

the history of
the major
religions

Learning objectives

- : To be able to articulate an understanding of the basic history of Hinduism
- : To become familiar with the life history of Krishna and the historical and social context of the time in which He appeared
- : To become familiar with the Baghavat-Gita

materials you will need

- :: Dictionary
- :: Copies of all the activity sheets for every child
- :: Copies of the Homework and Feedback sheets for each child
- :: Glue
- :: Scissors
- :: Pencils, pens, crayons, etc.
- :: Erasers

1. PRAYER (3 minutes)

Choose one prayer from the Prayers Page (section two). Recite it, and then have one of the children recite it. Alternatively, you can use any other prayer that corresponds with one of the stated learning objectives.

2. GO OVER HOMEWORK (5-10 minutes)

3. ACTIVITY & STORY (25-35 minutes)

The purpose of this activity is become familiar with the basics information relating the history of the Hinduism.

Instructions:

1. Give each child a copy of the activity sheet "Map" and the jigsaw puzzle sheet.
2. Ask them to write down their names on the back of the Map sheet.
3. Then ask them cut out the jigsaw puzzle pieces which contain: the name of the religion, the name of the Krishna (a Central Figure), the place where it started, approximate date when Krishna lived started, and the name of the holy book of the Hindu religion.
4. Ask the children to place the pieces of the puzzle in the correct order and then glue them on the top of the Map page where the light colored lines are drawn up.
5. Ask the children to write down underneath each piece of the puzzle the category, such as: religion's name, the founder, place of birth, date of birth, and the holy book.
6. The ask the children to cut out the Hindu symbol from their puzzle sheets and glue them on the space shown on the Map sheet.
7. Ask them to color the symbol.
8. Now ask the children to draw a small point on the map of the world shown on the Map sheet, where they live. You may need to help them with this effort. It is okay to use an approximate location.
9. Then ask them to draw a straight line between this dot and the dot showing where Krishna came from (India).

10. With the help of the scale shown on the map, help them figure out how far India is from their home. The scale is calibrated to show approximate “walking days”.
11. Ask them to write down the “walking days” distance on the line they have drawn from their home to India. You may want to help them relate to this to the numbers of months (divide the “walking days” by 12), or years (divide the “walking days” by 365).
12. Now ask them to write down the Golden Rule from “the sacred writing” sheet in the box under the puzzle pieces on the Map sheet.
13. The Map sheet is now complete. Ask the children to keep this map sheet in a safe place because it will be helpful to them in the future.

4. SACRED WRITING (5 minutes)

Read the passage below (also known as the “Golden Rule”) out loud and make sure that everyone understands all the words.

One should not behave towards others in a way which is disagreeable to oneself.

« Hinduism. Mahabharata, Anusasana Parva 113.8 »

5. ASSIGN HOMEWORK (1 minute)

- › Everyone is to read the Sacred Writing at least once every day with an adult in the following week and try to memorize it.
- › In the following week, find at least one person who doesn't know the story of Krishna and share it with them.

6. PREPARE TO GIVE CLASS REPORT TO ENTIRE SCHOOL (5 minutes)

7. REFLECTION AND EVALUATION (3 minutes)

Your feedback and comments are very important because they will be used to improve this lesson. Please take a few moments after class to complete the "Reflection and Evaluation" sheet in section five of this lesson.

You may submit your feedback by e-mail to:

feedback@spiritual-education.org

Instead, you may wish to submit your feedback using the web-based form at:

www.spiritual-education.org/feedback

Thank you!

Choose one of the following prayers:

Praise be to Thee, O my God, that Thou hast aided me to remember Thee and to praise Thee, and hast made known unto me Him Who is the Dayspring of Thy signs , and hast caused me to bow down before Thy Lordship, and humble myself before Thy Godhead, and to acknowledge that which hath been uttered by the Tongue of Thy grandeur.

« Baha'i Faith (Baha'u'llah, Baha'i Prayers) »

Whenever there is a decline in righteousness, O Baharat, and the rise of irreligion, it is then that I send forth My spirit. For the salvation of the good, the destruction of the evil-doers, and for firmly establishing righteousness, I manifest myself from age to age.

« Hindu (Bhagavad Gita 4:7-8) »

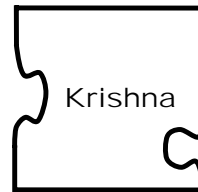
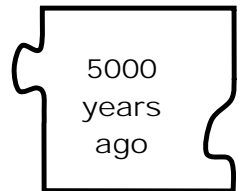
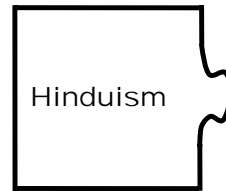
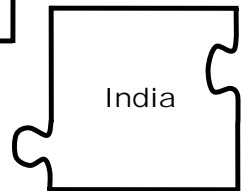
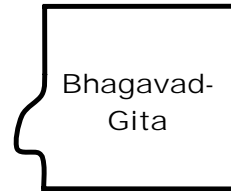
Verily We have sent thee in truth, as a bearer of glad tidings, and as a warner: and there never was a people, without a warner having lived among them (in the past). And if they reject thee, so did their predecessors, to whom came their messengers with Clear Signs ...

« Islam, (The Qur'an, 35:24-25, tr. Yusuf Ali) »

Activity Map and Puzzle Pieces



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Hinduism Map Sheet

GLUE PUZZLE PIECES HERE					
NAME OF RELIGION	NAME OF FOUNDER	FOUNDER'S BIRTHPLACE	HOW LONG AGO?	NAME OF HOLY BOOK	SYMBOL

A large rectangular area with a dotted border is provided for writing the sacred writing.

WRITE THE SACRED WRITING HERE



GLUE MAP HERE

THE EIGHT SON

About 5000 years ago, in a land called Bharata (which we now know as India), Krishna was born. He was born in a prison cell, and was a person through whom God taught people how to live. This is the story of why he was born in a prison and what happened to him afterwards.

At that time, much like now, many people in India believed in one Supreme God they called Vishnu and believed that Vishnu would appear to people from time to time to guide them. Of course, no one knew exactly when Vishnu would appear again, but they had some signs. For example, one sign was that when their kings and rulers become heartless and unjust, and people had no one to guide and help them to live according to God's wishes, then Vishnu would appear again.

At the time of Krishna's birth, there lived an evil and wicked King whose name was Kamsa. He was a cruel king and the country became a terrible place to live under him. Kamsa had a sister called Devaki, who was not like him

and people liked her. When she married the whole country celebrated. As was the custom and habit of the time, she received a large dowry from her father. A dowry is some money or valuables that the bride's parents give to their daughter's new husband. Many people in the world today still give and receive dowry. Her dowry, consisted of four hundred elephants, decorated with gold garlands, ten thousand horses, eight hundred chariots and two hundred servants. You can imagine how big the celebration must have been with bugles and drums sounding day and night to mark her wedding.

Soon after the wedding, Kamsa had a dream that his sister's eighth son will grow up and will become King in place of him. He became very worried about this and decided to kill his sister's sons as soon as they were born. He was very jealous and cruel!

He imprisoned Devaki and her husband and as soon as she would give birth to a son, Kamsa would kill him. This went on for years until Devaki's eighth son, Krishna, was born. That night, Krishna's father succeeded in quietly taking the baby Krishna out of the prison. He walked through the woods and the fields and crossed a deep river until he

came to a village. He placed the newborn in the care of a family of cow herders. Cow herders are people who own cows, take care of them so that they can use their milk and also use them to till the soil. The cow herders then gave Krishna's father their own daughter to take care of and he quietly returned to the prison without anyone seeing him. When Kasma was told that a new baby was born to his sister we went to kill the new baby, but seeing that it was a girl, he stopped.

So by his father's clever trick, Krishna escaped being killed by his cruel uncle and grew up in the small village in his new family's farm. He was a very clever and mischievous child and would play fun tricks with his family. He also learned to play the flute, which was made of bamboo reeds, very well. He was now safe and grew up to be a strong and wise man.

Years later he came to Kasma's palace and met his uncle face to face. He did eventually become the King and lead his people with guidance from God. But that is a story for another day.

Suggested questions for story:

- › Where was Krishna born? What is the name of the country now? (India)
- › About how long ago was Krishna born? (about 5000 years ago)
- › Why is Krishna important? (He was a Manifestation or Messenger of God)
- › What was the name the Indians had for God? (Vishnu)
- › Do you think there is a difference between God and Vishnu? (No, they are two names for the same God).
- › Did people expect Vishnu to appear or come to them only one time, or did they expect Vishnu to appear again and again? (They expected Vishnu to appear many times)
- › Why was Kasma determined to kill his sister's sons? (Because he had a dream that his sister's eight son will become King in place of him).
- › Where did Krishna born? (In a prison in India)
- › Where was Krishna raised? (In a farm, among cow herders in India).

1. What did you like about this lesson? _____

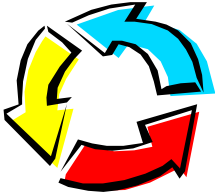
2. Which parts of the lesson did the students like? _____

3. Were the students able to answer the questions asked throughout the lesson? _____

4. Did the lesson's level match the students' capabilities? _

5. What would you change or add to the lesson? _____

You can submit your feedback by e-mail to feedback@spiritual-education.org
or by using the web-based form at www.spiritual-education.org/feedback.



TO THE PARENTS OF: _____

FROM: _____

DATE: _____

WHAT DID WE DO?



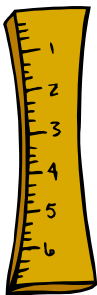
The topic for this session was:

The History of the Major Religions

The learning objective was:

- : To be able to articulate an understanding of the basic history of Hinduism
- : To become familiar with the life history of Krishna and the historical and social context of the time in which He appeared
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HOW DID YOUR CHILD DO?



- Preparation: [] **Great!** Homework was completed.
[] **Fair.** Homework only partially completed.
[] **Poor.** Homework was not attempted.
- Participation: [] **Great!** Active participation
[] **Fair.** Passive participation
[] **Poor.** Not active (needs to improve)
- Interaction: [] **Great!** Very understanding and cooperative
[] **Fair.** Occasionally helpful, occasionally disruptive
[] **Poor.** Distractive to others (Needs to improve)

Comments: _____



WHAT'S THE HOMEWORK?

- Read the Sacred Writing below (also known as the "Golden Rule") at least once every day with an adult in the following week and try to memorize it.

One should not behave towards others in a way which is disagreeable to oneself.

« *Hinduism. Mahabharata, Anusasana Parva 113.8* »

- Between now and the next class, find at least one person who doesn't know the story of Krishna and share it with them.

WHAT WILL WE DO AT THE NEXT SESSION?



We will continue with:

The History of the Major Religions - Zoroastrianism

We will cover the following learning objectives:

- :: To be able to articulate an understanding of the basic history of Zoroastrianism
- :: To become familiar with the life history of Zoroaster and the historical and social context of the time in which He appeared
- :: To become familiar with the Avesta