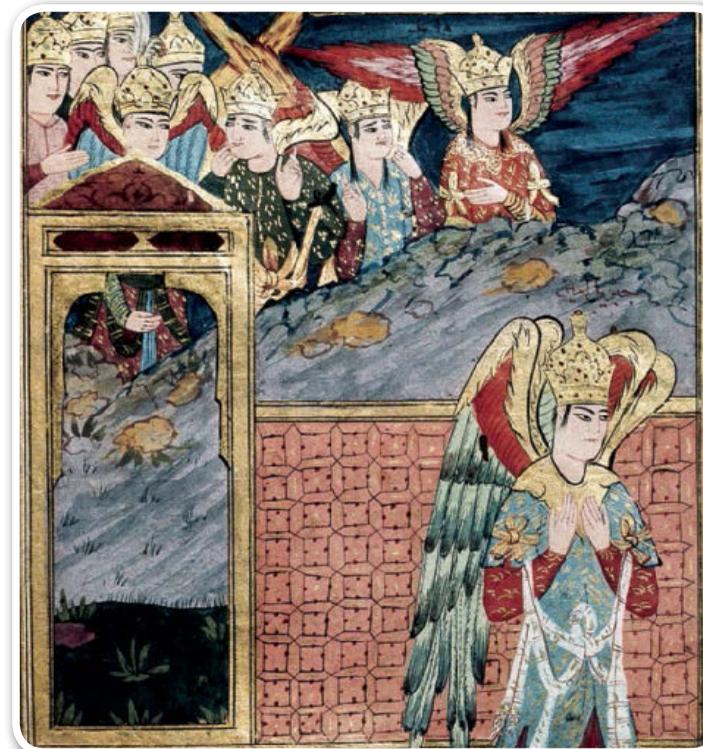
**LITERAL**—What city in Arabia was Muhammad’s home?

- » Muhammad’s home was the city of Mecca.

**LITERAL**—What is the Muslims’ holy book?

- » The Muslims’ holy book is the Koran.

**Ask students to look at the image on page 23 as you read aloud.**



23

Muhammad was a merchant. He bought and sold things for a living. Because of his work, he traveled and met many people. The story of Muhammad tells us that one day, while he was in a cave, the angel Gabriel spoke to him. Muhammad left the cave and told his wife about the angel.

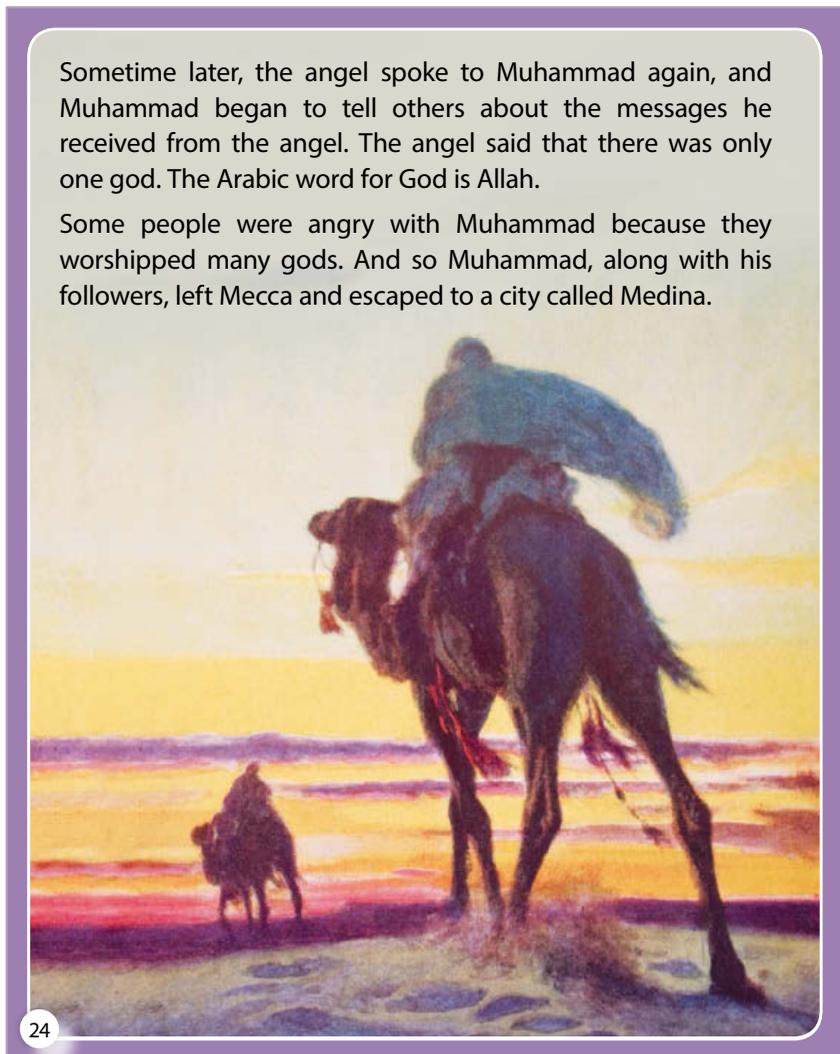
**CORE VOCABULARY**— Explain that a **cave** is a natural opening or hole in the side of a cliff or a mountain. The Middle East can be very hot, so caves can provide a welcome resting place for travelers.

**Ask students the following question:**

**LITERAL**—What happened to Muhammad in the cave?

» The angel Gabriel spoke to Muhammad in the cave.

**Ask students to look at the image on page 24 as you read aloud.**



**SUPPORT**—Make sure students understand that Allah is simply the Arabic word for God, or perhaps more literally, “the God.” The word Allah is also used in Christian churches and Jewish synagogues in Arabic-speaking countries.

Activity Pages



AP 1.2  
AP 1.3



**SUPPORT**—Point to where Medina would be located on the World Map (AP 1.2), and then have students find Medina on their Map of the Ancient Middle East (AP 1.3). Remind students that today there are millions of Muslims in non-Arab countries, including the United States, and inform students that most Muslims are not Arabs. Tell them that Christianity began in the Middle East and Europe, but the largest Christian populations today are in North and South America, the Philippines, and Africa. Explain that Islam, similarly, began among Arabs in the Middle East, but the largest populations of Muslims today live in the Asia-Pacific region, in countries including Indonesia, India, and Pakistan.

**Ask students the following questions:**

**LITERAL**—What did Muhammad do with the messages he received from the angel Gabriel?

- » Muhammad told other people about the messages from Gabriel.

**LITERAL**—What is the Arabic word for God?

- » The Arabic word for God is Allah.

**LITERAL**—What did Muhammad do when the people of Mecca became angry with him?

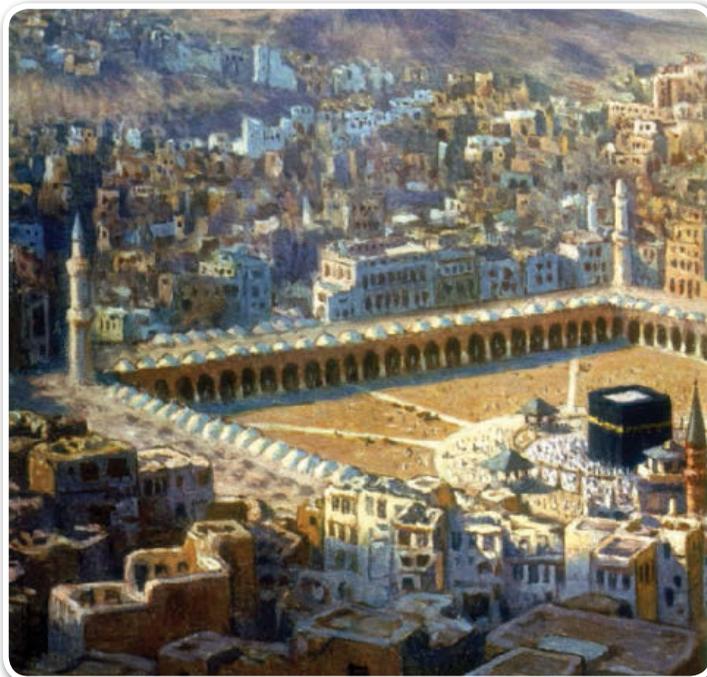
- » When people became angry with Muhammad, he and his followers left Mecca and went to Medina.

**EVALUATIVE**—Look carefully at the image on page 24. How did Muhammad and his followers travel to Medina?

- » The image shows that Muhammad and his followers rode camels to Medina.

**Now ask students to look at the image on page 25. Explain that the image shows the city of Mecca in Muhammad’s time. Ask students to look at the details of the image as they listen to you read aloud.**

In Medina people began following the teachings of Muhammad. Through these teachings they came to believe in one god. Then in 630 CE, Muhammad returned to Mecca with many of his followers. They destroyed the statues of gods the people there worshipped. Muhammad died two years after his return to Mecca. His followers carried his teachings across the Middle East and beyond.



25

**CORE VOCABULARY**—Explain that **statues** are models of people, animals, or other physical objects. They are usually made from stone or metal. In ancient as well as modern times, people have worshipped statues and the gods they represent.

**SUPPORT**—Help students understand that even after Muhammad’s death, his followers carried his teachings across the Middle East and beyond. This is another similarity between Islam and Christianity. Jesus’s followers, his disciples, also spread Jesus’s teachings.

**Ask students the following questions:**

**LITERAL**—What happened in Medina?

- » In Medina, people began following the teachings of Muhammad.

**LITERAL**—What happened when Muhammad returned to Mecca?

- » When Muhammad returned to Mecca, he and his followers destroyed the statues of many gods that the people there worshipped.

**LITERAL**—What happened after Muhammad died?

- » After Muhammad died, his followers carried his teachings across the Middle East and beyond. The city of Mecca became important to Muslims.

**Ask students to look at the images on page 26 as you read aloud.**

Today, Muslims practice their faith by reading the Koran and praying. Sometimes they go to a mosque, or place of worship.



The month of Ramadan is holy for Muslims, because during that month they remember the words Muhammad received from the angel. At the end of Ramadan, Muslims enjoy a special feast called Eid al-Fitr. The star and crescent are important symbols of Islam.



**CORE VOCABULARY**—Explain that **Ramadan** is a holy month in the Muslim calendar. Remind students that for Muslims, Ramadan is a month for remembering the time when the angel Gabriel spoke to Muhammad.

**CORE VOCABULARY**—Explain that a **feast** is a special, fancy meal. Muslims share a feast at the end of Ramadan, just as most Americans eat a feast to celebrate Thanksgiving. The feast that ends Ramadan is called Eid al-Fitr (/eed/uhl/fit\*er/).

**SUPPORT**—Explain to students that Ramadan is a very special month for Muslims. Muslim adults fast during the day in Ramadan and eat only at night. Tell students that to fast means to eat less food than usual or to not eat or drink at all during special times. Jews fast during Yom Kippur (/yom/kih\*poor/), the holiest day of the Jewish year. Many Christians fast during Lent, the forty days before Easter. In all three religions, however, young children do not fast as adults do.

**Ask students the following questions:**

**LITERAL**—How do Muslims practice their faith?

- » Muslims practice their faith by reading the Koran, praying, and sometimes going to a mosque.

**LITERAL**—What is Ramadan?

- » Ramadan is a holy month for Muslims.

**LITERAL**—What are the symbols of Islam?

- » A crescent moon and a five-pointed star are the symbols of Islam.



## CHECK FOR UNDERSTANDING: BIG QUESTION

**TURN AND TALK**—What is the story of Muhammad?

- » Muhammad was a merchant from Mecca who was visited by a messenger from God, the angel Gabriel. Muhammad learned the teachings of the angel—including the teaching that there was only one god. He recited the teachings to his followers. Some of the people of Mecca did not like Muhammad’s teachings, so he and his followers escaped to Medina. When Muhammad returned to Mecca, he destroyed the statues of many gods that the people there worshipped. Muhammad’s followers continued to spread his teachings even after he died.

## Additional Activities

### The Story of Muhammad (SL.1.2, SL.1.3)

**Materials Needed:** internet access, video display capability



**Background for Teachers:** The full *Muhammad—The Last Prophet* video is more than ninety minutes long. For this activity, show the video from time stamp 7:19 to 13:34.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Remind students that Islam is based on the teachings of Muhammad, whom Muslims consider to be the greatest and last of the prophets.

Introduce the video to students. In this video clip, students will see a reenactment of Muhammad encountering the angel Gabriel and an example of how he won his first followers. Explain that students will not see Muhammad in the video, because Islam does not allow images of Muhammad. Instead, at certain points, they will see the story as if they were looking through Muhammad's eyes.

Show the video clip.

After watching the video, guide discussion using the following questions:

- Who was Muhammad's first follower?
  - » Muhammad's first follower was his wife, Khadijah.
- Why were Mecca's leaders frightened of Muhammad and his ideas?
  - » Possible response: Mecca's leaders were frightened of Muhammad's ideas because his ideas were so different.
- What were some of Muhammad's teachings?
  - » Possible responses: the old gods were powerless; there is only one god, Allah; everyone is equal in the eyes of God; the poor are to be cared for; the search for truth is important; people should take care of the earth.
- Were Muhammad's first followers rich or poor? Why do you think that is?
  - » Muhammad's first followers were poor. He offered them hope and equality.

## Islam (SL.1.2, SL.1.3)

Activity Page **Materials Needed:** sufficient copies of Islam (AP 5.1), pencils



Distribute Islam (AP 5.1) to students. Tell students that in this activity they will match the statements you read about Islam to key words on the right side of the page.

AP 5.1

## Three Religions: Alike and Different (SL.1.1, SL.1.2, SL.1.3)

As a class, discuss how the three religions in this unit are connected. For example, Muslims believe that the Hebrew Bible and the Christian Bible are holy books that contain true stories about God, just as Christians accept the Jewish scriptures as their own Old Testament.

There are other similarities that may come up:

- Each religion believes that there is only one god, although Judaism, Christianity, and Islam have different understandings of this.
- All three religions began in the Middle East.
- Each religion marks some special holy days by fasting.
- Each religion includes stories about angels.
- Each religion has an important symbol or symbols to represent it.

### Symbols of Three World Religions (SL.1.2, SL.1.3)

Activity Page



AP 5.2

**Materials Needed:** sufficient copies of Symbols of Three World Religions (AP 5.2), pencils

Distribute Symbols of Three World Religions (AP 5.2) to students. Remind students that each of the three religions they have been learning about has a symbol or symbols to represent it.

Tell students to look at the symbols on the Activity Page.

Read the words in the right column aloud. Then reread each word, pausing in between to give students time to draw a line from a symbol to the name of the religion it represents.

# Teacher Resources

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## **Answer Key: *Three World Religions*—Unit Assessment and Activity Pages 99**

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

## Culminating Activity: *Three World Religions*

### Create a Graphic Organizer

**Materials Needed:** graphic organizer that compares religions (see sample chart and categories below)

 **Background for Teachers:** A graphic organizer is a factual and unbiased way to compare the major aspects of Judaism, Christianity, and Islam introduced in this section. It also provides a clear way to review the material students have learned.

Use the chart below to build a blank graphic organizer on the board or chart paper to share with students. Write the names of the religions on top and the categories on the left as shown on the chart below. Then ask students for suggestions to fill in the chart.

You can use the information from the chart to share similarities and differences among the religions. Note the fact that each religion has elements for every category, a fact that itself represents similarity among the religions, even though the category answers are different. For example, each religion has holy books even though the books themselves are different. The most important point is to teach children understanding and respect for similarities and differences among the three world religions.

|                     | Judaism   | Christianity        | Islam                  |
|---------------------|---|---------------------|------------------------|
| Symbol(s)           | Star of David                                       | Cross               | Star and Crescent      |
| Name of holy book   | Torah   | Bible               | Koran                  |
| Building of worship | Synagogue   | Church              | Mosque                 |
| Sample holidays     | Rosh Hashanah<br>Yom Kippur<br>Passover<br>Hanukkah | Christmas<br>Easter | Ramadan<br>Eid al-Fitr |
| Story               | Exodus  | Life of Jesus       | Muhammad and the angel |
| Name of key figure  | Moses   | Jesus               | Muhammad               |

### Create a Classroom Mural

**Materials Needed:** three long pieces of butcher paper; colored pencils, crayons, or markers

Have students review the stories they have heard and the information they have learned about three world religions by making murals for the classroom. Divide the class into three groups to create one mural for each of the religions covered in the Student Book.

When the murals are finished, allow each group to share with the class the illustrations and symbols the group chose to include.

### **Make a Mural About Jewish History**

On a long sheet of butcher paper, let students draw a mural of Jewish sacred history, showing such events as Baby Moses's basket getting caught in the reeds, the burning bush, and the parting of the Red Sea. Students may also choose to include symbols of Judaism on their mural.

### **Make a Mural About the Story of Jesus**

On a long sheet of butcher paper, have students make a mural that shows events in the life of Jesus, such as Joseph and Mary's arrival in Bethlehem, Jesus's birth in a stable, the visit of the shepherds and three wise men, Jesus speaking with his followers, and the Last Supper. Students may also choose to include symbols of Christianity on their mural.

### **Make a Mural About Islam**

Invite students to make a mural that shows some of the symbols of Islam, the Koran, a mosque, Muslims helping the poor, and the celebration of feast days. Then hang the mural, and discuss students' illustrations.

**Note to Teacher:** To show respect for Islamic teachings, please ask students **not to draw Allah, the angel Gabriel, or Muhammad**. Observing this rule will not only avoid religious offense to Muslims but will also remind non-Muslim students that Islamic artists must limit themselves to words and geometrical figures when making religious illustrations. Images that can be used include the star and the crescent, a mosque, and desert imagery. Explain that this rule in Islam arises from the strict prohibition against the worship of images as opposed to God. Muhammad is not to be portrayed because Islam discourages any possibility that people might worship Muhammad, who is only a prophet—a man inspired by God.

## **My Book About Three World Religions**

**Materials Needed:** sufficient copies of My Book About Three World Religions (see pages 67–80), crayons for each student, stapler

**Note to Teacher:** To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Three World Religions and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things they have learned about three world religions that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- symbols of Judaism
- symbols of Christianity
- symbols of Islam
- details from the stories of Moses, Jesus, or Muhammad

**Note to Teacher:** To show respect for Islamic teachings, please ask students **not to draw Allah, the angel Gabriel, or Muhammad**. Observing this rule will not only avoid religious offense to Muslims but will also remind non-Muslim students that Islamic artists must limit themselves to words and geometrical figures when making religious illustrations. Images that can be used include the star and the crescent, a mosque, and desert imagery. Explain that this rule in Islam arises from the strict prohibition against the worship of images as opposed to God. Muhammad is not to be portrayed because Islam discourages any possibility that people might worship Muhammad, who is only a prophet—a man inspired by God.

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain its chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

### Chapter 1

- Religion is a system of beliefs that teaches people how to live and understand their lives.
- Learning about religions in our world helps us understand other people.
- Belief in one god began in the Middle East, and Islam, Christianity, and Judaism follow that belief.

### Chapter 2

- The Jewish people were forced into slavery by the pharaoh in Egypt. They wanted freedom from the hard work and the cruelty of the Egyptians.
- Moses was a Jewish baby whose mother saved his life. He was adopted by the daughter of the pharaoh.
- When he was grown, Moses killed an Egyptian for hurting a slave. He ran away to escape punishment and became a shepherd.
- God spoke to Moses from a burning bush, saying that he should go to the pharaoh and tell the pharaoh to free the Jewish slaves.
- Pharaoh would not free the Jewish people, so God sent plagues to punish the Egyptians.

### Chapter 3

- Moses warned the pharaoh that the firstborn son in every Egyptian family would die if he did not let the Jewish people go.
- The Jewish people marked their doors with blood, as Moses told them, so that the Angel of Death would pass over their houses.
- After the Angel of Death killed the pharaoh's son, the pharaoh finally agreed to let the Jewish people go—but he quickly changed his mind.

- The Jewish people escaped when Moses parted the waters of the Red Sea.
- Today Jewish people pray, go to a temple or synagogue, and read or listen to the Torah. The Star of David is an important symbol.
- Important Jewish holidays are Rosh Hashanah, Yom Kippur, and Passover.

#### Chapter 4

- Jesus's parents were visiting Bethlehem when he was born. It was so crowded that they had to stay in a stable.
- Shepherds and travelers heard about the birth and visited the stable. Three wise men brought gifts for the baby.
- Jesus became a teacher and traveled throughout Galilee. He taught that people are equal in the eyes of God and they should treat one another with kindness.
- Those who followed Jesus believed he was the messiah, the special leader they had been waiting for.
- The Romans were afraid Jesus would become powerful. After Jesus ate a last meal with his followers, he was arrested and killed.
- Today Christians pray, go to church, and read the Bible. The cross is an important symbol.
- Important Christian holidays are Christmas and Easter.

#### Chapter 5

- Muhammad was born in the city of Mecca in Arabia.
- Muhammad was a merchant.
- When Muhammad was in a cave, the angel Gabriel came to him and gave him messages from God.
- Muhammad told everyone that there was only one god. This made some people angry, and he had to leave Mecca and go to Medina.
- When he returned to Mecca, he destroyed the statues of different gods the people there worshipped.
- Mecca became an important city for Muslims.
- Today Muslims read the Koran, pray, and sometimes go to a mosque. Important symbols are the star and crescent.
- Ramadan is an important Muslim holiday.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

**My Book  
About  
Three World Religions**

**by** \_\_\_\_\_

## What Is Religion?

Religion is an important part of the lives of many people. Religion can show people how to live and behave. For some people, religion explains how the world was made. In this book, you will learn about three of the many different religions that people practice: Judaism, Christianity, and Islam.



Long ago, the people of ancient Egypt and Mesopotamia worshipped many gods. Between three and four thousand years ago, a small group of people—the Jewish people—lived in the lands between Egypt and Mesopotamia. We now call these lands part of the Middle East.



The Jewish people had a new kind of religion. They believed in only one god. Today, the belief in one god is the most important part of Judaism, Christianity, and Islam.

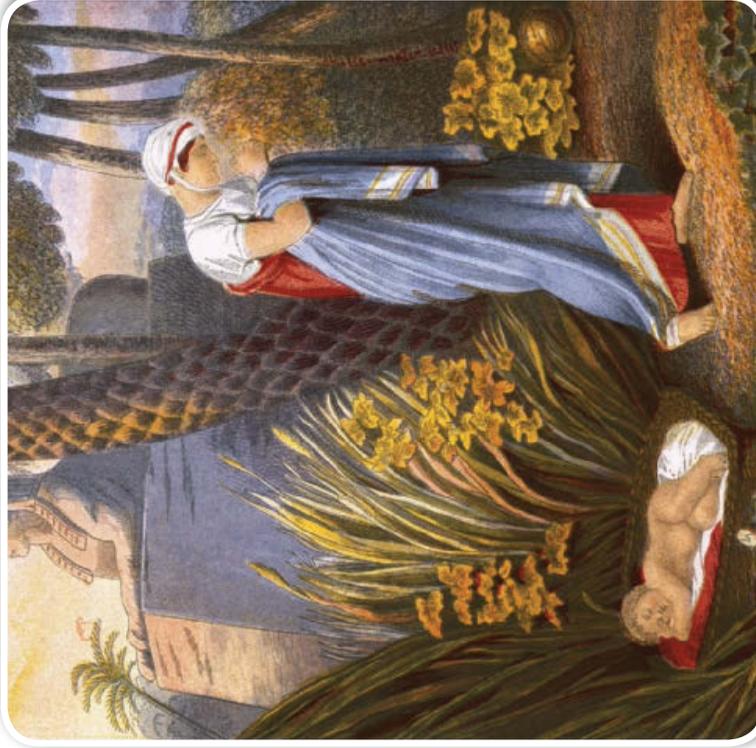
## The History of Judaism: Moses and the Jewish People in Egypt

The Torah, or holy book, tells the story of the Jewish people who had gone to live in Egypt. At first the Jews were happy there. They grew stronger as a group. But then an Egyptian pharaoh saw how strong they were becoming, and he did not like it. The pharaoh forced the Jewish people to become slaves. They had to work in the hot desert, building Egyptian cities.



4

Even though they were slaves, the Jews were not defeated. The pharaoh grew angry. He decided to kill all the Jewish baby boys by throwing them into the Nile River. One Jewish woman decided that the pharaoh would not kill her son. She made a basket and placed her baby inside. She sent the basket floating down the river. She told the baby's sister, Miriam, to follow it.



5

After a while, the basket became tangled in reeds that grew close to the riverbank. A lady who was sitting on the riverbank saw the baby and rescued him. Miriam had followed her brother's journey. Now she knew she had to be brave. The lady who had rescued her brother was the pharaoh's own daughter.



6

"What a beautiful baby!" Miriam cried out, as she ran toward the pharaoh's daughter. "I know a Jewish slave woman who could care for him."

The woman Miriam spoke of was the baby's real mother.

The Egyptian princess thought for a moment, and then she said, "I will raise this baby as my own. His name will be Moses, and he will be a prince of Egypt! Bring me the slave woman. She can help me!"

And so Moses's real mother was allowed to care for him when he was a child.



7

Moses grew up as a royal prince in Egypt. One day he saw an Egyptian hurting a Jewish slave. Though Moses grew up as an Egyptian prince, he knew that he was Jewish. Moses was so angry, he killed the Egyptian. Moses was forced to run away. He escaped to the desert and became a shepherd.



8

Sometime later, Moses saw a very strange thing. He saw that a bush was on fire, and yet it was not burning up! As he moved toward the bush, a voice spoke to him.

"Moses," the voice called, "I am the God of the Jews. You must lead them out of Egypt. Go back to the pharaoh and tell him to let my people go."



9

Even though Moses was afraid, he did as God asked. But the pharaoh would not let the Jewish people go free. To punish the pharaoh and the Egyptians, God sent many terrible plagues upon them. Still the pharaoh refused to free the Jews.



10

### CHAPTER 3

## The Flight from Egypt

Finally, Moses warned the pharaoh that God would kill the firstborn child in every Egyptian family if he did not free the Jews. Once again the pharaoh refused.

Then God told Moses to tell the Jewish people to mark their doors with blood so that the Angel of Death would know which homes to pass over, or not enter. The Jewish people did this, and their first-born children were spared.

When the pharaoh's own son was killed by the Angel of Death, the pharaoh finally let the Jewish people go.



11

Moses and the Jewish people escaped from Egypt. This is known as the Exodus. The Jewish people had no time to get ready for the journey. All they had to eat along the way was flat bread.



12

The pharaoh changed his mind yet again. Just as the Jewish people reached Egypt's border at the Red Sea, they saw his soldiers chasing after them. Moses held up his staff, or stick, and God separated the Red Sea into two giant walls of water. Moses led the Jewish people across the dry path in the middle. As soon as the Jewish people were safe, the walls of water fell onto the pharaoh's soldiers, and they were drowned.



13



At last the Jewish people were free to begin their journey to the land God had promised them, the land of Israel. Along the way, God spoke to Moses and gave him the Ten Commandments, the laws the Jewish people must follow. Sadly, Moses never reached the land of Israel.

14

Today, Jewish people practice their religion by praying, going to a temple or synagogue, and reading or listening to stories from the Torah, which is part of the Jewish Bible. The Star of David is an important symbol of the Jewish faith.

Important Jewish holidays include Rosh Hashanah, or the Jewish New Year, Yom Kippur, or the Day of Forgiveness, and Passover. During Rosh Hashanah people eat apples and honey. Passover is the celebration of freedom from slavery in Egypt. During Passover, Jewish people eat flat bread and retell the story of the Exodus.



15

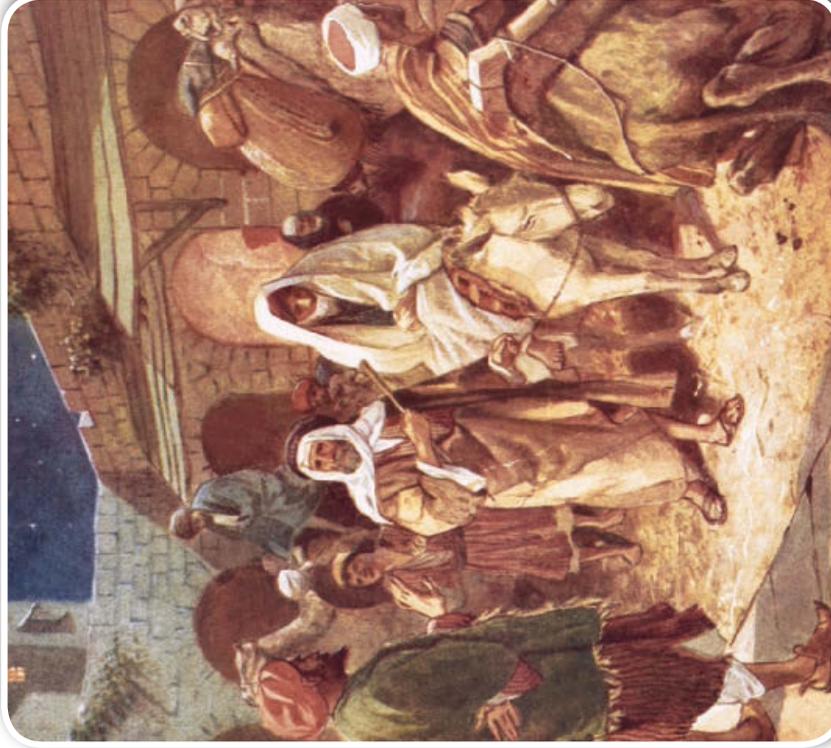
## The History of Christianity

Christians also believe in one god. For Christians, their faith is linked to the teachings of Jesus of Nazareth. The Christian Bible, or holy book, tells of Jesus's life and his teachings.

Jesus was born about two thousand years ago in Bethlehem, in Judaea, which was at the time part of the Roman Empire. Jesus was Jewish. The Romans made life difficult for the Jews in Judaea.



The story of Jesus's birth tells of a man named Joseph and his wife Mary, who were having a baby. Before the baby was born, Joseph and Mary traveled to Bethlehem. When they arrived there, the only place where they could stay was in a stable.



It was there in the stable that Mary gave birth to Jesus. Shepherds and travelers known as wise men learned about the birth of Jesus. They visited the baby Jesus in the stable and brought him gifts.



18

When Jesus grew up, he traveled through the area known as Galilee. He was a teacher. Jesus said that people were equal in the eyes of God and they should treat each other with kindness. Crowds often gathered to hear him speak. Those who followed Jesus believed he was the messiah, or the person they hoped would save them.



19

The Romans arrested and killed Jesus. Before he was arrested, Jesus asked twelve men, his first followers, to eat a last Passover meal with him. These followers are known as the Twelve Disciples. Today, Christians call this meal the Last Supper. After Jesus died, his teachings were carried by his followers across the Roman Empire.



20

Today, Christians practice their faith by praying, going to church, and reading the Bible. There are many Christian holidays, or celebrations, based on the life and teachings of Jesus. During the Christmas season, Christians celebrate the birth of Jesus.



During Easter, Christians remember the last days of Jesus's life and his death on the cross. Christians believe that Jesus rose from the dead, and that is celebrated on Easter Sunday. The cross is an important Christian symbol.



21

## CHAPTER 5

### The History of Islam

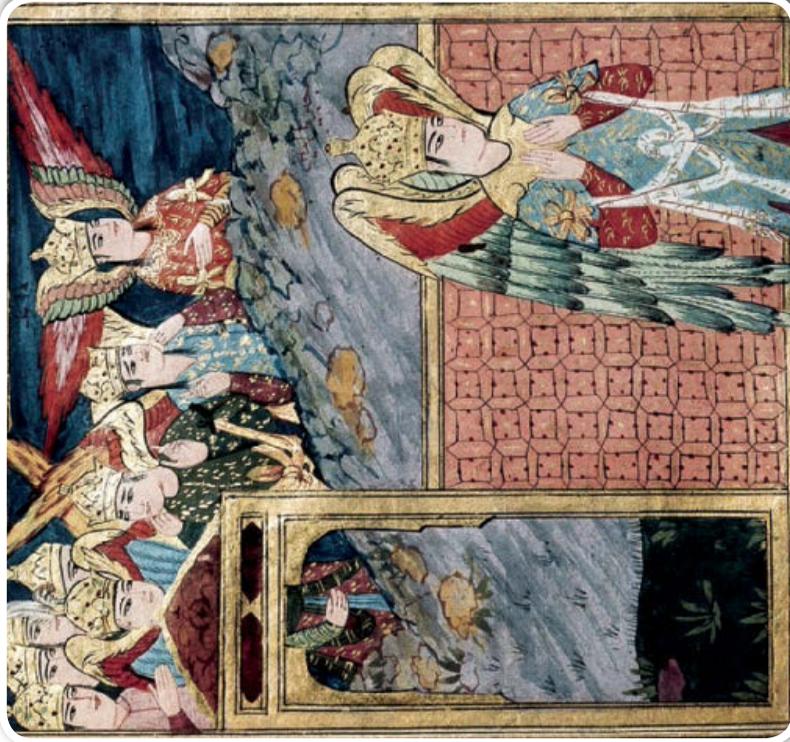
About six hundred years after Jesus lived, Muhammad, the prophet of Islam, was born in the city of Mecca in Arabia. The religion that Muhammad established is called Islam. People who practice it are called Muslims, and their holy book is the Koran.



22

Muhammad was a merchant. He bought and sold things for a living. Because of his work, he traveled and met many people.

The story of Muhammad tells us that one day, while he was in a cave, the angel Gabriel spoke to him. Muhammad left the cave and told his wife about the angel.



23

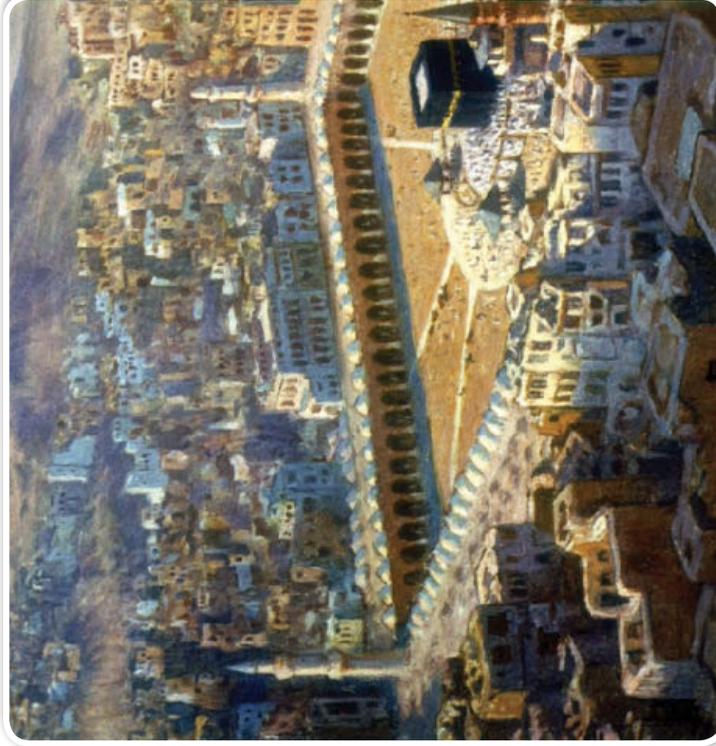
Sometime later, the angel spoke to Muhammad again, and Muhammad began to tell others about the messages he received from the angel. The angel said that there was only one god. The Arabic word for God is Allah.

Some people were angry with Muhammad because they worshipped many gods. And so Muhammad, along with his followers, left Mecca and escaped to a city called Medina.



24

In Medina people began following the teachings of Muhammad. Through these teachings they came to believe in one god. Then in 630 CE, Muhammad returned to Mecca with many of his followers. They destroyed the statues of gods the people there worshipped. Muhammad died two years after his return to Mecca. His followers carried his teachings across the Middle East and beyond.



25

Today, Muslims practice their faith by reading the Koran and praying. Sometimes they go to a mosque, or place of worship.



The month of Ramadan is holy for Muslims, because during that month they remember the words Muhammad received from the angel. At the end of Ramadan, Muslims enjoy a special feast called Eid al-Fitr. The star and crescent are important symbols of Islam.



## Unit Assessment Questions: *Three World Religions*

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Make sufficient copies of the Student Answer Sheet on pages 83–85 of this Teacher Guide for each student. Read each sentence aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. An important leader who helped the Jewish people is \_\_\_\_\_.
  - a) Pharaoh
  - b) Moses
  - c) Mary
2. Moses parted the \_\_\_\_\_ to help the Jewish people escape from Egypt.
  - a) Nile River
  - b) Red Sea
  - c) desert sands
3. A symbol of Judaism is the \_\_\_\_\_.
  - a) 
  - b) 
  - c) 
4. Christmas is a holiday that celebrates the \_\_\_\_\_.
  - a) birth of Jesus
  - b) Exodus from Egypt
  - c) angel speaking to Muhammad
5. Christianity is based on the teachings of \_\_\_\_\_.
  - a) Mary
  - b) Moses
  - c) Jesus

6. A symbol of Christianity is the \_\_\_\_\_.

a)



b)



c)



7. An important city to Muslims is \_\_\_\_\_.

a) Jerusalem

b) Mecca

c) Bethlehem

8. A symbol of Islam is the \_\_\_\_\_.

a)



b)



c)



Name \_\_\_\_\_

Date \_\_\_\_\_

Unit Assessment Student Answer Sheet: Three World Religions

1.

a.



b.

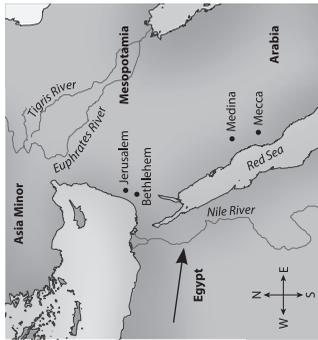


c.

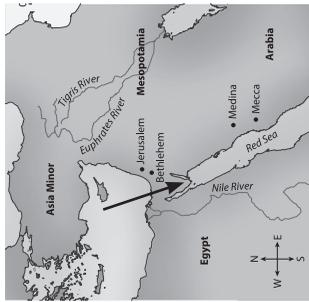


2.

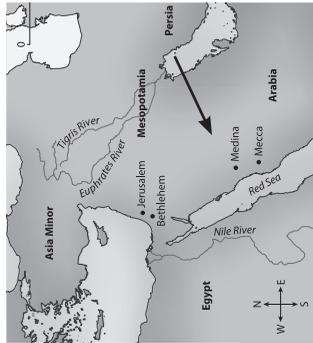
a.



b.

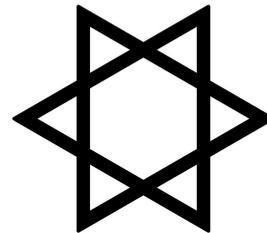


c.



3.

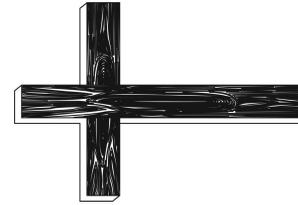
a.



b.



c.



Unit Assessment Student Answer Sheet: Three World Religions

4.

a.



b.



c.



5.

a.



b.

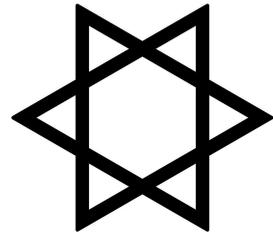


c.



6.

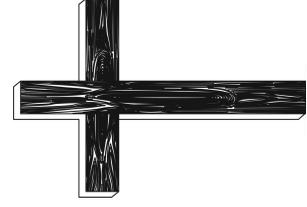
a.



b.



c.



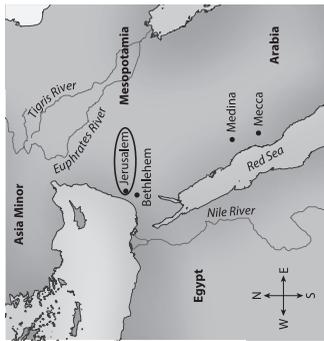
Name \_\_\_\_\_

Date \_\_\_\_\_

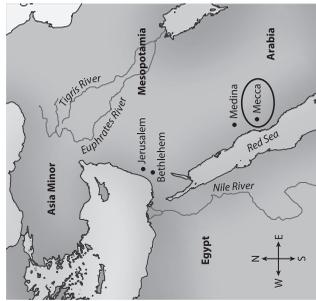
**Unit Assessment Student Answer Sheet: Three World Religions**

**7.**

**a.**



**b.**

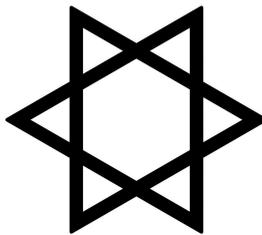


**c.**



**8.**

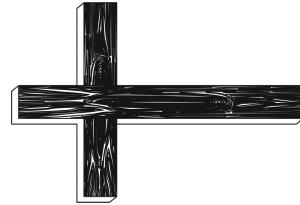
**a.**



**b.**



**c.**



## Performance Task: *Three World Religions*

---

**Materials Needed:** three blank 5" x 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Three World Religions Student Book*

**Teacher Directions:** In this unit, students learned about three world religions that developed in the Middle East and shared a belief in one god. They learned the story of Moses and the Exodus and how the Jewish people escaped from slavery in Egypt. They learned the story of Jesus, who was born in Bethlehem, taught throughout Galilee, and was killed when his followers began to think of him as the messiah and the Roman Empire became afraid of his power. After his death, his followers continued teaching, and Christianity spread. Students also learned about Muhammad, a traveling merchant from Arabia who was visited by an angel. Muhammad believed in one god and spread the messages of the angel to his followers. Members of each of these religions celebrate holidays that help them remember these stories.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the Middle East and the beginnings of three world religions. They will share the sights and stories they have encountered on their journey with their friends and family back home by creating three different postcards on 5" x 8" index cards, one for each of the three world religions.

**Note to Teacher:** To show respect for Islamic teachings, please ask students **not to draw Allah, the angel Gabriel, or Muhammad**. Observing this rule will not only avoid religious offense to Muslims but will also remind non-Muslim students that Islamic artists must limit themselves to words and geometrical figures when making religious illustrations. Images that can be used include the star and the crescent, a mosque, and desert imagery. Explain that this rule in Islam arises from the strict prohibition against the worship of images as opposed to God. Muhammad is not to be portrayed because Islam discourages any possibility that people might worship Muhammad, who is only a prophet—a man inspired by God.

Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about three world religions. Students should identify in their postcards the most important aspects of three world religions that they have learned about that make them exciting to think about.

Have students draw images of three world religions on one side of each card and dictate a brief message about three world religions for the other side.

**Note to Teacher:** We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about three world religions." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

## Performance Task Scoring Rubric

---

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

|                      |  |
|----------------------|--|
| <b>Above Average</b> | <p>Response is accurate and detailed. Student demonstrates strong understanding of three world religions, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none"><li>• Judaism, Christianity, and Islam developed in the Middle East.</li><li>• All three religions share a belief in one god.</li><li>• Moses was an important figure in Judaism who helped the Jewish people escape from slavery in Egypt.</li><li>• A symbol of Judaism is the Star of David.</li><li>• Jesus was an important leader in Christianity who taught people to be kind to one another.</li><li>• The cross is an important symbol of Christianity.</li><li>• Muhammad was an important leader in Islam who taught people the messages from the angel Gabriel.</li><li>• The crescent and star are important symbols of Islam.</li></ul> |
| <b>Average</b>       | <p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of three world religions, noting three of the details listed above.</p>   |
| <b>Adequate</b>      | <p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of three world religions, noting two of the details listed above.</p>   |
| <b>Inadequate</b>    | <p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>  |

## Directions for Making My Passport

If this is the first Grade 1 CKHG unit you have completed with your students, please download and print the Grade 1 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



## Introducing My Passport to Students

**Materials Needed:** sufficient folded copies of Grade 1 My Passport, pencils, glue sticks, thin-tipped markers\*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to My Passport may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

\*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having students use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and other information.

**SUPPORT**—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will visit as they use the Grade 1 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of the place they visited in their passport as a reminder or souvenir of each place they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *Three World Religions*.

## My Passport Activity for *Three World Religions*

**Materials Needed:** personalized copies of Grade 1 My Passport for each student, sufficient copies of the *Three World Religions* Passport Images, pencils, and glue sticks for each student

**Note to Teacher:** Please download and print the *Three World Religions* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Three World Religions* Passport Images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about three world religions. Ask students to turn to page 5 of their passport.

Show students the individual *Three World Religions* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *Three World Religions* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Three World Religions* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to the past stories of *Three World Religions*.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences among those places and three world religions.

Activity Page 1.1

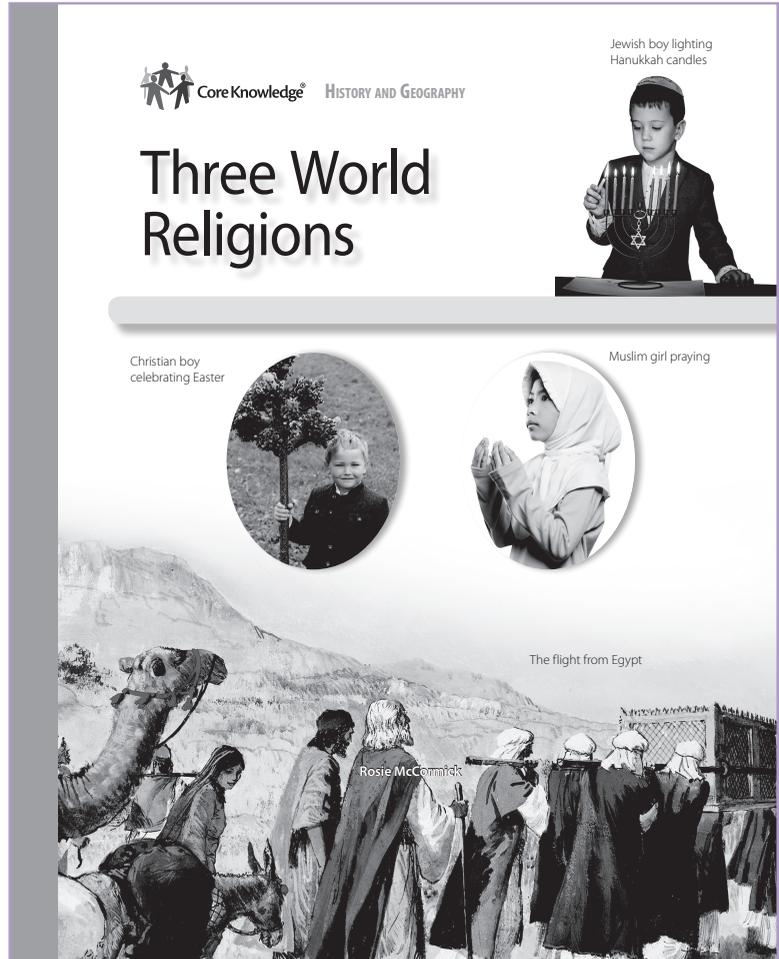
Use with Chapter 1

Letter to Family

Family Member,

As part of our history and geography program, we will soon begin to study three world religions that started in the Middle East: Judaism, Christianity, and Islam. During the next several days, your child will learn more about the history and customs of these religions. Important stories of each religion will be the subjects of our study during this time. Read Alouds will teach about some key customs of these religions, sharing stories of each faith and important celebrations.

As part of the study of world history, the Core Knowledge program introduces students to different world religions at various grade levels. The intent is to provide context and vocabulary for understanding the ways in which world religions have influenced events and ideas in world history. The program presents historical knowledge from ancient times to the present and around the world. The inclusion of world religions in the teaching of world history is comprehensive and balanced over the course of the elementary grades. It is important to understand that Judaism, Christianity, and Islam, the religions presented in this unit, are presented as historical and cultural information rather than in a manner that suggests the merit or correctness of any particular set of religious beliefs.



|                            | Judaism       | Christianity | Islam             |
|----------------------------|---------------|--------------|-------------------|
| <b>Symbol(s)</b>           | Star of David | Cross        | Star and Crescent |
| <b>Name of holy book</b>   | Torah         | Bible        | Koran             |
| <b>Building of worship</b> | Synagogue     | Church       | Mosque            |

|                           | <b>Judaism</b>                                      | <b>Christianity</b> | <b>Islam</b>           |
|---------------------------|---|---------------------|------------------------|
| <b>Sample holidays</b>    | Rosh Hashanah<br>Yom Kippur<br>Passover<br>Hanukkah | Christmas<br>Easter | Ramadan<br>Eid al-Fitr |
| <b>Key story</b>          | Exodus  | Life of Jesus       | Muhammad and the angel |
| <b>Name of key figure</b> | Moses   | Jesus               | Muhammad               |

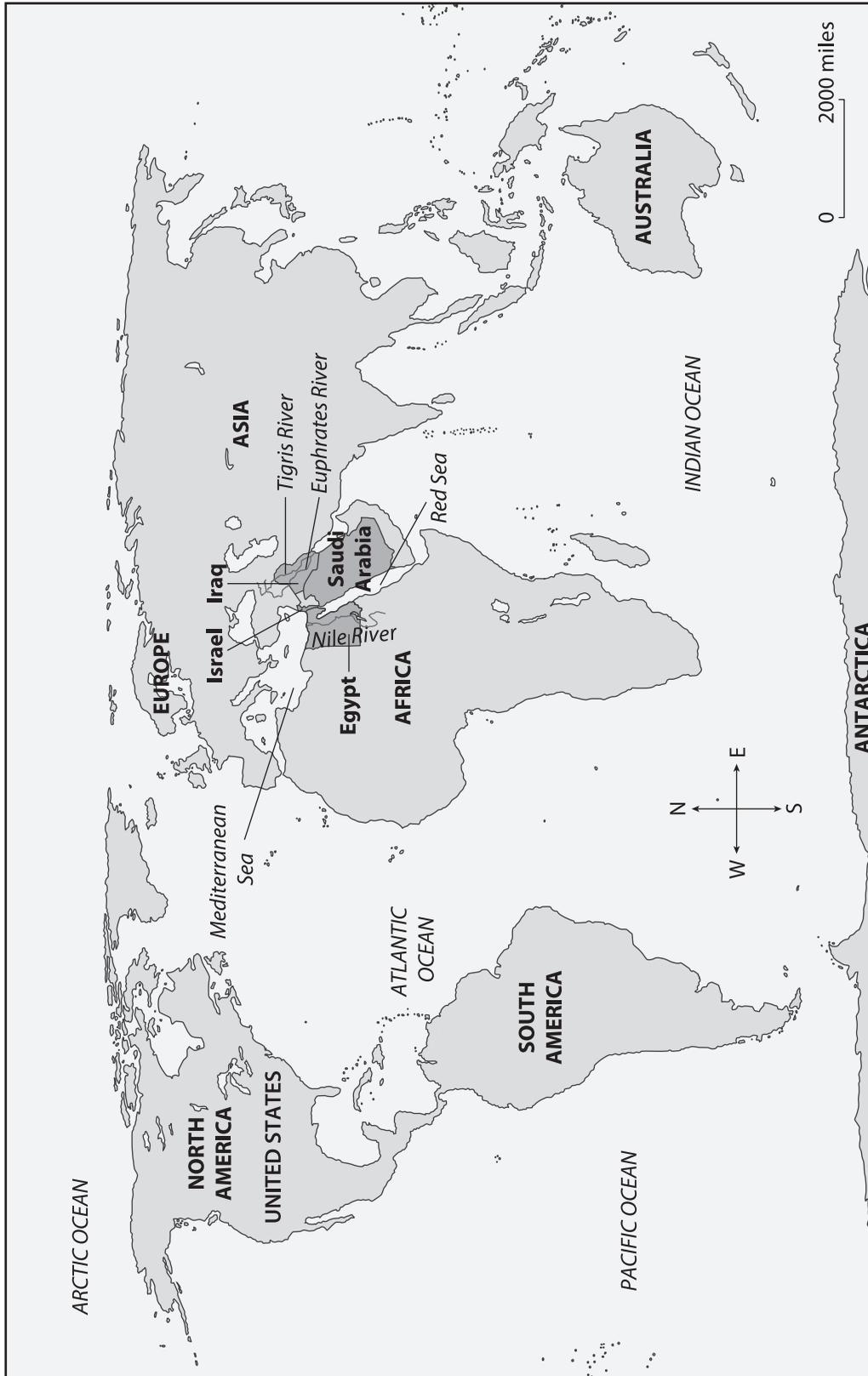
Within the chapters, the goals of the Read Alouds are to foster understanding and respect for others through teaching students some very basic similarities and differences among world religions. The development of each religion is presented in a balanced and respectful manner within the context of the historical events and ideas of the times. Sometimes students have questions about the truth of beliefs or religion. If this occurs, we will encourage them to discuss these questions with you. These questions are natural, and we encourage an understanding that people of different faiths believe different things to be true and that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

Name \_\_\_\_\_

Date \_\_\_\_\_

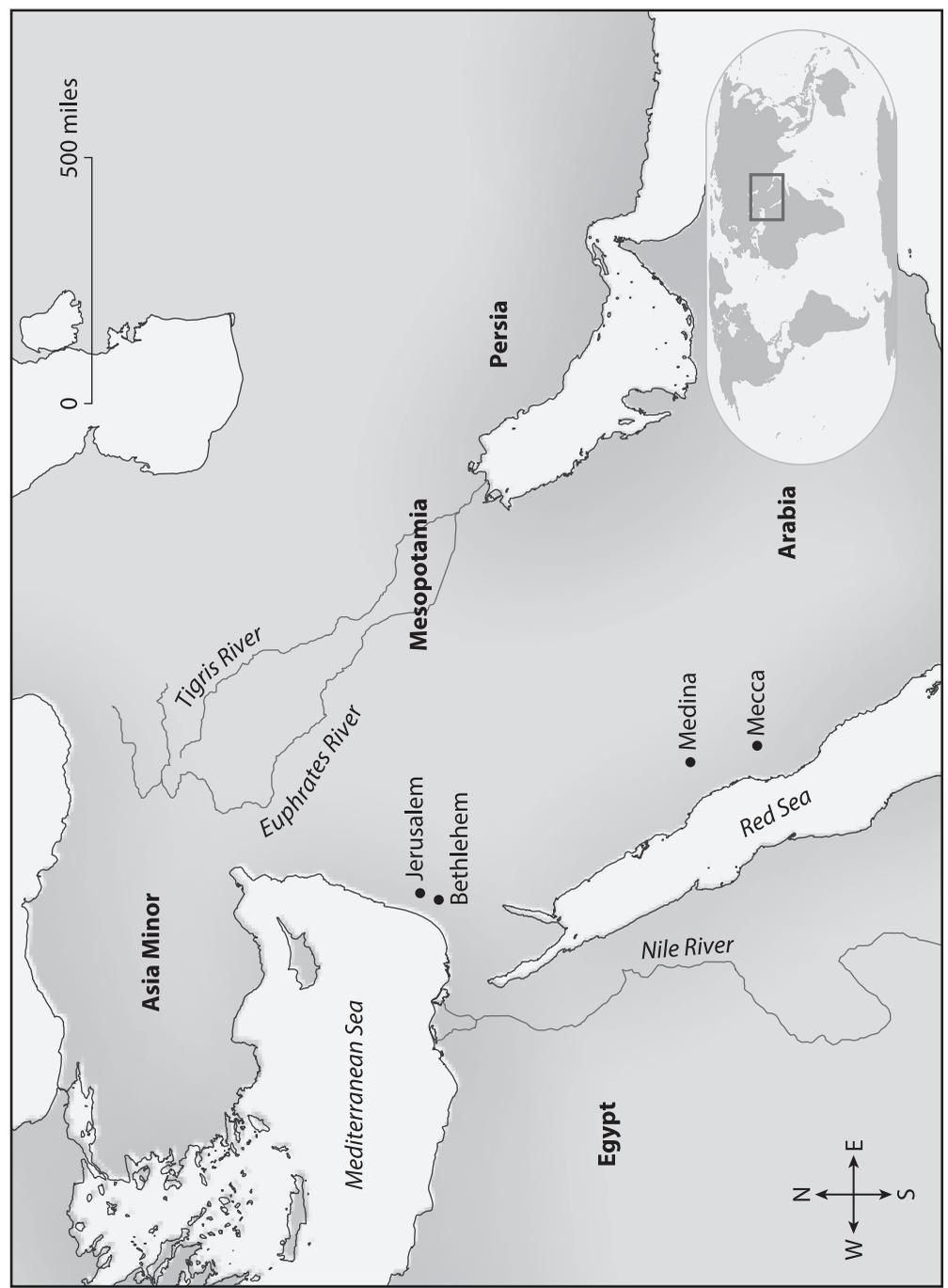
### World Map



Date \_\_\_\_\_

Name \_\_\_\_\_

### Map of the Ancient Middle East



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.1

Use with Chapter 3

### The Life of Moses

- 1.** The baby Moses was found floating down the Nile in a basket.
- 2.** Moses grew up as a prince of England.
- 3.** Moses saw a burning bush.
- 4.** God told Moses to lead his people out of Egypt.
- 5.** God sent soldiers to free the Jewish people in Egypt.
- 6.** The Jewish people escaped when the Red Sea was parted.

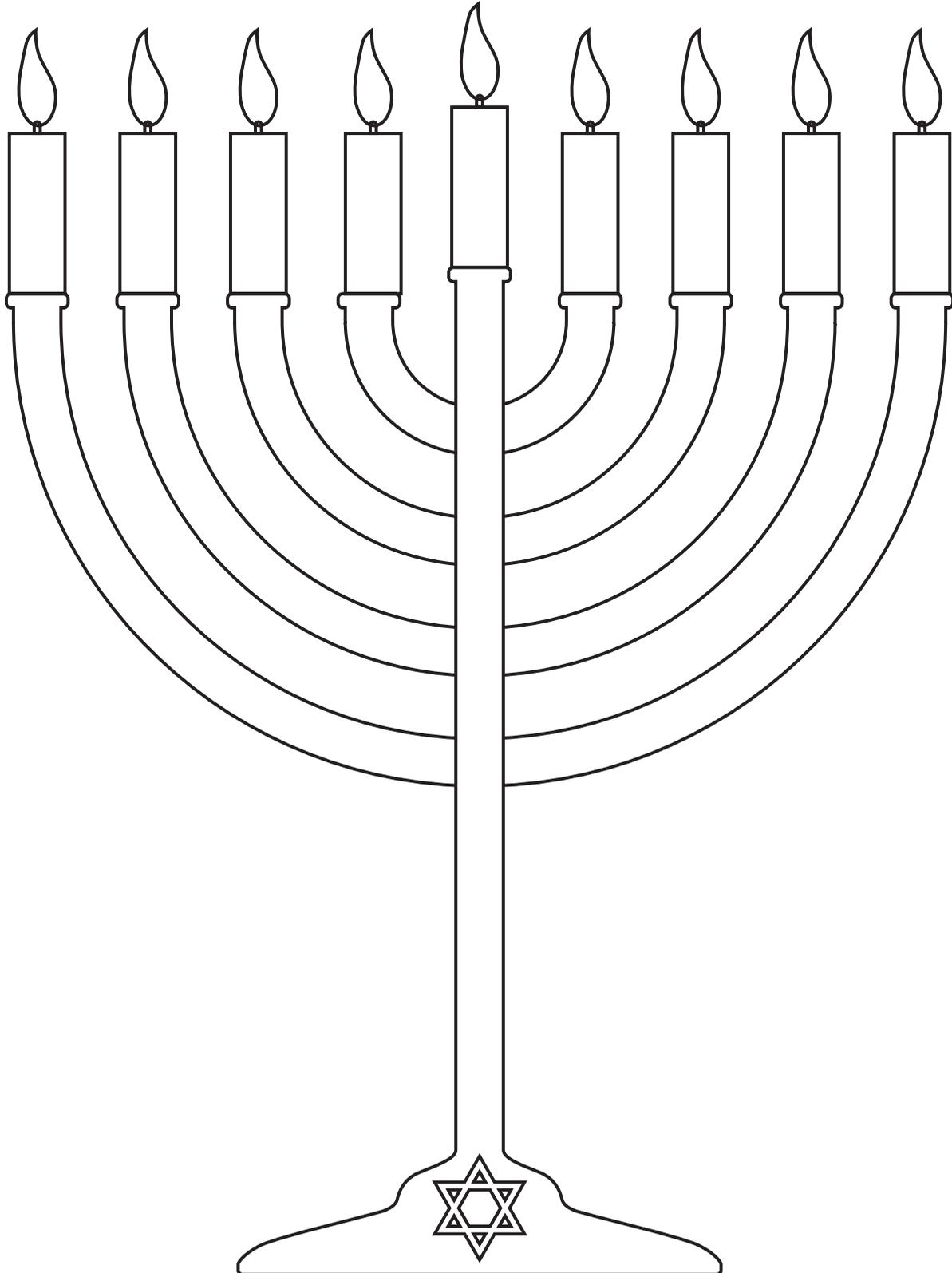
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.2

Use with Chapter 3

Hanukkah



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 5.1

Use with Chapter 5

Islam

1. The holy book of Islam

Allah

2. The Arabic word for God

Mecca

3. A time of fasting

Feast

4. City where Muhammad lived

Koran

5. Symbols of Islam

Star and crescent

6. A way Muslims celebrate the  
end of Ramadan

Ramadan

Name \_\_\_\_\_

Date \_\_\_\_\_

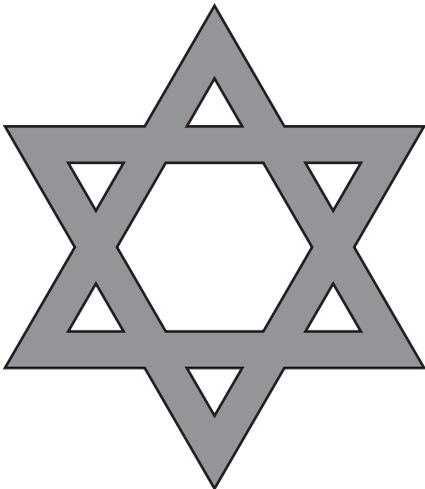
Activity Page 5.2

Use with Chapter 5

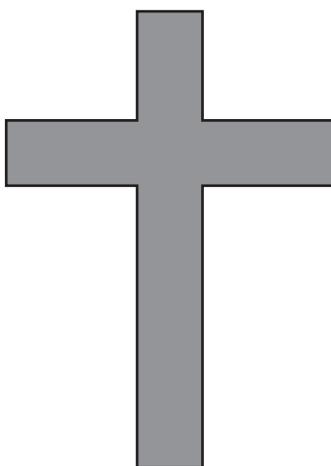
Symbols of Three World Religions



Christianity



Islam



Judaism

## Answer Key: *Three World Religions*

---

### Unit Assessment

(pages 81–82)

1. b 2. b 3. a 4. a 5. c 6. c 7. b 8. b

### Activity Pages

#### The Life of Moses (AP 3.1)

(page 95)

Students should cross out statements 2 and 5.

#### Islam (AP 5.1)

(page 97)

1. Koran
2. Allah
3. Ramadan
4. Mecca
5. Star and crescent
6. Feast

#### Symbols of Three World Religions (AP 5.2)

(page 98)

Islam, Judaism, Christianity



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Reading the Torah in front of a stained glass window depicting the Star of David and the Ten Commandments (photo) / Godong/UiG / Bridgeman Images: 38b, 74c, Passport Images  
Roman Yanushevsky / Alamy Stock Photo: Cover A, 16a, 91a  
Schematic View of Mecca, showing the Qua'bah, from a book on Persian ceramics (print), Persian School / Private Collection / The Stapleton Collection / Bridgeman Images: 54, 78a  
Steve Hamblin / age fotostock / SuperStock: 58d, 80d, 81b, 82b, 82e, 83h, 84h, 85e, Passport Images  
Tetra Images / SuperStock: 50d, 77e, Passport Images  
The Archangel Gabriel inspiring Mohammed in the mosque of Medina (gouache on paper), Ottoman School, (18th century) / Museum of Turkish and Islamic Art, Istanbul, Turkey / Photo © ALSA / Bridgeman Images: 55, 78b, 84c  
The Flight of Muhammad to Medina, illustration from 'The Outline of History' by H.G. Wells, Volume II, published in 1920 (colour litho), Michael, Arthur C. (d.1945) (after) / Private Collection / Photo © Ken Welsh / Bridgeman Images: i, iii, 56, 79a  
The Last Supper, Carducho, Bartolomé (1560-1608) / Prado, Madrid, Spain / Bridgeman Images: 49, 77a, 84f  
The Mother of Moses, c.1860 (oil on canvas), Solomon, Simeon (1840-1905) / Delaware Art Museum, Wilmington, USA / Bequest of Robert Louis Isaacson / Bridgeman Images: 27, 70b  
The Picture Pantry / The Picture Pantry / SuperStock: 38c, 74d  
The Plagues of Egypt. Tenth plague: death of firstborn. Engraving by Dore. coloured., Dore, Gustave (1832-83) / Private Collection / Tarker / Bridgeman Images: 34, 72b  
The shepherds finding the infant Christ lying in a manger, Hole, William Brassey (1846-1917) / Private Collection / © Look and Learn / Bridgeman Images: 47, 76a, 83c, 84a, 84d  
The taking of Jerusalem by the Romans under the direction of Titus, Scarpelli, Tancredi (1866-1937) / Private Collection / © Look and Learn / Bridgeman Images: 45, 75a  
View of Mecca. Illustration from La Vie de Mohammed, Prophete d'Allah (The Life of Mohammed, Prophet of Allah). / Universal History Archive/UiG / Bridgeman Images: 57, 79b  
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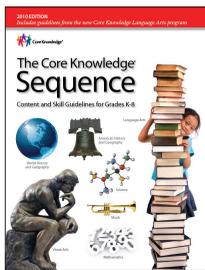
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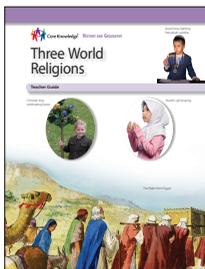
### Three World Religions

Core Knowledge History and Geography 1



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