

What are the similarities and differences between the major world religions?

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Overview:

Over a 5 to 10-day period, students engage in a gallery walk and complete a graphic organizer about world religions. They research and discuss religions in groups, present their findings to the class, and work on related assignments. They then create and present slideshows based on discussions, reflect individually, and prepare for a final assessment using a study guide. As an extension, students read graphic novels about different religions and analyze their alignment with respective beliefs.

Objectives:

Students will be able to:

1. Identify the three Monotheistic (Abrahamic) Religions
2. Compare commonalities of the three monotheistic religions.
3. Assimilate the similarities and differences between the religions of the world using a chart.
4. Students will create a presentation to share their findings with the class in small groups.

MI SS Standards:

- 7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.
- 7 – W3.2.2 Locate the geographical center of major religions and map the spread through 1500 CE.

Time Required: 5-10 days

Recommended Grade Level(s): 7th

Preparation & Resources

- [SS070405.edited](#)
- [CHART-World Religions--An Overview](#)
- [CHART KEY.pdf](#)
- [World Religion DBQs](#)
- [StudentInfo-World Religions DBQ](#)
- [Chart Reflection Question](#)
- [GN-World Religions-Festival of Lights.pdf](#)
- [GN-World Religions- Lesson Learned.pdf](#)
- [STUDY GUIDE WORLD RELIGIONS](#)
- [World Religions Assessment](#)

- [KEY--World Religions Assessment](#)

Procedure:

1. Engage – Day 1

- a. Complete a small group gallery walk with the students
[Teacher Toolkit: Gallery Walk](#)
 - i. [CHART-World Religions--An Overview](#)
- b. Students will use some prior knowledge to complete the column on the graphic organizer in which they started their gallery walk

2. Explore – Day 2

- a. Students will continue working in groups using the [Background-World Religions\(1\).pdf](#) to complete the graphic organizer
- b. Students will also refer to their text and other resources to finalize their column.

3. Explain – Day 3-4

- a. Teachers will facilitate discussions of each of the religions as the students present their findings to the class. This will make sure that the students acquire the correct information. (**Formative Assessment**)
- b. Students will work in groups to complete the DBQs
[World Religion DBQs](#)
[StudentInfo-World Religions DBQ](#)

4. Elaborate – Day 5-6

- a. Students will create a slideshow of their religion using the additional information gathered through the discussion. A rubric will be provided.
[Wilson-"World Religion Slide Show Project](#)
- b. Slideshows will be presented to the class. (**Formative Assessment**)

5. Evaluate – Day 7-9

- a. Students will complete the reflection chart independently
[Chart Reflection Question](#) (**Formative Assessment**)
- b. Students will be given a review to assist in their preparation for the assessment.
[STUDY GUIDE WORLD RELIGIONS](#)
- c. Assessment (**Summative Assessment**)
[World Religions Assessment](#)
[KEY--World Religions Assessment](#)

6. Extension – Day 10

- a. Students will read one of the graphic novels.
[GN-World Religions-Festival of ILghts.pdf](#)

[GN-World Religions- Lesson Learned.pdf](#)

- b. Students will explain how the graphic novel supports the beliefs of the religion to which it pertains.