

the history of  
the major  
religions

**Learning objectives**

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

**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 Judaism.*

*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 "lawgiver" (Moses), the place where it started, approximate date when Moses lived started, and the name of the holy book of the Jewish 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 "star of the David" 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 OK to use an approximate location.
9. Then ask them to draw a straight line between this dot and the dot showing where Moses came from.
10. With the help of the scale shown on the map, help them figure out how far Egypt, where Moses came from, 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 Egypt.
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.*

**You shall love your neighbor as yourself.**

*« Judaism, The Old Testament, Leviticus 19:18 »*

**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 Judaism 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](mailto:feedback@spiritual-education.org)

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

[www.spiritual-education.org/feedback](http://www.spiritual-education.org/feedback)

Thank you!

Choose one of the following prayers:

**How great, O my God, is this Thy most excellent handiwork...At one time, Thou didst raise Him up, O my God, and didst attire Him with the ornament of the name of Him Who conversed with Thee (Moses), and didst through Him uncover all that Thy will had decreed and Thine irrevocable purpose ordained.**

*« Baha'i Faith (Bah'u'llah, Prayers and Meditations) »*

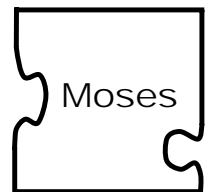
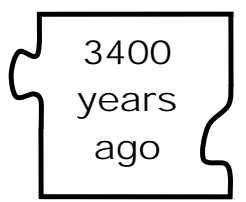
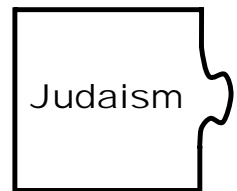
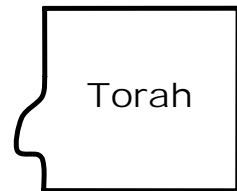
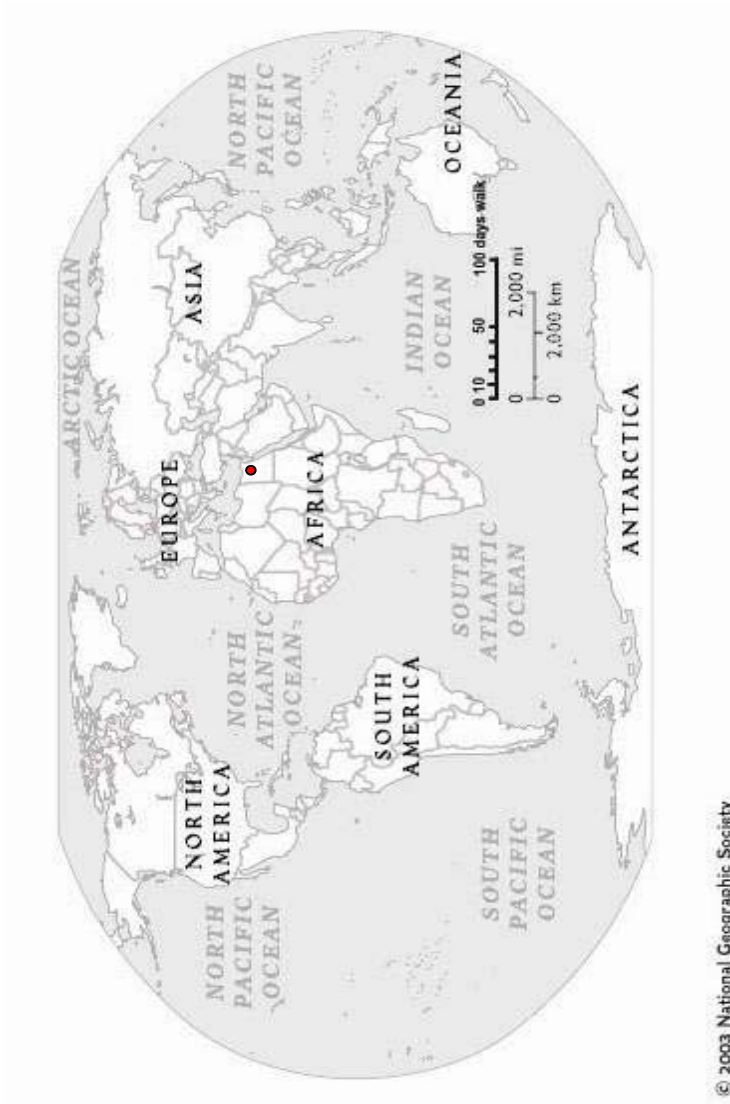
**And ask those of Our messengers whom We sent before thee: Did We ever appoint any gods to be worshipped beside the Most Gracious? And We sent Moses with Our revelations unto Pharaoh and his chiefs, and he said: "I am a messenger of the Lord of the Worlds." But when he brought them Our signs, behold! they laughed at them.**

*« Islam, (The Qur'an, 43:46-48) »*

**Hear, O Israel: The LORD our God is one LORD: (Blessed is His name, whose glorious kingdom is forever and ever). And thou shalt love the LORD thy God with all thy heart, and with all thy soul, and with all thy might...**

*« Judaism (Torah, Devarim-Deuteronomy 6:4-7) »*

Activity Map and Puzzle Pieces



**Judaism Map Sheet**

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

**WRITE THE SACRED WRITING HERE**

GLUE MAP HERE

## THE PRINCE OF EGYPT



Many, many years ago, hundreds of years before Moses was born, there was a prophet of God named Abraham. He had a grandson by the name of Jacob. He had twelve sons. His favorite son was called Joseph who was the next to the youngest son. The other sons were very jealous of Joseph and made up a devious scheme and sold Joseph into slavery in Egypt. Joseph became very important in Egypt and years later saved the Egyptians from starvation. Jacob, whose name God had changed to Israel, then came to live in Egypt along with Jacobs other brothers and all their families. That is a long and interesting story, but it is for another time. I am only telling you this much, so that you

know how it was that the Israel family came to live in Egypt.

Jacob, or Israel's children, and his grand children grew old and died in Egypt. The children of Joseph and his family had many children and their children had many children and over many, many years, the land of Egypt was full of their huge family know as the Israelites.



Then a new king, or Pharaoh, came to rule over Egypt. He didn't know Joseph and what he had done for Egypt. This new ruler and the

other Egyptians did not like the Israelites, because they were afraid that the Israelites might one day help an enemy to take over the land of Egypt. So they forced them to work very hard and build cities and large stone pyramids for the Pharaoh. They thought that by forcing them to work hard, the Israelites will die quickly and soon there will be very few of them left. But this did not happen, and so the Egyptian treated the Israelites even worse and

treated them like slaves. This meant that they had no freedom. But even that was not enough, and the Pharaoh ordered that all the newly born boys should be killed.

There was a family who had two children, a boy named Aaron and girl called Miriam, who were born before the Pharaoh's order. But when their third child was born, they needed to find a way to hide the newly born boy. They knew that if the baby was discovered by the wrong person he would be taken from them and drowned in the river by the order of the Pharaoh.



As the baby grew, it became harder for them to hide Him, so they decided to place the baby in God's hands. They got a strong basket and made it

waterproof, like a boat. Then they wrapped their child carefully placed him in the basket, said a prayer for his safety, and let the basket go on the edge of the river, where the Pharaoh's daughter and her attendants would normally come to enjoy the view.

Miriam saw the Pharaoh's daughter and several of her attendants approach the basket. She took it out of the water and looked inside. Feeling sorry for the child she decided to protect him. Looking around, she saw the little girl, Miriam, and asked he is she knew of anyone who might nurse the child, because by then the baby was crying because he was hungry. Miriam said yes, and quickly brought her mother. But she did not tell Pharaoh's daughter that this woman was the boy's real mother. With the protection of the Pharaoh's daughter, the baby was saved and grew up in the Pharaoh's palace.



They called the little baby, Moses, which in their language meant, "the rescued", and the young child Moses,

born of a slave, became a prince of Egypt. Moses is known by all as a great prophet. He is considered the greatest prophet in Judaism. The story of his life is told in books of other religions and he became the leader of all the Israelites and eventually freed them from slavery.

**Suggested questions for story:**

- › What was the name God gave Jacob? (Israel)
- › Who was Jacob's favorite son? (Joseph)
- › Who were the Israelites? (the children and descendants of Jacob and Joseph)
- › Where did the Israelites live? (Egypt)
- › Why the Egyptians were so cruel to the Israelites? (Because they thought the Israelites will help the enemies of Egypt).
- › Why did Moses' mother put him in a basket? (To save him from being killed).
- › Do you think she knew that the Pharaoh's daughter will save Moses? (She hoped that Moses will be saved).
- › Whose house did Moses grow up in? (the palace of the Pharaoh).

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? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

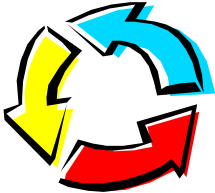
4. Did the lesson's level match the students' capabilities? \_

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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or by using the web-based form at [www.spiritual-education.org/feedback](http://www.spiritual-education.org/feedback).



TO THE PARENTS OF: \_\_\_\_\_

FROM: \_\_\_\_\_

DATE: \_\_\_\_\_

**WHAT DID WE DO?**



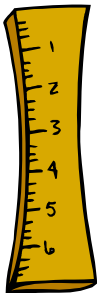
The topic for this session was:

***The History of the Major Religions***

The learning objective was:

- : To be able to articulate an understanding of the history, laws and teachings of Judaism
- : To become familiar with the life history of Moses and the historical and social context of the time in which He appeared
- : To become familiar with the Torah and the spiritual and social teachings and laws It contains

**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.

*You shall love your neighbor as yourself.*

« *Judaism, The Old Testament, Leviticus 19:18* »

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

### WHAT WILL WE DO AT THE NEXT SESSION?

We will continue with:

#### ***The History of the Major Religions - Buddhism***

We will cover the following learning objectives:

- :: To be able to articulate an understanding of the basic history of Buddhism
- :: To become familiar with the life history of Buddha and the historical and social context of the time in which he appeared
- :: To become familiar with the names of some of the Buddhist sacred literature

