| **Religion**Introduction | **Celebrations, festivals, ceremonies and customs** | **Sacred writings, stories and key figures** | **Beliefs** | **Sacred places, worship and symbols** | **Moral values and attitudes** | **Activities, Challenges, and Resources**[**Blank World Map**](http://www.worldatlas.com/aatlas/worldout.htm) |
| --- | --- | --- | --- | --- | --- | --- |
| **Hinduism**RH 9-101-3,9 (creation)WHST 9-102.a,b,d,e,f, 6 [Story of Hinduism](http://www.youtube.com/watch?v=6AYL9_-PQyQ&list=PLF1A6FD2E223FA9D6&index=1&feature=plpp_video) [Hindu Gods](http://www.youtube.com/watch?v=tULCLh_22zQ&feature=autoplay&list=PLF1A6FD2E223FA9D6&playnext=1) [Hindu Triune--Brahama/Shiva/Vishnu](http://www.youtube.com/watch?v=NmlyplIueJw&feature=BFa&list=PLF1A6FD2E223FA9D6) [Ganesh](http://www.youtube.com/watch?v=Js-z2IrswMA&feature=BFa&list=PL15B716879909E838) [Holi-Festival of Colors to celebrate spring](http://www.youtube.com/watch?v=lAl-63Pg6vQ&list=PLvzOwE5lWqhQg36uOEhCSeVDgaUzp0C3S&index=6&feature=plpp_video) [Explanation of the Hindu Gods](http://www.youtube.com/watch?v=-CpgCtU6woI) [Concept of God in Hinduism](http://www.youtube.com/watch?v=W9Fezg2Ss5E) [9 Core Beliefs of Hinduism](http://www.youtube.com/watch?v=J7vXgAbnb9s) [How to Drape a Sari (1)](http://www.youtube.com/watch?v=Z1XbPDqF0GQ) [How to Drape a Sari (2)](http://www.youtube.com/watch?v=ULSZyE6Q5LE)* [How to Have a Puja at Home](http://www.youtube.com/watch?v=Pbxlh8oRNWU)
* [Beginning and End of Universe](http://www.youtube.com/watch?v=02pyQOD6KMM)
* [The Universe is an Illusion](http://www.youtube.com/watch?v=Byqy249bXkc)
* [Hindu Creation Story](http://www.youtube.com/watch?v=Y9yWwFWpbRo)
* [Hindu Cosmology--Part 1](http://www.youtube.com/watch?v=jmeQB2XkyqA)
* [Hindu Cosmology--Part 2](http://www.youtube.com/watch?v=9IZg3NPbmQM)
* [Hindu Cosmology--Part 3](http://www.youtube.com/watch?v=HkV8kR9h3ss)
* [Hindu Cosmology--Part 4](http://www.youtube.com/watch?v=sGcKP8vJbxs)
* [Hindu Cosmology--Part 5](http://www.youtube.com/watch?v=qYWQ1_wwCtU)
* [Ramayana](http://www.youtube.com/watch?v=MC6KcJnABG8)
 | * identify major festivals and relate each to the beliefs they celebrate
* identify at least one unique custom of the religion
* show some understanding of the **Sacred Thread** ceremony as the initiation into the first of the four traditional stages of life of the **twice born** Hindu
* show some understanding of the role of **Lakshmi** in the celebration of **Divali**;
 | * show some understanding of the beliefs reflected in stories relating to the cycle of creation, maintenance and destruction of the world
* be able to identify the role of the key characters in the **Ramayana (Rama, Ravana, Hanuman, Sita, Lakshmana)**
* be familiar with stories about **Krishna** with a particular focus on those associated with his childhood and adolescence
* know the story(s) of creation
 | * understand the nature of Hinduism as both polytheistic and monotheistic; a supreme power that may be represented in a variety of ways (ishta deva)
* have some understanding of **Brahma**, **Vishnu** and **Shiva** as the main representations of **Brahman**, and of the "families" associated with them
* have some understanding of the concept of **avatars** associated with **Vishnu** and that **Rama** and **Krishna** are the two main avatars
 | * be aware of the concept of the **ishtadeva**
* recognize and show some understanding of the symbolism associated with the main **deities**
* be aware of the pattern of morning **puja** and of religious practices associated with food and how they influence Hindu family life
 | * show some understanding of the concept of **dharma** with particular reference to **varna**
* compare and contrast the family life of a an average American family with that of a Hindu family, showing understanding of the role of **dharma** within Hindu family life as reflected in the **Ramayana**
 | Introduction* [Overview](http://resources.woodlands-junior.kent.sch.uk/homework/religion/hinduism.htm)
* [Festivals](http://resources.woodlands-junior.kent.sch.uk/homework/religion/hindufestivals.htm)
* [Diwali](http://resources.woodlands-junior.kent.sch.uk/homework/religion/diwali.htm)
* [Recipes for Dewali](http://www.diwali.co.uk/recipes.htm)
* [Hindu Recipes](http://www.bhojan.org/dynamic/index.php)
* [Glossary of Hindu Words and Terms](http://www.religionfacts.com/hinduism/glossary.htm)
* [Hindu Concept of God as both One, Many, and None](http://www.hindunet.org/god/concept/index.htm)
* [Puja](http://www.hinduwebsite.com/puja.asp)
* [Varna (class system)](http://www.hindupedia.com/en/Varna_Ashrama_Dharma)
* [General Info on Hinduism](http://www.hinduwebsite.com/hinduintrod.asp)
* [Hindunet](http://www.hindunet.org/)
* [Hindupedia](http://www.hindupedia.com/en/Main_Page)
* [Creation](http://www.jcu.edu/bible/101/Readings/Hinduism/India.htm)

Challenge #1—Individual: Create a display that shows the relationships among the major gods/goddesses (avatars) in Hinduism.2 daysChallenge #2—Individual: Create an illustrated dictionary of Hindu terms. Include any terms you find throughout the unit that are new to you or are used in a new way. Also include in your dictionary a map of the major world centers of Hinduism.OngoingChallenge #3—Group: Create a multimedia presentation using at least 3 tales from the Ramayana. In your presentation, tell the tales and compare/contrast the themes of the 3 tales with the modern world. Are these themes still relevant?4 daysChallenge #4—Group: Identify at least 5 basic beliefs of Hinduism and apply those beliefs to life at Twinfield. Show how people would behavior here if they practiced those 5 beliefs.3 daysChallenge #5—Individual: Cook Dewali festival foods and bring to class to share. This is for extra credit points (up to 10 points possible) and may be completed any time during the Hinduism unit. |
| **Buddhism**CCSSRH 9-103,6, 9 WHST 9-102.a,b,d,4, 6, 7, 10View: Little Buddha* [**OM Chant**](http://www.youtube.com/watch?v=R6V85er9VXc&feature=related)
* [Basic Buddhist Teaching](http://www.youtube.com/watch?v=O0Q1lrxQlMU)
* [Chanting--short](http://www.youtube.com/watch?v=633eH4yajHE)
* [Om Mani Padme Hum](http://www.youtube.com/watch?v=bk6q0zxa4xQ&list=PLCF26FE13803C0F29)
* [Japanese Heart Sutra](http://www.youtube.com/watch?v=5UGln73LzoM&list=PLCF26FE13803C0F29)
* [Amitabha](http://www.youtube.com/watch?v=gtOlT-VvmsI&list=PLCF26FE13803C0F29)
 | * identify major festivals and relate each to the beliefs they celebrate
* identify at least one unique custom of the religion
* examine Buddhist food customs and explain how these relate to the belief system
 | * be familiar with stories about the birth of the **Siddartha Gautama**
* be aware of the **Tripitake** and the three kinds of writing it contains
 | * be aware that Buddhism does not require belief in God
* be familiar with beliefs related to **Gautama Buddha**
* examine the beliefs of the Three Jewels, the Four Noble Truths, and the Eightfold Path
* examine Buddhist cosmology
 | * have some understanding of the significance of Tibetan Buddhist **temple** decoration and artifacts
* be aware of the significance of some of the hand positions of the **Buddha**
 | * have an insight into the causes of suffering and its removal, i.e. a basic understanding of the **Four Noble Truths**
* be able to give a simple explanation of the value of the **Noble Eightfold Path**
* choose a current public controversy and apply the principles of the **Eightfold Path**
 | Introduction* [Overview](http://resources.woodlands-junior.kent.sch.uk/homework/religion/buddhism.htm#buddha)
* [Festivals](http://resources.woodlands-junior.kent.sch.uk/homework/religion/buddhistfestivals.htm)
* [Life of the Buddha](http://www.souledout.org/wesak/storybuddha.html)
* [PBS video-The Buddha (2 hours)](http://video.pbs.org/video/1461557530)
* [Spread of Buddhism](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g6_u7/index.html#top)
* [Modern Buddhism](http://dharmastudy.org/?page_id=478)
* [Cosmology](http://web.ccsu.edu/astronomy/tibetan_cosmological_models.htm)

Challenge #1—Individual: Create a “Guide to Buddhism” that explains the Four Noble Truths, the Three Jewels, and the Eightfold path, as well as at least 5 hand mudras. (This may be a multimedia presentation).2 daysChallenge #2—Individual: Create an illustrated dictionary of Buddhist terms. Include any terms you find throughout the unit that are new to you or are used in a new way. Also include in your dictionary a map of the major world centers of Buddhism.OngoingChallenge #3—Group: Choose a current topic of public controversy and apply the principles of the Eightfold Path. How might the controversy change of all parties involved used these principles in their interactions? Present your findings in the format of your choice.4 daysChallenge #4—Individual: Retell one of the stories of Siddhartha in a modern context, being careful to keep the same theme.1 dayChallenge #5—Individual: Create an illustrated children’s book telling one of the Buddhist stories of creation. . This is for extra credit points (up to 10 points possible) and may be completed any time during the Buddhism unit. |
| **Judaism**3/18-4/5View: The Ten Commandments (field trip)* [Yom Kippur News clip from Jerusalem](http://www.youtube.com/watch?v=uN0nxloYHC4)
* [Yom Kippur Prayer (chanting)](http://www.youtube.com/watch?v=q-urKjulnXQ)
* [Wailing Wall](http://www.youtube.com/watch?v=BC7FHnPJ4xU)
* [The Covenant](http://www.youtube.com/watch?v=4yGyLdKF_-I)
* [Sacrifice of Isaac (cartoon)](http://www.youtube.com/watch?v=i7Ieqm1XKBk)
 | * identify major festivals and relate each to the beliefs they celebrate
* identify at least one unique custom of the religion
* be able to describe and explain the beliefs, ceremonies and customs associated with the celebration **of Rosh Hashanah** and **Yom Kippur**
* understand the symbolism of the **Passover** meal
 | * know the stories of Abraham, Isaac, Jacob, Joseph, David, and Solomon
* know stories which show how **Moses** became the leader of his people and helped them to escape from Egypt (Passover)
* know the significance of the Torah (Pentatuch) and the Talmud in Jewish life
* know the story(s) of creation
 | * be able to describe what Jews believe about the future in terms of personal survival and expectations of the **Messiah**
* understand the basic belief that the Jewish people are the Chosen of God (Abraham)
 | * understand the symbolism of the **Seder** meal (Passover) understand the significance of Israel, Jerusalem, The Temple Mount, and the Wailing Wall (The Western Wall)
* be able to identify the major symbols of Judaism and their importance
 | * show some understanding of the **Ten Commandments** and be able to discuss their appropriateness
* apply the beliefs embodied in the **Ten Commandments** to a contemporary social/moral situation
* explain how the belief in the Covenant impacts current political affairs in the Middle East
 | Introduction* [Overview](http://resources.woodlands-junior.kent.sch.uk/homework/religion/jewish.htm)

Map* [Torah](http://www.jewfaq.org/torah.htm)
* [The Seder Plate (slideshow)](http://www.rd.com/slideshows/the-traditional-foods-of-passover/#slideshow=slide1)
* [Haroset Recipe](http://recipes.kaboose.com/haroset.html)
* [Major Symbols](http://www.jewfaq.org/signs.htm)
* [Creation 1](https://www.bible.com/bible/111/gen.1.niv) and [Creation 2](https://www.bible.com/bible/111/gen.2.niv)

Challenge #1—Individual: Create a travel guide-- *Jewish Sacred Sites in the Middle East*. You MUST include Israel, Jerusalem, The Temple Mount, and the Wailing Wall (The Western Wall). You should include AT LEAST 4 other sites of your choosing. 2 days Challenge #2—Individual: Create an illustrated dictionary of Jewish terms. Include any terms you find throughout the unit that are new to you or are used in a new way. Also include in your dictionary a map of the major world centers of Judaism.OngoingChallenge #3—Group: Demonstrate how the Jews’ belief in the Covenant impacts current political affairs in the Middle East, especially as it applies to Israel and Palestine.4 daysChallenge #4—Group: Retell a story from Genesis. Be sure the theme is clear and consistent with the original version.3 daysChallenge #5—Individual: In poster form (for the bulletin board), write your own 10 Commandments. Consider the themes and purpose of the original when your construct your own. Be prepared to explain your choices and to answer questions about your items.OngoingChallenge #6—Individual: Cook Passover festival foods and bring to class to share. This is for extra credit points (up to 10 points possible) and may be completed any time during the Judaism unit. |
| **Christianity**4/5-4/19View: [Jesus: The Movie (preview) FIELD TRIP](http://www.youtube.com/watch?v=EWYuIe8ftHA)* [Intro to Christianity](http://www.youtube.com/watch?v=Ut-UOhY0s8E)
* [Early Christian Art](http://www.youtube.com/watch?v=rtmjwXf28Zs)
* [Gothic Cathedrals of Europe](http://www.youtube.com/watch?v=O5Z1gxGhRQQ)
 | * identify major festivals and relate each to the beliefs they celebrate
* identify at least one unique custom of the religion
* be able to describe and explain the beliefs, ceremonies and customs associated with the celebration Easter
 | * understand how the current Bible was constructed
* be able to explore the issues which are raised when considering creation, virgin birth, **miracles** and **resurrection**
* show a basic knowledge of the main events in the life of **Jesus**
 | * show an understanding of the concept of the Trinity
* be able to outline the key beliefs of Christianity: 1) how does one become a Christian; 2) how should Christians behave; 3) what happens after death
 | * be aware of a range of Christian symbols and their significance
* recognise the **Lord's Prayer** as a central Christian tradition and have some understanding of its terminology
* show an understanding of **Communion**
 | * explain a Christian perspective on a current social/moral issue and tie it to specific Christian beliefs
* apply the moral of a parable of Jesus to a current social, economic or political issue
 | Introduction* [Overview](http://resources.woodlands-junior.kent.sch.uk/homework/religion/christian.htm)
* [The Resurrection](http://www.christianbiblereference.org/story_Easter.htm)

MapChallenge #1—Individual: Tell the story of the life of Jesus by choosing some of the main events and telling the stories. You should choose important events that, taken as a whole, give the reader an idea of the beliefs of Christianity and how it is different from Judaism.2 daysChallenge #2—Individual: Create an illustrated dictionary of Christian terms. Include any terms you find throughout the unit that are new to you or are used in a new way. Also include in your dictionary a map of the major world centers of Christianity.OngoingChallenge #3—Group: Apply the moral of a parable of Jesus to a current social, economic or political issue. How would the situation change if everyone involved behaved according to the principles of the parable? Be prepared to present your product to the class.4 daysChallenge #4—Individual: Present the key beliefs of Christianity: 1) how does one become a Christian; 2) how should Christians behave; 3) what happens after death.2 daysChallenge #5—Individual: Create a piece of art that illustrates and explains some of the major symbols of Christianity. This is for extra credit points (up to 10 points possible) and may be completed any time during the Christianity unit. |
| **Islam**4/29-5/17View: Video in my cabinet? PREVIEW* [Call to Prayer (Azan) in Mosque](http://www.youtube.com/watch?v=shWHMdFR3Gs)
* [Call to Pray with pictures of Mosques](http://www.youtube.com/watch?v=mUHDYlJHaOQ&feature=related)
* [Ramadan/Mecca 2012/1433](http://www.youtube.com/watch?v=__F26I2ceb0)
* [Ramadan crowds (long)](http://www.youtube.com/watch?v=1FVvw57l5YA)
* [Muslim Art and Architecture](http://www.youtube.com/watch?v=D9Z5wZvjpk0)
* [Haggia Sophia Mosaics](http://www.youtube.com/watch?v=xp1_ZU8FOic)
* [Sound only](http://www.ziyaraat.net/intro.asp)
 | * identify major festivals and relate each to the beliefs they celebrate
* identify at least one unique custom of the religion
* identify the historical and religious background for **Ramadan**
* be able to describe and explain the duties during the month of **Ramadan**
* show awareness of what is involved in fasting in a non-Muslim society
 | * be familiar with the principal stories about **Ibrahim** and **Ishmael**
* know an outline of the life of Prophet **Muhammad**
* know some stories about the Prophet **Muhammad**
* understand the respectful handling of the **Qur'an** and the tradition of memorization
* be aware that Muslims use the **Qur'an** as their guide for living
 | * know that Muslims believe in One God and that the Arabic word for God is **Allah**
* be aware of the **Five Pillars** of Islam
* be aware of the special status of **Muhammad** as Messenger of God
* be familiar with the beliefs about death and **judgment** expressed in funeral rites
 | * show knowledge and understanding of the beliefs reflected in the customs of **Hajj**
* identify the significance of **Madina**, **Makka** and **Jerusalem** for Muslims
* be able to describe and explain the role of the **mosque** in the life of a Muslim
* be aware of the importance of the **Ka'ba** in **Makka** for Muslims
 | * show an understanding of the relationship between belief and action in the lives of Muslims
* examine a social/moral issue from an Islamic perspective
* be aware of general Islamic moral requirements, including the prohibition of alcohol, gambling and **usury**
 | Introduction* [Overview](http://resources.woodlands-junior.kent.sch.uk/homework/religion/Islam.htm)
* [The Story of Muhammad](http://www.awesomestories.com/religion/muslim-islam)

Map* [Islamic Dictionary](http://www.islamic-dictionary.com/)
* [Hajj](http://www.islamic-dictionary.com/what-is-islam/five-pillars-islam-pilgrimage-hajj)
* [Five Pillars of Islam](http://www.islam101.com/dawah/pillars.html)
* [How to Pray (PPT)](http://www.islam101.com/dawah/learn_to_pray.htm)

Challenge #1—Challenge #2—Individual: Create an illustrated dictionary of Muslim terms. Include any terms you find throughout the unit that are new to you or are used in a new way. Also include in your dictionary a map of the major world centers of Islam.OngoingChallenge #3-- Examine a current social/moral issue at Twinfield from an Islamic perspective. Present your findings in class.4 daysChallenge #4-- |
| **Conclusion and Final Projects**5/20-end of year |  |  |  |  |  | [Jews and Muslims in Medina](http://www.pbs.org/muhammad/ma_jews.shtml)[The Dome of the Rock](http://witcombe.sbc.edu/sacredplaces/domeofrock.html) |

**Devali (Deweli) Recipe**

|  |
| --- |
| Sweet Kozhakatai (Sweet Rice Modakam)Submitted By:  lalitha**Preparation Time:**  00:15:00**Cooking Time:**  00:20:00**Servings:**  4 http://www.bhojan.org/dynamic/images/px.gif |

Ingredients

1 Coconut (grated)
2 cups Jaggery (molasses)
4 cups Rice Flour
2.5 cups Water
2 teaspoons Cooking Oil

Direction For Cooking

**Preparation of Filling:**

Melt jaggery in a pan.  Add grated coconut.  Stir until thick.  Leave to cool.

**Preparation of Shell:**

In another pan boil water.  Add two tea spoons of oil.  Add rice flour and stir continuously, until it thickens.  Remove from the stove.

**Cooking:**

Wet palm and fingers with few drops of cooking oil and shape balls of the cooked flour into small cups, fill them with one table spoon of filling and close the flour cup.  Make cups until all the flour and filling are completed.

Place the modakam balls in a slightly greased idly plate or an ordinary stainless steel plate and place it in a pressure cooker or vessel with boiling water.

Steam for 12 minutes.  Cool for 5 minutes.  Eat warm.

Suggested Accomaniments:  Salt Kozhakatai

**Potato Latkes**

**Ingredients**

* 2 pounds russet potatoes
* 1 small yellow onion
* 3 tablespoons matzo meal
* 1 large egg, lightly beaten
* 1/4 teaspoon baking powder
* 2 teaspoons kosher salt
* Vegetable oil, for frying
* 1 tablespoon chopped fresh herbs, such as chives or parsley, for garnish
* Sour cream, for serving
* Spiced Apple-Pear Sauce, for serving

**Directions**

Peel the potatoes and shred them in a food processor fitted with the shredding blade; transfer the potatoes to a large bowl as the food processor fills up. Repeat with the onion. Transfer the onion to the bowl with the potatoes and stir in the matzo meal, egg, baking powder and salt.

Fill a large skillet with 1/2 inch oil. Heat over medium-high heat until the oil is very hot but not smoking. To test if the oil is hot enough, drop a small piece of potato into the oil; if the potato sizzles steadily, the oil is ready.

Working in batches, scoop the potato mixture by 1/4-cupfuls and add them carefully to the skillet, flattening each latke slightly with a spatula. Fry, turning the latkes once, until golden brown and cooked through, about 3 minutes. Drain on paper towels. Remove any loose bits of potato mixture between batches with a slotted spoon.

Serve the latkes immediately, or keep them warm in a 200 degree F oven. Garnish with fresh herbs and serve with sour cream and Spiced Apple-Pear Sauce.

Cook's Note: If you need to fry a lot of latkes, it's best to make multiple batches rather than one double batch. The longer the mixture sits, the wetter it becomes which makes the latkes fall apart more easily as they cook.

**Spiced Apple-Pear Sauce:**

* 3 McIntosh apples, peeled, cored and chopped into 1/2-inch pieces
* 3 ripe Bartlett pears, peeled, cored and chopped into 1/2-inch pieces
* 1 tablespoon fresh lemon juice
* 6 cinnamon sticks
* 1/4 teaspoon ground nutmeg
* 1 to 2 tablespoons sugar

Combine the apples, pears, lemon juice, cinnamon sticks, nutmeg, 1 tablespoon sugar and 1/4 cup water in a medium saucepan. Bring to a boil over medium-high heat. Cover, reduce the heat to medium-low and cook until the apples and pears are very soft but still a bit chunky, 15 to 20 minutes. Taste the mixture and add the remaining tablespoon of sugar if desired.

Remove the sauce from the heat and stir a few times until the sauce is well combined with small chunks. Cool to room temperature. Remove the cinnamon sticks and serve. (For a smoother sauce, remove from heat, remove the cinnamon sticks and then whisk the mixture until smooth before cooling.)

**Notes**

Cook's Note: This recipe can be prepared several days in advance and refrigerated in an airtight container. Let it stand at room temperature for a few hours before serving.

From: Foodnetwork.com