

Essential Question Preview

How do religious beliefs shape people's lives and behaviors?

Have the students consider the Essential Question, and capture their initial responses.

Explore the Essential Question

- Ask students what they know about the history of Judaism, Christianity, and Islam. Use their responses to discuss the basic beliefs of the three religions. Tell students that all three religions developed in the same part of the world.
- Explain that some people's actions and decisions are influenced by their religion. Ask what sorts of decisions could be influenced by religious beliefs.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

Why do people have differing religious beliefs?

Which sacred books do people of different religions use as guides for their decisions and behavior?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

► Explore the Online Video

ANALYZE VIDEOS

Sacred Places: Jerusalem

Invite students to watch the video to learn about the city of Jerusalem and its significance to Judaism, Christianity, and Islam.

Analyze Videos History Why is Jerusalem considered sacred in Judaism, Christianity, and Islam? *For Jews, the city marks the location of the ancient Temple of Solomon where the sacred Ark of the Covenant was kept. For Christians, it was the site of Jesus' crucifixion and resurrection. For Muslims, it was the location from which Muhammad ascended to heaven.*



► PLAY VIDEO 5:30

Sacred Places



Module 19

World Religions of Southwest Asia



Essential Question

How do religious beliefs shape people's lives and behaviors?



About the Photo: Jerusalem is an important place for Jews, Christians, and Muslims. This photo shows the Dome of the Rock (foreground), a holy site for Muslims, and the Christian Church of Mary Magdalene (background, left).

In this module, you will learn about the origins and spread of three major world religions—Judaism, Christianity, and Islam.

What You Will Learn

Lesson 1: Origins of Judaism 633
The Big Idea: The Israelites formed a great kingdom in Israel and started a religion called Judaism.

Lesson 2: Origins of Christianity 641
The Big Idea: Christianity, a religion based on the life and teachings of Jesus of Nazareth, spread throughout the Roman Empire.

Lesson 3: Origins of Islam 649
The Big Idea: Islam, a religion based on the teachings of Muhammad, arose in Arabia and is based on the sacred texts called the Qur'an and the Sunnah.

► Explore ONLINE!



VIDEOS, including ...

- Sacred Places: Jerusalem
- The Birth of Christianity

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image Carousel: Jewish Texts
- ✓ Interactive Map: Paul's Journeys
- ✓ Image with Slider: The Five Pillars of Islam

630 Module 19

Lesson 1 Big Idea

The Israelites formed a great kingdom in Israel and started a religion called Judaism.

Main Ideas

- The Jews' early history began in Canaan and ended when the Romans forced them out of Israel.
- Jewish beliefs in God, justice, and law anchor their society.
- Jewish sacred texts describe the laws and principles of Judaism.
- Traditions and holy days celebrate the history and religion of the Jewish people.

Lesson 2 Big Idea

Christianity, a religion based on the life and teachings of Jesus of Nazareth, spread throughout the Roman Empire.

Main Ideas

- The life and death of Jesus of Nazareth inspired a new religion called Christianity.
- Christians believe that Jesus' acts and teachings focused on love and salvation.
- Jesus' followers taught others about Jesus' life and teachings.
- Christianity spread throughout the Roman Empire by 400.



Islam One of the world's largest religions is practiced by people all around the world. These Muslims, or people who practice Islam, are in India.

Judaism Jews pray at the Western Wall in Jerusalem. The wall is part of the Second Temple, which was built by ancient Hebrews.



Christianity Christianity is based on the life and teachings of Jesus, shown here in his mother's arms.



Explore the Images

Islam By population, Islam is the second-largest religion in the world. More than 1.5 billion Muslims live in countries around the globe.

Judaism The Western Wall is the last remaining part of a temple built in the first century AD. It was built on the site of two earlier Jewish temples.

Christianity The statue in the photograph is the *Pietà* by Michelangelo. Completed in 1499, it is housed at St. Peter's Basilica in Vatican City.

Analyze Visuals

Have students examine the images and answer the following questions:

1. Why might Jews consider the Western Wall an especially holy place? *It was part of the Second Temple, which was built by ancient Hebrews.*
2. What event does this sculpture represent? *the death of Jesus*
3. What do you notice about the picture of the Muslim worshipers in India? *Possible answers: They are praying; they are wearing head coverings; they are all male; they are all facing the same direction.*
4. What similarities can you see in how members of all three religions practice and celebrate their faith? *Possible answers: Members of all three faiths read and study sacred texts. They create works of art to celebrate their religion. They meet to participate in religious ceremonies.*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Matching Activity

Students can use this activity to review some of the concepts discussed in this module. To complete, have students drag each label to the correct image.



Lesson 3 Big Idea

Islam, a religion based on the teachings of Muhammad, arose in Arabia and is based on the sacred texts called the Qur'an and the Sunnah.

Main Ideas

- Arabia is mostly a desert land, where two ways of life, nomadic and sedentary, developed.
- A new religion called Islam, based on the teachings of the prophet Muhammad, spread throughout Arabia in the 600s.
- The Qur'an guides Muslims' lives.
- The Sunnah tells Muslims of important duties expected of them.
- Islamic law is based on the Qur'an and the Sunnah.

Reading Social Studies

Reading Social Studies

READING FOCUS

Use Context Clues—Synonyms

Organize the class into pairs. Then have each pair go through this module looking for sentences in which words or phrases are defined with synonyms. (Hint: Synonyms are often preceded by the word *or*.) Ask students to find five sentences that use synonyms to define terms. Have students write the sentences and then circle the synonym in each that helps them understand the meaning of the unfamiliar word or phrase.

You Try It!

resurrection: rise from the dead; *disciples*: followers

Use Context Clues—Synonyms

FOCUS ON READING

You have probably discovered that geography is a subject with many new words and terms. What if you don't remember or don't know what a word means? You may be able to use context clues to determine its meaning. Context clues are words near the unfamiliar word that indicate its meaning.

One helpful context clue is the synonym—words or phrases that mean the same as the new word. Look for synonyms in the words and sentences surrounding an unfamiliar term. Synonyms can help you understand the meaning of the new word. They may come in the same sentence or in the sentence following the words they define. Notice how the following passage uses synonyms to define the word *fasting*.

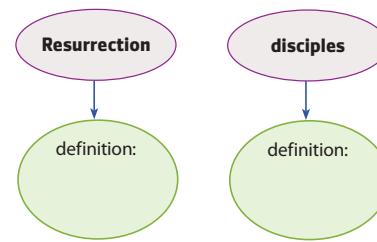
The fourth pillar of Islam is *fasting*. Muslims fast, or go without food or drink, during the holy month of Ramadan (RAH-muh-dahn). The Qur'an says Allah began his revelations to Muhammad in this month. Throughout Ramadan, most Muslims will not eat or drink anything between dawn and sunset.

1. **Look for words or phrases that mean the same thing.**
The second and fourth sentences describe how Muslims do not eat or drink during certain times.
2. **Substitute the synonym for the new word to confirm its meaning.**
The fourth pillar of Islam is going without food or drink.

YOU TRY IT!

As you read the following sentences, look for synonyms that mean the same as the italicized words. Then use a graphic organizer like the one shown here to define each italicized word. Make sure to ask your teacher or a classmate for help if you do not understand a word.

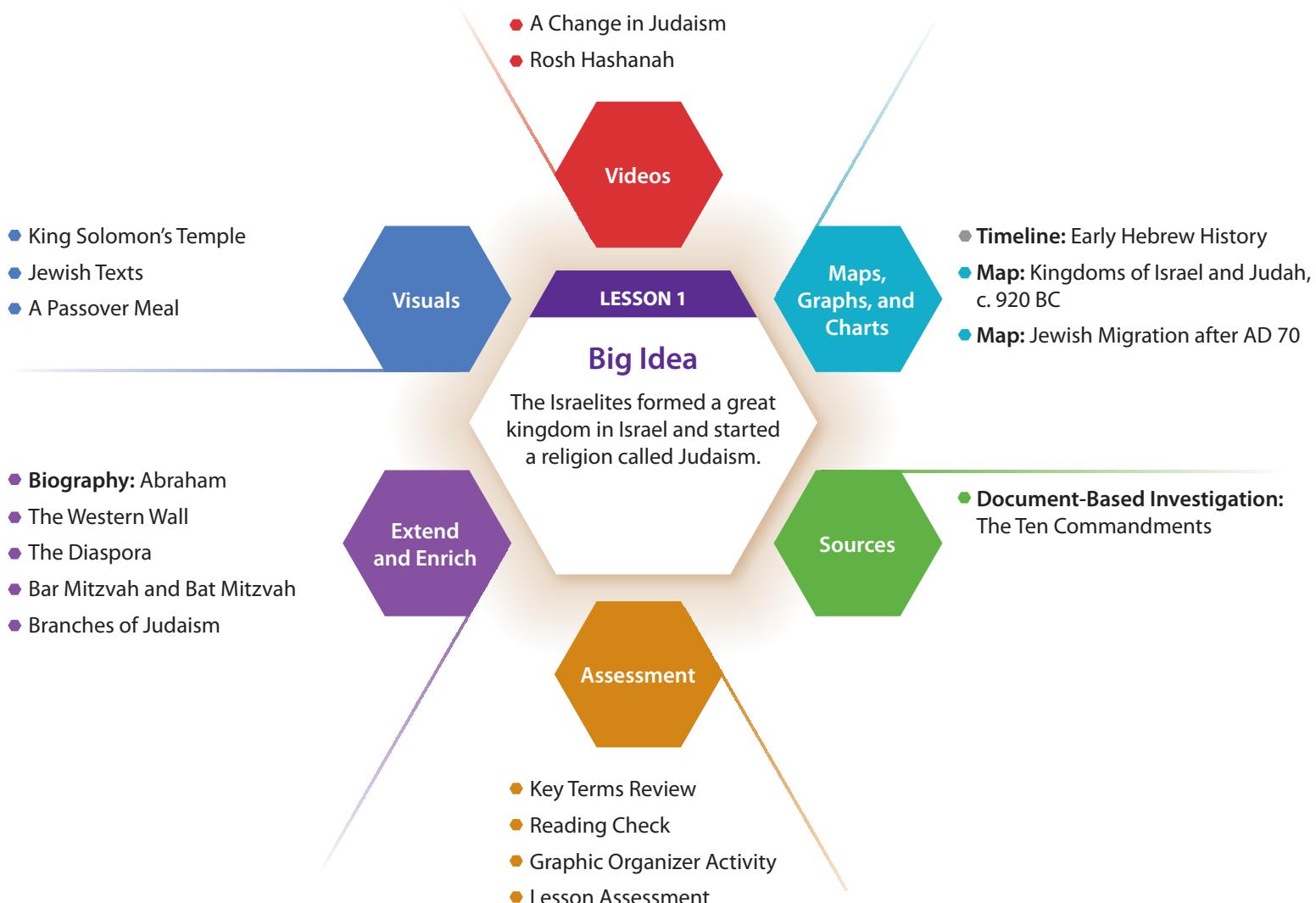
Christians further believe that after the *Resurrection*, or rise from the dead, Jesus appeared to some groups of his *disciples* (di-SY-puhls), or followers. Jesus stayed with these disciples for the next 40 days, teaching them and giving them instructions about how to pass on his teachings.



As you read this module, look for context clues that help you to understand unfamiliar words.



Origins of Judaism

**KEY**

- Non-digital resource

► Online Lesson 1 Enrichment Activities

The Western Wall

Article Students read a short article about the significance of the Western Wall in Jerusalem and conduct research to create a brochure for visitors describing the guidelines for dress and conduct at the site.



The Diaspora

Article Students read about the migration of Jewish people across the world and the reasons for their movement. Then they research Jewish population statistics to create a graph.

Bar Mitzvah and Bat Mitzvah

Article Students read about the ceremonies that mark the passage of Jewish boys and girls into adulthood. Then they describe the new duties and responsibilities the young people assume.

Branches of Judaism

Article Students read an article about Reform, Conservative, and Orthodox Judaism and create a chart comparing and contrasting aspects of the three branches.



Origins of Judaism

The Big Idea

The Israelites formed a great kingdom in Israel and started a religion called Judaism.

Main Ideas

- The Jews' early history began in Canaan and ended when the Romans forced them out of Israel.
- Jewish beliefs in God, justice, and law anchor their society.
- Jewish sacred texts describe the laws and principles of Judaism.
- Traditions and holy days celebrate the history and religion of the Jewish people.

Key Terms and Places

Judaism
Canaan
Exodus
rabbis
monotheism
Torah

If YOU lived there ...

You and your family are herders, looking after large flocks of sheep. Your grandfather is the leader of your tribe. One day your grandfather says that your whole family will be moving to a new country where there is more water and food for your flocks. The trip will be long and difficult.

How do you feel about going to a new land?

Early History

Sometime between 2000 and 1500 BC, a new people appeared in Southwest Asia. They were the Hebrews (HEE-brooz), ancestors of the Israelites and Jews. Much of what is known about their early history comes from the work of archaeologists and from accounts written by Hebrew scribes. These accounts describe their early history and the laws of **Judaism** (JOO-dee-i-zuhm), their religion. In time these accounts became the Hebrew Bible.

Beginnings in Canaan and Egypt The Bible traces the Hebrews back to a man named Abraham. One day, the Bible says, God told Abraham to leave his home in Mesopotamia. He was to take his family on a long journey to the west. God promised to lead Abraham to a new land and make his descendants into a mighty nation.

Abraham left Mesopotamia and settled in **Canaan** (KAY-nuhn) on the Mediterranean Sea. Some of his descendants, the Israelites, lived in Canaan for many years. Later, however, some Hebrews moved to Egypt, perhaps because of famine in Canaan.

The Israelites lived well in Egypt, and their population grew. This growth worried Egypt's ruler, the pharaoh. He feared that the Israelites might soon become too powerful. To stop this from happening, the pharaoh made the Israelites slaves.

The Exodus According to the Hebrew Bible, a leader named Moses appeared among the Israelites in Egypt. In the 1200s BC, God told Moses to lead the Israelites out of Egypt. Moses went to the pharaoh and demanded that he free the Israelites. The pharaoh refused. Soon afterward a series of terrible plagues, or disasters, struck Egypt.

World Religions of Southwest Asia 633

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How do you feel about going to a new land?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the CHALLENGES:

- uncertainty about future happiness
- worry about running out of water and food
- fear being attacked on journey and in new land

Consider the OPPORTUNITIES:

- hope that the new land is better for flocks
- chance to learn new skills
- anticipation of adventure

2. Direct Teach Introduce the Big Idea: *The Israelites formed a great kingdom in Israel and started a religion called Judaism.* Name some of the important figures of early Hebrew history, such as Abraham and Moses, and ask students what they know about them. Have students offer ideas about what these figures have in common.

3. Practice/Assess/Inquire Ask each student to write a dialogue between modern Jews and ancient Israelites. The figures in the dialogue should discuss their shared history, their sacred texts, and their beliefs and traditions.

4. Explore (Collaborative Exploration) Have each student share his or her dialogue with a partner and take turns reading their work aloud.

5. Whole Group Close/Reflect Have students each write two or three paragraphs summarizing the text of their dialogues.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

ONLINE DOCUMENT-BASED INVESTIGATION

World Religions of Southwest Asia

The Ten Commandments is the first of three document-based investigations that students will analyze in the World Religions of Southwest Asia module. The Commandments, excerpted here from the Tanakh or Hebrew Bible, have for centuries provided guidelines to Jews about how to live and act.

Teach the Main Idea

The Jews' early history began in Canaan and ended when the Romans forced them out of Israel.

Identify Who was Abraham? according to the Bible, a man told by God to lead his people from Mesopotamia to Canaan on the Mediterranean Sea

Summarize What does the Bible say happened to the Israelites during the Exodus? Led by Moses, they left Egypt and wandered through the desert. Moses received the Ten Commandments, laws that have shaped Jewish society.

Understand Cause and Effect Why did Egypt's pharaoh make the Hebrews slaves? As their population grew, he worried that they might become too powerful.

For additional instruction, go to end of lesson.

More About ...

The Era of the Judges According to the Hebrew Bible, after the Israelites settled in Canaan, the people lived as a loose confederation without a central government. In times of crisis, individuals known as judges led the people. The judges unified the Israelites and helped the people follow the laws set forth by God; they also sometimes served as military leaders. Some of the more famous judges include Deborah, Samson, and Samuel—who was the last judge and who anointed the first king of Israel, Saul. The Bible names 15 judges during the Era of the Judges, which lasted more than 300 years.

ONLINE GRAPHIC ORGANIZER

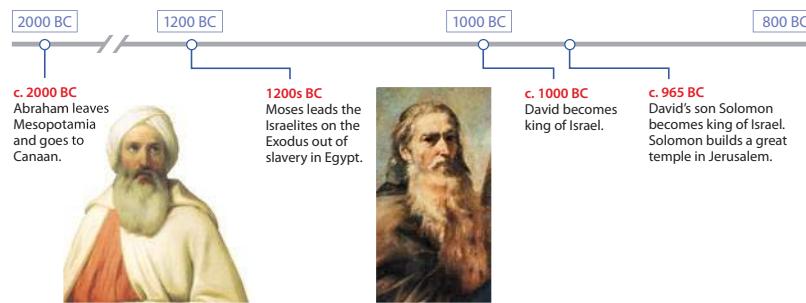
Origins of Judaism

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Form Generalizations How do the ideas of the ancient Hebrews still affect people in the world today? *Many Jews still value the importance of religious education. The Ten Commandments have provided the basis for many of the world's laws.*

Jewish people still follow the teachings of the Torah, the Hebrew Bible, and the Talmud. The Hebrew Bible is the Old Testament of the Christian Bible.

Timeline: Early Hebrew History



Interpret Timelines

About how many years after Abraham settled in Canaan did David become the king of Israel?

The plagues frightened the pharaoh so much that he agreed to free the Israelites. Overjoyed with the news of their release, Moses led his people out of Egypt in a journey called the **Exodus**. To the Israelites, the release from slavery proved that God was protecting and watching over them.

For years after their release, the Israelites traveled through the desert, trying to return to Canaan. On their journey, they reached a mountain called Sinai. The Hebrew Bible says that while Moses was on the mountain, God gave him two stone tablets. On the tablets was written a code of moral laws known as the Ten Commandments. These laws shaped Jewish society.

Once the Israelites reached Canaan, they had to fight to gain control of the land. After they conquered Canaan and settled down on the land, the Israelites built their own society.

A Series of Invasions The Israelites soon faced more threats to their land. Invaders swept through the region in the mid-1000s BC. For a while, strong kings, like David and Solomon, kept Israel together. Israel even grew rich through trade and expanded its territory. With their riches, the Israelites built a great Temple to God in Jerusalem.

Some years later when one king died, the Israelites could not agree on who would be the next king. This conflict caused Israel to split into two kingdoms, one called Israel and one called Judah (JOO-duh). The people of Judah became known as Jews.

The two new kingdoms lasted for a few centuries. Israel eventually fell to invaders about 722 BC. Judah lasted until 586 BC, when invaders captured Jerusalem and destroyed Solomon's Temple. They sent the Jews out of Jerusalem as slaves. When these invaders were themselves conquered, some Jews returned home. Others moved to other places in Southwest Asia. Scholars call the dispersal of Jews outside of Israel and Judah the Diaspora (dy-AS-pruh).

634 Module 19

TIMELINES

Timeline: Early Hebrew History

Have students explore the timeline and answer the associated question.

Interpret Timelines About how many years after Abraham settled in Canaan did David become the king of Israel? *about 1,000 years*

BIOGRAPHY

Abraham

Have students read the biography of Abraham to discover his significance to Christianity, Islam, and Judaism.

EVALUATE INFORMATION

Write Headlines

1. Have students imagine that they are reporters for local newspapers in Canaan and Egypt. Ask them to write a series of headlines and introductory paragraphs of newspaper articles about Abraham's arrival in Canaan, the movement of some Israelites to Egypt, and the Exodus from Egypt.
2. As they write their headlines and plan their articles, have students prepare lists of questions they would like to ask Abraham and Moses.

3. Encourage students to research answers to their questions with Internet or library sources. Then have them invent and incorporate quotes into their articles based on the information they have found.

4. Ask volunteers to read their headlines and introductory paragraphs.

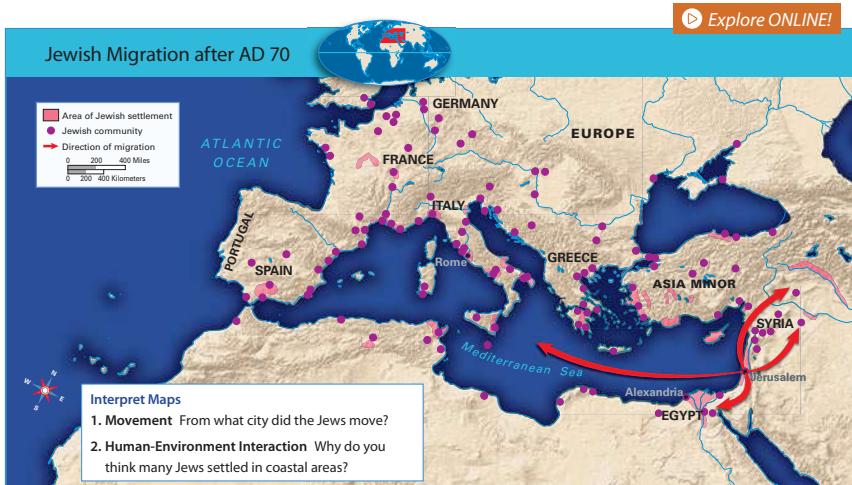
*Alternative Assessment Handbook, Rubric 23: Newspapers



Solomon's Temple in Jerusalem

Solomon built a temple to God in Jerusalem. It was destroyed in 586 BC and rebuilt later. However, it was destroyed again, this time by the Romans in AD 70.

The Jews who returned to Jerusalem ruled themselves for about 100 years. They even rebuilt Solomon's Temple. Eventually, however, they were conquered by the Romans. The Jews revolted against the Romans, but most gave up after the Romans destroyed their Temple. As punishment for the rebellion, the Romans killed or enslaved much of Jerusalem's population. Some Jews stayed in their homeland, but thousands fled Jerusalem. Over the next centuries, Jews moved all around the world. Often they were forced to move by other religious groups who discriminated against them. The shared history and belief system has continued to unite Jews, in spite of being spread out around the world.



World Religions of Southwest Asia 635

STRUGGLING READERS

Jewish Settlement Chart

1. Pair struggling readers with more proficient readers. Have them work together to create a three-column chart summarizing where Jews settled after AD 70, based on the map Jewish Migration After AD 70. Students should label each column with one of the following headings: *Area of Widespread Jewish Settlement, Jewish Community, Direction of Jewish Migration.*

2. Ask students to write three main idea statements based on the map and their charts.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 21: Map Reading

ONLINE INTERACTIVE VISUALS

Image with Hotspots: King Solomon's Temple

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think Solomon built his temple? *to honor God publicly*

ONLINE INTERACTIVE MAPS

Kingdoms of Israel and Judah, c. 920 BC

Have students explore the map and answer the associated question.

Location Which of these cities was located in the kingdom of Judah? *Jerusalem*

ONLINE INTERACTIVE MAPS

Jewish Migration After AD 70

Have students explore the map using the interactive features and answer the associated questions.

Movement Where did Jews who migrated south most likely settle? *Egypt*

In print edition, see map of same title.

1. **Movement** From what city did the Jews move? *Jerusalem*
2. **Human-Environment Interaction** Why do you think many Jews settled in coastal areas? *Possible answer: settlements already existed in these areas; opportunities for trade*

ONLINE ANALYZE VIDEOS

A Change in Judaism



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How did Yohannan ben Zakkai help change Judaism? *He helped it develop into a religion focused more on prayer than rituals and sacrifices, and he helped make rabbis leaders of Jewish communities.*

Teach the Main Idea

Jewish beliefs in God, justice, and law anchor their society.

Describe What are two sources of Jewish law? *the Ten Commandments and other Mosaic laws*

Analyze How did monotheism set the Jews apart from others in the ancient world? *The Jews believed in only one God, while others in the ancient world worshiped many gods.*

Explain What does kosher describe? *food that is fit for Jews to eat according to Mosaic law*

More About . . .

Being Jewish In Jewish law, if a person has a Jewish mother, he or she is also considered Jewish. While it is possible to convert to Judaism, being a Jew is more than just a matter of belief. Many Jews also define themselves by their ancestors, who have passed on their traditions and beliefs from generation to generation since the time of the ancient Hebrews.

Close Read

The Ten Commandments Have students explore the Close Read feature to aid in comprehension and understanding.



ONLINE DOCUMENT-BASED INVESTIGATION

The Ten Commandments

The Commandments, excerpted here from the Tanakh or Hebrew Bible, have for centuries provided guidelines to Jews about how to live and act.

Analyze Sources How do the Ten Commandments direct people to live? *Possible answer: The commandments require people to be honest and respectful of others and their property.*

DOCUMENT-BASED INVESTIGATION | HISTORICAL SOURCE

The Ten Commandments

According to the Bible, God spoke the following words to Moses. Different editions of the Bible have slightly different wording. However, the message remains the same.

READING CHECK

Analyze Effects How did invasions affect the Jews and Judaism? *Invaders sent the Jews out of Jerusalem; some Jews returned, but others were scattered outside of Israel.*

Israelite Society Roles in society changed after the destruction of the Temple. Before the Temple was destroyed, priesthood was passed from father to son. After the destruction of the Temple, sons still inherited this title from their fathers, but without a Temple at which to make sacrifices, the role of the priest wasn't as central to the religious practice. Instead, as Jews spread out across the world, the role of **rabbis**, or religious teachers, became more important.

Before and after the destruction of the Temple, Israelite government and society were dominated by men, as were most ancient societies. Women and men had different roles. Men made most decisions, and a woman's husband was chosen by her father. However, a daughter could not be forced into marriage. A family's property was inherited by the eldest son, who provided for all children and for women without husbands. Women were not priests or rabbis.

Jewish Beliefs

Wherever Jews live around the world, their religion is the foundation upon which they base their whole society. In fact, much of Jewish culture is based directly on Jewish beliefs. The central concepts of Judaism are belief in one God, justice and righteousness, and observance of religious and moral law. These central concepts developed during the times of Abraham and Moses and have remained important to Jews through today.

Belief in One God Most importantly, Jews believe in one God. The belief in one and only one God is called **monotheism**. Many people believe that Judaism was the world's first monotheistic religion.

In the ancient world where most people worshiped many gods, the Jews' worship of only one God set them apart. This worship shaped Jewish society. The Jews believe they have a special responsibility to improve the world. They believe that God guides their history through relationships with Abraham, Moses, and other leaders.

Justice and Righteousness Also central to the Jews' religion are the ideas of justice and righteousness. To Jews, justice means kindness and fairness to other people. Everyone deserves justice, even strangers and criminals. Jews are expected to give aid to those who need it, including the poor, the sick, and orphans. Jews are also expected to be fair in business dealings.

Righteousness refers to doing what is proper. Jews are supposed to behave properly, even if others around them do not. For the Jews, righteous behavior is more important than rituals, or ceremonies.

Observance of Religious and Moral Law Observance of the law is closely related to justice and righteousness. Jews believe that God gave them religious and moral laws to follow. The most important Jewish laws are the Ten Commandments. The commandments require that Jews worship only one God. They also forbid such terrible acts as murder, theft, and lying. Indeed, many people today, including Jews and Christians, look to the Ten Commandments as a guide to how they should live. The Commandments, for example, tell people to honor their parents, families, and neighbors and

636 Module 19

SPECIAL NEEDS STUDENTS

Write and Perform a Skit

- Organize the class into small, mixed-ability groups. Have each group write a skit that demonstrates one of the following Jewish beliefs: justice, righteousness, or the observance of laws. Ensure that every group member has an active role in the skit.
- Have students perform their skits for the other groups.
- Have each student write a brief paragraph summarizing what he or she learned from the skits. Special needs students can record their paragraphs on audio instead of writing them if they choose.

*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

COMPARE AND CONTRAST

Analyze Jewish Movements

- Have students work with partners to research the Orthodox, Reform, and Conservative movements of modern Judaism. As points of comparison, have students look for information about beliefs, practices, and lifestyles. Then have each pair of students create a poster illustrating the similarities and differences among these groups.
- Have students make a presentation before the class, displaying their posters and summarizing the similarities and differences they have found.

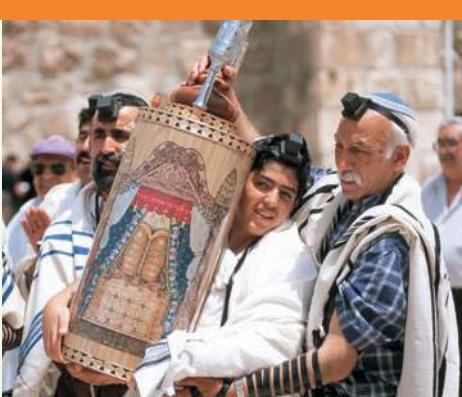
*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 28: Posters

Quick Facts

Basic Jewish Beliefs

- Belief in and worship of one and only one God
- Commitment to justice, or dealing with people kindly and fairly
- Commitment to righteousness, or doing what is proper
- Observance of religious and moral law

All Jews share the same basic beliefs, but different Jewish communities around the world have their own cultures. These Jews from Eastern Europe carry a Torah, a practice among Jews everywhere.



Reading Check
Form Generalizations
What are the most important beliefs of Judaism?

Academic Vocabulary
principle basic belief, rule, or law

not to lie or cheat. In addition, many people observe the directive not to work on weekends in honor of the Sabbath. Although not all these ideas were unique to Judaism, it was through the Jews that they entered Western culture.

The commandments are only one part of Jewish law. Jews believe that Moses recorded a system of laws, now called Mosaic law, that God had set down for them. Mosaic laws guide many areas of Jews' daily lives, such as how people pray and observe holy days.

Among the Mosaic laws are rules about the foods that Jews can eat and rules that must be followed in preparing them. For example, the laws state that Jews cannot eat pork or shellfish, which are thought to be unclean. Today, foods that have been so prepared are called kosher (KOH-shuhr), or fit. There are companies and agencies around the world that certify processed foods as kosher.

Jewish Texts

The laws and **principles** of Judaism are described in several sacred texts. Among the main texts are the Torah, the Hebrew Bible, and the commentaries.

The Torah The ancient Jews recorded most of their laws in five books. Together, these books are called the Torah. The **Torah** is the most sacred text of Judaism. In addition to laws, it includes a history of the Jewish people until the death of Moses. Jews believe the contents of the Torah were revealed to Moses by God.

Readings from the Torah are central to Jewish religious services today. Nearly every synagogue (SI-nuh-gawg), or Jewish house of worship, has at least one Torah. Out of respect for the Torah, readers do not touch it. They use special pointers to mark their places in the text.

World Religions of Southwest Asia 637

ADVANCED/GIFTED

Proverbs

1. Remind students that a proverb is a short saying that gives advice or wisdom, such as "Two wrongs don't make a right" and "Better late than never."
2. Ask each student to compose five of his or her own proverbs.
3. Organize the class into pairs, and have partners share their proverbs and discuss how they might use them as a guide to ethical behavior. Then have students collect the proverbs in a booklet.

*Alternative Assessment Handbook, Rubric 39:
Writing to Create

Teach the Main Idea

Jewish sacred texts describe the laws and principles of Judaism.

Describe What is the Torah? *a sacred text, part of the Hebrew Bible, containing laws and a history of the Jewish people*

Elaborate What role does the Talmud play in Jewish tradition? *It explains some religious laws or teachings and helps relate them to people's lives.*

More About . . .

The Torah The Torah is handwritten on parchment and rolled on two wooden staves. Readers follow the text with a pointer called a *yad*, which is shaped like a hand with a pointing finger. When Jewish children reach the age of 13, they read the Torah for the first time at a synagogue ceremony called a bar mitzvah (for a boy) or a bat mitzvah (for a girl). Some practice is required in order to read the Torah aloud because the text does not include any vowels.

Connect to Today: Female Rabbis The first female rabbi in the United States was ordained from a Reform seminary in 1972. Even today, most Orthodox congregations do not officially support the ordination of women, although a few Orthodox women have become rabbis.

The Dead Sea Scrolls In 1947 Bedouin goat herders found several jars in a cave along the edge of the Dead Sea, 13 miles (20.9 km) east of Jerusalem. The jars contained scrolls on which ancient Jewish manuscripts were written, today called the Dead Sea Scrolls. Remnants of more than 800 manuscripts, dating from about 200 BC to AD 68, have since been discovered in other caves. Most of the manuscripts are written in Hebrew, but a few are in Aramaic. Scholars think that the Dead Sea Scrolls are the library of a Jewish sect, who hid them for protection during the advance of the Roman army in AD 66–70.

READING CHECK

Form Generalizations What are the most important beliefs of Judaism? *beliefs in one God (monotheism), justice, righteousness, observance of the law*



ONLINE INTERACTIVE VISUALS

Carousel: Jewish Texts

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How does the Torah look different from the Hebrew Bible and the commentaries? *The Torah is a scroll, while the Hebrew Bible and the commentaries are books.*

In print edition, see visual feature of the same title.

Jewish Texts



The Torah Using a special pointer called a *yad*, this girl is reading aloud from the Torah. The Torah is the most sacred of Hebrew texts. It plays a central role in many Jewish ceremonies.

...>

Jewish Texts



The Commentaries

The Talmud is a collection of commentaries and discussions about the Torah and the Hebrew Bible. The Talmud is a rich source of information for discussion and debate. Religious scholars like these young men study the Talmud to learn about Jewish history and laws.

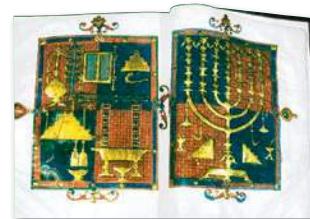
Analyze Visuals

How does the Torah look different from the Hebrew Bible and the commentaries?



The Torah

Using a special pointer called a *yad*, this girl is reading aloud from the Torah. The Torah is the most sacred of Hebrew texts. It plays a central role in many Jewish ceremonies.



The Hebrew Bible

These beautifully decorated pages are from a Hebrew Bible. Sometimes called the Tanakh, the Hebrew Bible includes the Torah and other ancient writings.

The Hebrew Bible The Torah is the first of three parts of a group of writings called the Hebrew Bible, or Tanakh (tah-NAHK). The second part is made up of eight books that describe the messages of Hebrew prophets. Prophets are people who are said to receive messages from God to be taught to others.

The final part of the Hebrew Bible is 11 books of poetry, songs, stories, lessons, and history. Many of these stories are told by Jews to show the power of faith. The Book of Psalms, which is included in this section of the Tanakh, is a collection of songs of praise to God. Some of the psalms are quite short, while others are much longer. Also included in this portion of the Hebrew Bible are the Proverbs, short expressions of Hebrew wisdom. For example, one Proverb says, "A good name is to be chosen rather than great riches." In other words, it is better to be seen as a good person than to be rich and not respected.

638 Module 19

COLLABORATIVE LEARNING

Explore Different Languages

- Explain that in some places where Jews settled during the Diaspora, they developed new languages that combined elements of the local language with Hebrew and Aramaic. For example, Ladino is Judeo-Spanish, and Yiddish is Jewish-German.
- Organize small groups. Assign each group one of the following languages: Hebrew, Yiddish, Ladino, or Aramaic. Have students divide up the tasks of researching the languages' origins, pronunciations, alphabets, and so on. They may find information on the Internet and also on audiobooks or other recordings.

- Finally, have each group make a brief presentation, explaining the history as well as some special features of each language. Have them speak aloud examples of each one so that students can hear what the languages sound like.

*Alternative Assessment Handbook, Rubrics 18: Listening; and 24: Oral Presentations

Reading Check
Find Main Ideas
What texts do Jews consider sacred?

The Commentaries For centuries rabbis and scholars have studied the Torah and Jewish laws. Because some laws are hard to understand, scholars write commentaries to explain them. Many explanations can be found in the Talmud (TAHL-moohd), a set of commentaries and lessons for everyday life. The writings of the Talmud were produced between AD 200 and 600. Many Jews consider them second only to the Hebrew Bible in significance to Judaism.

Traditions and Holy Days

Jews feel that understanding their history will help them better follow the Jewish teachings. Their traditions and holy days help Jews connect with their past and celebrate their history.

Hanukkah One Jewish tradition is celebrated by Hanukkah, which falls in December. It honors a historical event. The ancient Jews wanted to celebrate a victory that had convinced their rulers to let them keep their religion. According to legend, though, the Jews did not have enough lamp oil to celebrate at the temple. Miraculously, the oil they had—enough for only one day—burned for eight full days.

Today, Jews celebrate this event by lighting candles in a special candleholder called a menorah (muh-NOHR-uh). Its eight branches represent the eight days through which the oil burned. Many Jews also exchange gifts on each of the eight nights.

Passover More important to Jews than Hanukkah, Passover is celebrated in March or April. During Passover, Jews honor the Exodus, the journey of the Israelites out of slavery.

According to Jewish tradition, the Israelites left Egypt so quickly that bakers did not have time to let their bread rise. Therefore, during Passover, Jews eat matzo, a flat, unrisen bread instead. They also celebrate the holiday with ceremonies.



During a special Passover meal called a seder, participants reflect on the events of the Exodus.

World Religions of Southwest Asia 639

ENGLISH LANGUAGE LEARNERS

Compare and Contrast Holy Days

- To help students gain a greater understanding of Jewish culture and activate prior knowledge, ask students to think about the holidays they observe with their families at home.
- Organize the class into pairs. Have each pair group choose one holiday they observe and one Jewish holy day. Allow time for students to discuss the holidays they observe (e.g., history, purpose, activities, food) and how that holiday may be the same as or different from the Jewish holy day they have chosen.

- Ask students to create a Venn diagram and label one circle *My Holiday* and the other circle *Jewish Holy Day*. Have them fill in the overlapping area of the diagram with similarities between the two and the outside portions of each circle with differences.
- If time allows, draw the students' attention to the phrase *holy day* and the word *holiday*. Ask students to define the word *holy* (sacred or godly) and consider how the English word *holiday* came to be.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; 11: Discussions; and 13: Graphic Organizers

Teach the Main Idea

Traditions and holy days celebrate the history and religion of the Jewish people.

Identify Which holy day celebrates the journey of the Israelites out of slavery? *Passover*

Draw Conclusions Why do the Jews celebrate Hanukkah? *to commemorate a miracle that they believe allowed them to have enough lamp oil with which to celebrate a victory at the temple*

Explain What traditions do Jews follow on Yom Kippur? *They do not eat or drink anything all day; they pray, reflect on the past year, and resolve to improve.*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: A Passover Meal

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How do the foods of the seder help recall the events of the Exodus? *Possible answer: Some, like bitter herbs, remind participants of the hardships the ancient Jews faced as slaves. Others, like matzo, recall the Jews' rush to escape Egypt.*

A Passover Meal

During a special Passover meal called a seder, participants reflect on the events of the Exodus. Elements of the seder commemorate important aspects of that event.



READING CHECK

Find Main Ideas What texts do Jews consider sacred? *the Hebrew Bible (Tanakh) which includes the Torah, the Talmud*

ONLINE ANALYZE VIDEOS

Rosh Hashanah

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos How is Rosh Hashanah different from a secular new year celebration? Jews seriously reflect on their behavior during the past year and initiate plans for how they will act in the coming year.



▶ PLAY VIDEO 3:15

Rosh Hashanah



READING CHECK

Find Main Ideas What are the two most important Jewish holidays? *Rosh Hashanah, Yom Kippur (High Holy Days)*

Reading Check
Find Main Ideas
What are the two most important Jewish holidays?

High Holy Days The two most sacred of all Jewish holidays are the High Holy Days. They take place in September or October. The first two days of celebration, Rosh Hashanah (rahsh uh-SHAH-nuh), celebrate the start of a new year in the Jewish calendar.

On Yom Kippur (yohm ki-POOHR), which falls soon afterward, Jews ask God to forgive their sins. Jews consider Yom Kippur to be the holiest day of the entire year. Because it is so holy, Jews do not eat or drink anything all day. They also pray, reflect on the past year, and resolve to improve.

Summary and Preview Judaism was the world's first monotheistic religion. Jewish culture and traditions are rooted in the history of the Hebrews and Israelites. Next, you will read about a religion that is related to Judaism—Christianity.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Who first led the Hebrews to Canaan?
Abraham
- b. **Evaluate** Why was the Exodus a significant event in Jewish history? *The Israelites, after being freed from slavery in Egypt, eventually settled in Canaan, which includes what is now Israel. According to the Torah, Moses received the Ten Commandments during the Exodus.*
2. a. **Define** What is monotheism? *belief in only one God*
- b. **Explain** What is the Jewish view of justice and righteousness? *Everyone deserves to be treated kindly and fairly. People should behave properly at all times, even when others do not.*
- c. **Explain** How have the Ten Commandments continued to be important over time? *The Ten Commandments are still rules that many people live by.*

Critical Thinking

5. **Sequence** Draw a diagram like this one and fill in important events from the history of the Jewish people in the order they occurred. You may add as many boxes as you need for the information.



Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Who first led the Hebrews to Canaan?
Abraham

b. **Evaluate** Why was the Exodus a significant event in Jewish history? *The Israelites, after being freed from slavery in Egypt, eventually settled in Canaan, which includes what is now Israel. According to the Torah, Moses received the Ten Commandments during the Exodus.*

2. a. **Define** What is monotheism? *belief in only one God*
- b. **Explain** What is the Jewish view of justice and righteousness? *Everyone deserves to be treated kindly and fairly. People should behave properly at all times, even when others do not.*
- c. **Explain** How have the Ten Commandments continued to be important over time? *The Ten Commandments are still rules that many people live by.*

640 Module 19

3. a. **Identify** What are the main sacred texts of Judaism? *the Hebrew Bible (Tanakh) which includes the Torah, the commentaries (Talmud)*
- b. **Elaborate** Why do you think the commentaries are so significant to many Jews? *Possible answer: because they help Jews today understand ancient Jewish laws*
4. a. **Identify** What event in their history do the Jews celebrate at Passover? *the Exodus*
- b. **Elaborate** How do you think celebrating traditions and holy days helps Jews connect to their past? *Possible answer: They remind Jews of their history.*

Critical Thinking

5. **Sequence** Draw a diagram and fill in important events from the history of the Jewish people in the order they occurred. You may add as many boxes as you need for the information. *Sequence charts should include important events from the history of the Jewish people, such as the Exodus, invasions, the fall of Israel and Judah, the Diaspora, and the Roman conquest of Jerusalem.*

► Online Assessment

- Why did the Romans enslave much of Jerusalem's population?
 - because the Jews rebuilt Solomon's Temple
 - because the Jews revolted against Roman rule
 - because the Jews refused to respect Roman priests
 - because the Jews identified themselves as Abraham's descendants

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

As punishment for revolting against their rule, the **Romans** killed or enslaved much of Jerusalem's population.

- How do the Ten Commandments help Jews fulfill their responsibility to improve the world?
 - by providing them a list of holy days
 - by providing them a set of moral laws
 - by requiring them to give aid to the poor
 - by requiring them to be fair in business dealings

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The **Ten Commandments** help(s) Jews fulfill their responsibility to improve the world by providing them a set of moral laws.

- Why are the writings of the Talmud important to Judaism?
 - They explain Jewish laws.
 - They describe Jewish history.
 - They contain expressions of Hebrew wisdom.
 - They describe the messages of Hebrew prophets.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The writings of the **Talmud** are important to Judaism because they explain Jewish laws.

- What do Jews do on Yom Kippur?
 - ask God to forgive their sins
 - celebrate a new year in the Jewish calendar
 - honor the journey of the Israelites out of slavery
 - honor an ancient celebration at a Jewish temple

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

On **Yom Kippur**, Jews ask God to forgive their sins.

- Cause and Effect** How did the destruction of the Temple by the Romans affect the practice of Judaism?

Before the Temple was destroyed by the Romans, priests were central to the practice of Judaism because they used the Temple to make sacrifices. Without a temple at which to make sacrifices, the role of priests in the religion became less important, and the role of rabbis, or religious teachers, became more important.

- Summarize** How do Mosaic laws influence the diet of some Jewish people?

Jews who closely follow Mosaic laws do not eat pork or shellfish because they believe these foods are unclean. They also will only eat foods that have been declared kosher.

- Compare and Contrast** How are the first and the third parts of the Hebrew Bible similar and different? Describe one similarity and one difference.

Both the first and the third parts of the Hebrew Bible contain Jewish history. In addition to history, the first part of the Hebrew Bible contains most of the laws of Judaism. In addition to Jewish history, the third part of the Hebrew Bible contains poetry, songs, stories, and lessons.

- Summarize** Why do Jews eat matzo during Passover?

When the Israelites left Egypt, they went so quickly that bakers did not have time to let their bread rise. Because Passover honors the Exodus, Jews eat matzo, a flat, unrisen bread, during this celebration.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 633

More About . . .

Connect to Today: The Diaspora For much of their history, the majority of Jews have lived far from Jerusalem, in what is known as the Diaspora. Today, the worldwide Jewish population is about 14 million. Of these, more than 5 million live in Israel. Almost as many live in the United States. More than 2 million Jews live in Russia and other former Soviet republics, and the rest are dispersed around the world.

Connect to Music: Reggae Spiritual The song “By the Rivers of Babylon” refers to the Jews’ exile in Babylon. Based on Psalm 137, the song has been recorded by several musicians, including the Reggae artist Bob Marley.

continued from page 639

More About . . .

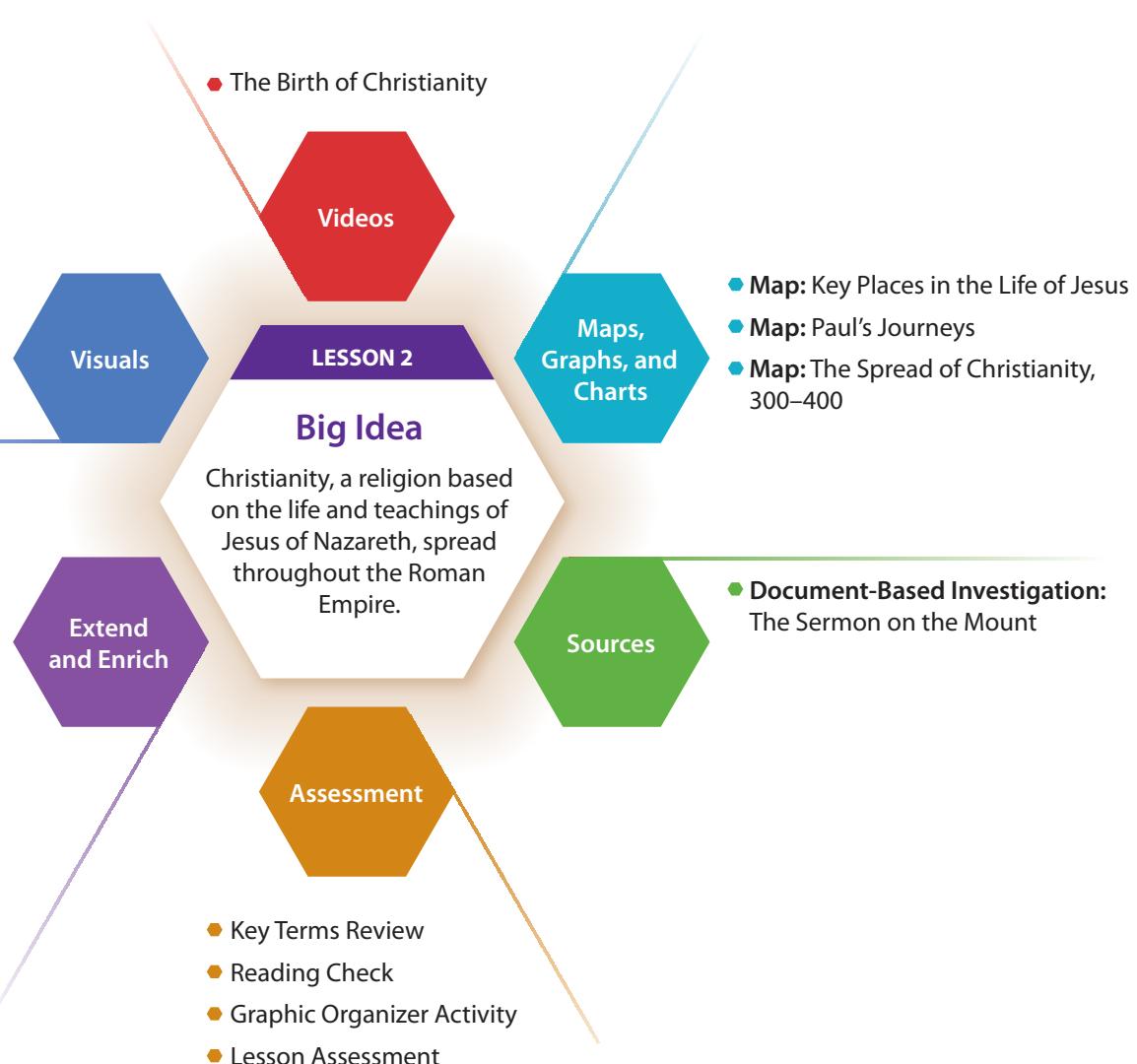
Holy Day Foods Although Judaism is practiced in many countries with different culinary traditions, several foods traditionally associated with Jewish holidays in the United States come from Eastern European traditions. For Hanukkah, *latkes*—fried potato pancakes—are often served with applesauce or sour cream. For Passover, *charoset*—a mixture of fruits, nuts, spices, wine, and honey—is said to be a reminder of the bricks made by the Israelites while they were held captive in ancient Egypt. It is accompanied by *maror*—bitter herbs—which symbolize the bitterness of enslavement. For Rosh Hashanah, honey cake and sweet fruits such as dates, apples, and pomegranates are often served to start the new year off sweetly. Yom Kippur is observed with a daylong fast. But breaking the fast is celebrated with such favorites as bagels; *kugel*, a baked noodle pudding; and *blintzes*, thin crepes stuffed with sweet or savory fillings and then fried.



Origins of Christianity

- Jesus of Nazareth
- The Last Supper

- Focus on Culture: Christian Holidays
- Bethlehem
- Christian Missionaries
- The Papacy
- Divisions Within Christianity

**KEY**

- Non-digital resource

► Online Lesson 2 Enrichment Activities

Bethlehem

Article Students read about the town of Bethlehem, believed to be the birthplace of Jesus. Then they use a map to locate sites most often visited by pilgrims to the area.

The Papacy

Article After reading an article about the history of the papacy, students create pages for a children's book about a particular pope or aspect of the papacy.



Christian Missionaries

Article Students read an article about the spread of Christianity by missionaries. Then students choose one missionary to research and write a biographical profile of that person.

Divisions Within Christianity

Article Students read about the circumstances surrounding the development of different segments of Christianity and conduct research to create a graph comparing the membership statistics of such groups.



Origins of Christianity

The Big Idea

Christianity, a religion based on the life and teachings of Jesus of Nazareth, spread throughout the Roman Empire.

Main Ideas

- The life and death of Jesus of Nazareth inspired a new religion called Christianity.
- Christians believe that Jesus' acts and teachings focused on love and salvation.
- Jesus' followers taught others about Jesus' life and teachings.
- Christianity spread throughout the Roman Empire by 400.

Key Terms and Places

Messiah
Christianity
Bible
Bethlehem
Resurrection
disciples
saint

If YOU lived there ...

You are a fisher in Judea, bringing in the day's catch. As you reach the shore, you see a large crowd. They are listening to a man tell stories. A man in the crowd whispers to you that the speaker is a teacher with some new ideas about religion. You are eager to get your fish to the market, but you are also curious.

What might convince you to stay and listen?

Jesus of Nazareth

Jesus of Nazareth was the man many people believed was the **Messiah**—a great leader the ancient Jews predicted would come to restore the greatness of Israel. Jesus was a great leader and one of the most influential figures in world history. Jesus' life and teachings form the basis of a religion called **Christianity**. However, we know relatively little about his life. Everything we do know is contained in the **Bible**, the holy book of Christianity.

The Christian Bible is made up of two parts. The first part, the Old Testament, is largely the same as the Hebrew Bible. The second part, the New Testament, is an account of the life and teachings of Jesus and of the early history of Christianity.

The Birth of Jesus According to the Bible, Jesus was born in a small town called **Bethlehem** (BETH-li-hem) at the end of the first century BC. Jesus' mother, Mary, was married to a carpenter named Joseph. But Christians believe God, not Joseph, was Jesus' father.

As a young man, Jesus lived in the town of Nazareth and probably studied with Joseph to become a carpenter. Like many young Jewish men of the time, Jesus also studied the laws and teachings of Judaism. By the time he was about 30, Jesus had begun to travel and teach. Stories of his teachings and actions from this time make up the beginning of the New Testament.

The Crucifixion As a teacher, Jesus drew many followers with his ideas. But at the same time, his teachings challenged the authority of political and religious leaders. According to the New Testament, they arrested Jesus while he was in Jerusalem in or around AD 30.

World Religions of Southwest Asia 641

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

What might convince you to stay and listen?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the reasons for LISTENING:

- You're unhappy with present religious leaders.
- You wonder if the teacher could help a sick family member.
- You want to hear a new message.

Consider the reasons for LEAVING:

- You worry about angering religious leaders.
- Your fish may spoil if you delay.
- You know no one in the crowd.

2. Direct Teach

Introduce the Big Idea: *Christianity, a religion based on the life and teachings of Jesus of Nazareth, spread throughout the Roman Empire.*

Tell students that in the first century AD, Roman soldiers occupied Judea, but the Jews living there held firmly to their own customs. Ask how the Romans might have reacted to the appearance of a new religion. How might the Jews have reacted?

3. Practice/Assess/Inquire

Have students make a sequence chart to show the events that led to the spread of Christianity.

4. Explore (Collaborative Exploration)

Have students compare their sequence charts.

5. Whole Group Close/Reflect

Have students write a paragraph summarizing the information in their sequence charts using transitional words and phrases to make the sequence clear.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

ONLINE DOCUMENT-BASED INVESTIGATION

World Religions of Southwest Asia

The Sermon on the Mount is the second of three document-based investigations that students will analyze in the World Religions of Southwest Asia module. Described in the Gospel of Matthew, the sermon was delivered by Jesus to a group of followers who had gathered to hear him speak. This passage, called the Beatitudes, identifies groups of people who Jesus says will be blessed for their actions.

Teach the Main Idea

The life and death of Jesus of Nazareth inspired a new religion called Christianity.

Identify What is the main source of information about the life and teachings of Jesus? *the Bible*

Analyze What did Jesus' followers believe he would do as the Messiah? *They thought he would fulfill the ancient predictions and restore the greatness of Israel.*

Summarize In Christian teaching, what was the Resurrection? *Jesus' rising from the dead*

More About ...

Population of Bethlehem Today, the population of Bethlehem is Christian and Muslim. Nazareth is the largest Arab city in Israel. Both cities are destinations for pilgrims and tourists from around the world.

Connect to Art: Halos Point out the halos worn by Jesus, his mother, and the angels depicted in the paintings in this lesson. Explain that painters, like writers, sometimes use symbols to represent a belief—in this case, the holiness of Jesus and his family.

Teach the Main Idea

Christians believe that Jesus' acts and teachings focused on love and salvation.

Explain Which rules did Jesus emphasize that were also in the Torah? *to love God and love other people*

Analyze How did Jesus use parables in his teachings? *to link his beliefs and teachings to his listeners' everyday lives*

Understand Cause and Effect According to the New Testament, why were people drawn to Jesus, and why did they follow him? *They saw him perform miracles, which convinced them that he was the son of God.*

More About . . .

The Sabbath Both Christians and Jews celebrate the Sabbath, a day of rest and prayer. Judaism introduced the idea of a day of rest in ancient times. The Jewish Sabbath begins on Friday at sundown and continues until nightfall on Saturday. Christians celebrate the Sabbath on Sunday.

VISUALS

Jesus of Nazareth

Have students study the image and answer the associated question.

Analyze Visuals How does the artist imply that Jesus was important? *Possible answer: He is at the center of the painting; he has a halo; most of the figures are facing in his direction.*

Jesus of Nazareth

The Bible says that Jesus was born in Bethlehem but grew up in Nazareth. Many artists in the past have created paintings, songs, and sculptures influenced by the Bible. In this painting, the famous artist Giotto (1266–1337) painted a scene from Jesus' childhood. Some artists, musicians, and writers today depict Biblical stories and themes in their work. For example, the *Left Behind* series of books and movies was very popular in the 1990s and 2000s and uses ideas presented in the Bible. Some songs by popular artists like U2 and Lenny Kravitz are also about Jesus' life and message.



Analyze Visuals

How does the artist imply that Jesus was important?

Reading Check

Summarize What do Christians believe happened after Jesus died?

Shortly after his arrest, the Romans tried and executed Jesus. He was killed by crucifixion (kroo-suh-FIK-shuhn), a type of execution in which a person was nailed to a cross. In fact, the word *crucifixion* comes from the Latin word for "cross." After he died, Jesus' followers buried him.

The Resurrection According to Christian beliefs, Jesus rose from the dead and vanished from his tomb three days after he was crucified. Now, Christians refer to Jesus' rise from the dead as the **Resurrection** (re-suH-REK-shuhn).

Christians further believe that after the Resurrection, Jesus appeared to some groups of his **disciples** (di-SY-puhls), or followers. Jesus stayed with these disciples for the next 40 days, teaching them and giving them instructions about how to pass on his teachings. Then Jesus rose up into heaven.

Early Christians believed that the Resurrection was a sign that Jesus was the Messiah and the son of God. Some people began to call him Jesus Christ, from the Greek word *Christos*, or "Anointed One." It is from this word that the words *Christian* and *Christianity* eventually developed.

Jesus' Acts and Teachings

During his lifetime, Jesus traveled from village to village spreading his message among the Jewish people. As he traveled, he attracted many followers. These early followers later became the first Christians.

Miracles According to the New Testament, many people became Jesus' followers after they saw him perform miracles. A miracle is an event that cannot normally be performed by a human. For example, the books of the New Testament tell of times when Jesus healed people who were sick or injured. One passage also describes how Jesus once fed an entire crowd with just a few loaves of bread and a few fish. Although there should not have been enough food for everyone, people ate their fill and even had food to spare.

642 Module 19

READING CHECK

Summarize What do Christians believe happened after Jesus died? *They believe he rose from the dead.*

ONLINE GRAPHIC ORGANIZER

Origins of Christianity

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Draw Conclusions Why do you think Jesus' teachings appealed to many people within the Roman Empire? *Possible answers: Jesus' teachings offered a chance for salvation. He linked his teachings to people's everyday lives by expressing complicated ideas in ways people could understand.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Messiah**, **Christianity**, **Bible**, **Bethlehem**, **Resurrection**, **disciples**, **saint**.

Parables The Bible says that miracles drew followers to Jesus and convinced them that he was the son of God. Once Jesus had attracted followers, he began to teach them. One way he taught was through parables, or stories that teach lessons about how people should live. Parables are similar to fables, but they usually teach religious lessons. The New Testament includes many of Jesus' parables.

Through his parables, Jesus linked his beliefs and teachings to people's everyday lives. The parables explained complicated ideas in ways that most people could understand. For example, in one parable, Jesus compared people who lived sinfully to a son who had left his home and his family. Just as the son's father would joyfully welcome him home, Jesus said God would forgive sinners when they turned away from sin. Other parables he told had other messages.

Jesus' Message Much of Jesus' message was rooted in older Jewish traditions. For example, he emphasized two rules that were also in the Torah: love God and love other people.

Jesus expected his followers to love all people, not just friends and family. He encouraged his followers to be generous to the poor and the sick. He told people that they should even love their enemies. The way people treated others, Jesus said, showed how much they loved God.

Another important theme in Jesus' teachings was salvation, or the rescue of people from sin. Jesus taught that people who were saved from sin would enter the Kingdom of God when they died. Many of his teachings dealt with how people could reach God's kingdom.

Focus on Culture

Christian Holidays

For centuries, Christians have honored key events in Jesus' life. Some of these events inspired holidays that Christians celebrate today.

The most sacred holiday for Christians is Easter, which is celebrated each spring. Easter is a celebration of the Resurrection. On Easter, Christians usually attend church services. Many people also celebrate by dyeing eggs because eggs are seen as a symbol of new life.

Another major Christian holiday is Christmas. It honors Jesus' birth and is celebrated every December 25. Although no one knows on what date Jesus was actually born, Christians have placed Christmas in December since the 200s. Today, people celebrate with church services and the exchange of gifts. Some people reenact scenes of Jesus' birth.

Draw Conclusions

Why do you think people celebrate events in Jesus' life?



World Religions of Southwest Asia 643

ONLINE INTERACTIVE MAPS

Key Places in the Life of Jesus

Have students explore the map using the interactive features and answer the associated question.

Location Which direction is the Sea of Galilee from Nazareth? *northeast*



FOCUS ON CULTURE

Christian Holidays

Have students read the Focus on Culture feature about Christian holidays. Then ask them the associated question.

In print edition, see Focus on Culture of same title.

Draw Conclusions Why do you think people celebrate events in Jesus' life? *Possible answer: to remember the events in his life and to participate in traditional celebrations with others*

ANALYZE INFORMATION

Create a Briefing Paper

- Ask students to imagine that they are advisers to the Roman governor of Jerusalem. Their task is to brief the governor about significant events in the city. Ask students to use the information in the text to create a briefing paper to be delivered to the governor.
- The paper should summarize Jesus' actions and describe the reactions of his followers. Ask students to use as much detail as possible in their descriptions, referring as appropriate to specific teachings, sermons, or parables. Encourage students to examine the artwork and photographs in the section for details they can include in their briefing papers.

- Finally, have volunteers deliver their briefings to the class and discuss the effect the information might have on the Roman governor.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Teach the Main Idea

Jesus' followers taught others about Jesus' life and teachings.

Identify Who were the Apostles? *12 of Jesus' closest disciples, who spread his teachings*

Analyze Why is Paul considered by many people to be another Apostle? *He had a major influence on the spread of Jesus' beliefs and teachings throughout the Roman Empire.*

Summarize What was the content of Paul's letters? *Christian beliefs, including the Resurrection and the Trinity*

More About . . .

Misconception Alert Many people forget that Jesus was a Jew and that his early followers also were Jewish. Christianity as a separate religion did not exist until many years after the death of Jesus.

ONLINE DOCUMENT-BASED INVESTIGATION

The Sermon on the Mount

Described in the Gospel of Matthew, the sermon was delivered by Jesus to a group of followers who had gathered to hear him speak. This passage, called the Beatitudes, identifies groups of people who Jesus says will be blessed for their actions.

Analyze Sources What kinds of qualities does Jesus say will be rewarded? *meekness, peacefulness, being pure in heart, being poor in spirit, seeking righteousness, being persecuted on his account*

In print edition, see historical source of the same title.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Sermon on the Mount

The Bible says that Jesus attracted many followers. One day he led his followers onto a mountainside to give a religious speech. In this speech, called the Sermon on the Mount, Jesus said that people who love God will be blessed. This is an excerpt of this sermon.



Scholars believe this location was the site of Jesus' Sermon on the Mount.

Analyze Sources
What kinds of qualities does Jesus say will be rewarded?

"When Jesus saw the crowds, he went up the mountain; and after he sat down, his disciples came to him. Then he began to speak, and taught them, saying:

'Blessed are the poor in spirit, for theirs is the kingdom of heaven.'

'Blessed are those who mourn, for they will be comforted.'

'Blessed are the meek, for they will inherit the earth.'

'Blessed are those who hunger and thirst for righteousness, for they will be filled.'

'Blessed are the merciful, for they will receive mercy.'

'Blessed are the pure in heart, for they will see God.'

'Blessed are the peacemakers, for they will be called children of God.'

'Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.'

'Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.'

—Matthew 5:1–12, New Revised Standard Version

644 Module 19

COLLABORATIVE LEARNING

Create a Blog

1. Ask students to imagine that they are traveling throughout the Mediterranean world in the first century AD. Have each student write several notes about his or her journey as though he or she is creating an imaginary travel blog.
2. Have students work with partners to research some of the cities they might have visited, such as Damascus, Antioch, Athens, and Corinth. Ask them to find details about daily life and travel during the time. What kinds of people might they have met? What languages might they have spoken? How might they have made their living? What would be important to them?

3. Suggest that students find contemporary photographs or create drawings of the cities and surrounding countryside that they can post to illustrate the text.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 40: Writing to Describe

READING CHECK

Summarize What were the main ideas in Jesus' message? *loving God, loving all people, being saved from sin*



The Last Supper

This famous painting by Italian artist Leonardo da Vinci shows Jesus and his Apostles sharing their last meal before Jesus was arrested.

Analyze Visuals

What kind of mood do the people appear to be in?

Academic Vocabulary

ideals ideas or goals that people try to live up to

had much authority among Jesus' followers. In later years after the Christian Church was more organized, many people looked back to Peter as its first leader.

The Gospels Some of Jesus' disciples wrote accounts of his life and teachings. These accounts are called the Gospels. Four Gospels are found in the New Testament of the Bible.

The Gospels were written by men known as Matthew, Mark, Luke, and John. All the men's accounts differ slightly from one another, but together they make up the best source we have on Jesus' life. Historians and religious scholars depend on these stories for information about Jesus' life and teachings. The Gospels tell of miracles Jesus performed. They also contain the parables he told.

Paul Probably the most important person in the spread of Christianity after Jesus' death was Paul of Tarsus. Although he had never met Jesus, Paul did more to spread Christian beliefs and **ideals** than anyone else. He had so much influence that many people think of him as another Apostle. After Paul died, he was named a **saint**, a person known and admired for his or her holiness.

Like most of Jesus' early followers, Paul was born Jewish. At first, he strongly opposed the activities of the Christians. For a time, Paul even worked to prevent followers of Jesus from spreading their message.

According to the New Testament, though, something remarkable happened to Paul one day as he traveled on the road to Damascus. He saw a blinding light and heard the voice of Jesus calling out to him. Soon after that event, Paul became a Christian.

After his conversion, Paul traveled widely around the Mediterranean, spreading Christian teachings. As you can see on the map, he visited many of the major cities along the eastern coast of the Mediterranean.



ONLINE INTERACTIVE VISUALS

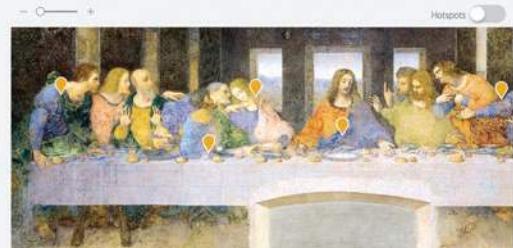
Image with Hotspots: The Last Supper

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What kind of mood do people appear to be in? *Possible answer: Jesus appears to be sad but calm, while the Apostles appear to be excited or upset.*

The Last Supper

This famous painting by Italian artist Leonardo da Vinci shows Jesus and his Apostles at the Last Supper. The Last Supper was the last meal they shared before Jesus was arrested. Later, the Apostles would spread Jesus' teachings.



LINK TO LITERATURE

Write a Narrative Poem

1. Have students write narrative poems describing the experiences of Paul.
2. Begin by reading aloud excerpts from some narrative poems, such as "Rime of the Ancient Mariner" (Coleridge) or "Spoon River Anthology" (Masters). Point out that these poems tell stories and that the subjects of the stories often speak in the poems.
3. Before they begin writing, encourage students to find more information about Paul and his journeys. Then have them create outlines for their poems. Have students try to write refrains that capture the central ideas of their poems.

4. Ask volunteers to read all or part of their poems aloud.

*Alternative Assessment Handbook, Rubric 26:
Poems and Songs

Teach the Main Idea

Christianity spread throughout the Roman Empire by 400.

Describe Who were the leaders of the early church? *bishops, the pope*

Summarize How were Christians treated by Roman leaders? *They were persecuted; many Christians were arrested and killed. Some emperors tolerated Christian worship but later banned Christianity.*

Understand Cause and Effect What was the ultimate effect of Constantine's conversion? *the acceptance of Christianity in the Roman Empire*

More About . . .

The Fish Symbol Early Christians in the Roman Empire had to worship in secret in order to avoid persecution. To mark their gathering places, they sometimes used the symbol of a fish. The symbol appeared on the homes of some believers and also on Christian gravestones and jewelry. Many of Jesus' followers were fishers, and some of the stories in the New Testament have to do with fish and fishing.

► ONLINE INTERACTIVE MAPS

Paul's Journeys

Have students explore the map using the interactive features and answer the associated questions.

Movement On which of his journeys did Paul visit Rome? *fourth*

In print edition, see map of same title.

1. Location Where did Paul's fourth journey start? *Jerusalem*

2. Movement What does the map tell us about the sequence of the spread of Christianity? *that it began in Asia Minor, then spread to Greece, then much farther west to Italy*

Reading Check
Find Main Ideas
What did Jesus' followers do to help spread Christianity?

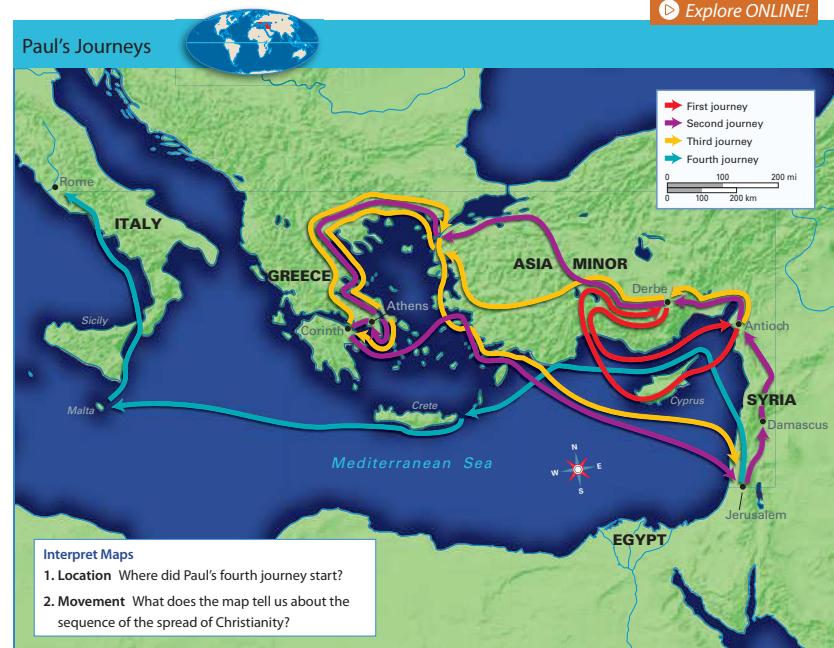
In addition, Paul wrote long letters to communities throughout the Roman world. These letters helped explain and elaborate on Jesus' teachings. In his letters, Paul wrote at length about the Christian belief in the Resurrection and about salvation. He also mentioned the idea of the Trinity. The Trinity is a central Christian belief that God is made up of three persons. They are God the Father, Jesus the Son, and the Holy Spirit. This belief holds that, even though there are three persons, there is still only one God.

Paul's teachings attracted both Jews and non-Jews to Christianity in many areas around the Mediterranean. In time, this growing number of Christians helped the Christian Church break away from its Jewish roots. People began to recognize Christianity as a separate religion.

The Spread of Christianity

Early Christians like Paul wanted to share their message about Jesus with the world. To do that, Christians began to write down parts of Jesus' message, including the Gospels. They distributed copies of the Gospels and other writings to strengthen people's faith. Because of their efforts, Christianity spread quickly in Roman communities.

► Explore ONLINE!



646 Module 19

ADVANCED/GIFTED

Paul's Journeys

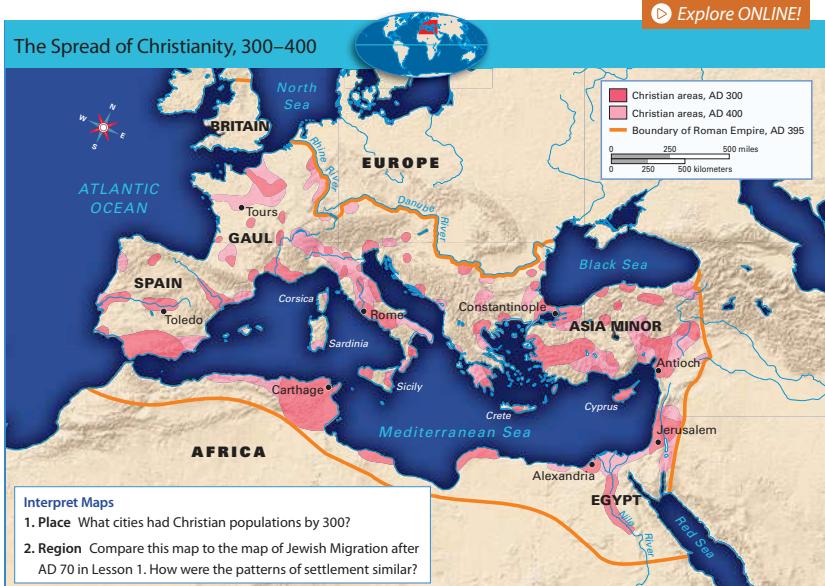
1. Have students review the map of Paul's journeys. Point out the key and the scale.
2. Ask students to use the scale to determine the distance that Paul traveled for each of his journeys.
3. Then ask the following questions: Which was Paul's shortest journey? Which was Paul's longest journey?

*Alternative Assessment Handbook,
Rubric 21: Map Reading

READING CHECK

Find Main Ideas What did Jesus' followers do to help spread Christianity? *They traveled from place to place spreading Jesus' teachings; Jesus' disciples wrote accounts of Jesus' life and teachings in the Gospels; Paul preached and wrote letters.*

For additional instruction, go to end of lesson.



Persecution As Christianity became more popular, some Roman leaders became concerned. They looked for ways to put an end to this new religion. Sometimes, local officials challenged the Christians trying to spread their beliefs. Some of these officials even arrested and killed Christians who refused to worship the gods of Rome. Many of the leaders of the early Christians, including Peter and Paul, were killed for their efforts in spreading Christian teachings.

Most of Rome's emperors let Christians worship as they pleased. However, a few emperors in the 200s and 300s feared that the Christians could cause unrest in the empire. To prevent such unrest, these emperors banned Christianity. Christians were often forced to meet in secret.

Growth of the Church Because the early church usually had to meet in secret, it did not have any single leader to govern it. Instead, bishops, or local Christian leaders, led each Christian community. Most of these early bishops lived in cities.

By the late 100s, Christians looked to the bishops of large cities for guidance. These bishops had great influence, even over other bishops. The most honored of all was the bishop of Rome, or the pope. Gradually, the pope's influence grew, and many people in the West came to see him as the head of the whole Christian Church. As the church grew, so did the pope's influence.

World Religions of Southwest Asia 647

SPECIAL NEEDS STUDENTS

The Spread and Acceptance of Christianity

- Pair special needs students with high-achieving students. Ask partners to read the text segment *The Spread of Christianity* together.
- Then have each pair create a cause-and-effect chart identifying the causes and effects of the growth and acceptance of Christianity in the Roman Empire.
- Discuss the completed charts as a class, and have students fill in any information that is missing.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 13: Graphic Organizers

ONLINE ANALYZE VIDEOS

The Birth of Christianity



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos According to the video, what effect did martyrs have on the spread of Christianity? *Through their willingness to die for their religion, martyrs encouraged others in the ancient world to adopt Christianity.*



ONLINE INTERACTIVE MAPS

The Spread of Christianity, 300–400

Have students explore the map using the interactive features and answer the associated questions.

Place Which city was located in an area that became Christian in the AD 400s? *Tours*

In print edition, see map of same title.

- Place** What cities had Christian populations by 300? *Toledo, Rome, Carthage, Constantinople, Antioch, Jerusalem, Alexandria*
- Region** Compare this map to the map of Jewish Migration after AD 70 in Lesson 1. How were the patterns of settlement similar? *Both Jews and Christians often lived along the Mediterranean or in big cities.*



READING CHECK

Identify Problems What difficulties did early Christians face in practicing and spreading their religion? *Local officials arrested and killed Christians who refused to worship Roman gods. Christianity was banned, so Christians had to meet in secret.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** In Christian teachings, what was the Resurrection? *Jesus's return from the dead*
b. **Elaborate** Why do you think Christians use the cross as a symbol of their religion? *Jesus was crucified on a cross*
2. a. **Identify** What did Jesus mean by salvation? *the rescue of people from sin so that they could enter the Kingdom of God when they died*
b. **Explain** How have differing interpretations of Jesus' teachings affected Christianity? *They have led to the development of different denominations.*
3. a. **Define** What is a saint? *a person known and admired for his or her holiness*
b. **Summarize** How did Paul influence early Christianity? *Through his travels and his letters, Paul attracted many converts. His letters explained Jesus' teachings and Christian beliefs, such as the Resurrection and the Trinity.*
4. a. **Recall** What was the role of bishops in the early Christian Church? *They were local Christian leaders; bishops in large cities had more influence than other bishops. The pope (bishop of Rome) had the most influence.*
b. **Explain** Why were some Roman leaders worried about the growing popularity of Christianity? *They worried that the Christians would cause unrest.*
c. **Predict** What do you think might have happened to Christianity if Constantine had not become a Christian? *Possible answer: It might have continued to struggle for influence; it might not have spread around the world.*

Critical Thinking

5. **Form Generalizations** Review the segment on Jesus' acts and teachings. Then draw a chart that includes generalizations about his miracles, parables, and message. *Possible answer: miracles: healed the sick and injured; fed a crowd with a few loaves of bread and a small fish; parables: stories that teach lessons; one about a runaway son; message: love everyone, even enemies; love God; salvation*

Early in the church's history, several women may have held leadership positions in Christian communities. However, as Christianity became a more established religion, women lost some of their prominence in the church. For example, they were not allowed to be bishops or popes.

Acceptance of Christianity As the pope's influence grew, Christianity continued to spread throughout Rome even though it was banned. Then an event changed things for Christians in Rome. The emperor himself became a Christian.

The emperor who became a Christian was Constantine (KAHN-stuh-teen). According to legend, Constantine was preparing for battle against a rival when he saw a cross in the sky. He thought that this vision meant he would win the battle if he converted to Christianity. Constantine did convert, and he won the battle. As a result of his victory, he became the new emperor of Rome.

As emperor, Constantine removed bans against the practice of Christianity. He also called together a council of Christian leaders from around the empire to try to clarify Christian teachings. Almost 60 years after Constantine died, another emperor banned all non-Christian religious practices in the empire. Christianity eventually spread from Rome to all around the world.

Summary and Preview The life and teachings of Jesus of Nazareth inspired a new religion among the Jews. This religion was Christianity. Next, you will learn about Islam, another religion that developed in Southwest Asia.

Lesson 2 Assessment

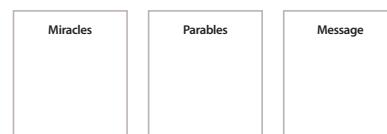
Review Ideas, Terms, and Places

1. a. **Define** In Christian teachings, what was the Resurrection?
b. **Elaborate** Why do you think Christians use the cross as a symbol of their religion?
2. a. **Identify** What did Jesus mean by salvation?
b. **Explain** How have differing interpretations of Jesus' teachings affected Christianity?
3. a. **Define** What is a saint?
b. **Summarize** How did Paul influence early Christianity?
4. a. **Recall** What was the role of bishops in the early Christian Church?
b. **Explain** Why were some Roman leaders worried about the growing popularity of Christianity?
c. **Predict** What do you think might have happened to Christianity if Constantine had not become a Christian?

Critical Thinking

5. **Form Generalizations** Review the segment on Jesus' acts and teachings. Then make generalizations about the topics shown in the graphic organizer.

Acts and Teachings of Jesus of Nazareth



648 Module 19

ANALYZE PRIMARY SOURCES

Analyze the Edict of Milan

1. Find an English translation of Constantine's Edict of Milan on the Internet. Distribute copies of the edict to the class. Explain that in this document, he established a policy of religious toleration in the Roman Empire.
2. Review or preteach difficult vocabulary. Have students work in pairs to summarize the edict's main points. Then have each student write a newspaper editorial describing the edict and responding to it. Have them predict what effects the edict will have on Christians and others in the empire and how it might be enforced.

3. Have students "publish" their editorials by reading them aloud. Lead a discussion about the main points brought up by students.

*Alternative Assessment Handbook, Rubrics 23: Newspapers; and 41: Writing to Express

► Online Assessment

1. Why was Jesus crucified?

- because he rejected Jewish beliefs
- because his followers spread his teachings
- because he encouraged opposition to Roman rule
- because his teachings challenged the power of leaders

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Romans tried and executed Jesus because he
challenged their authority ▾.

2. How did Jesus express complicated ideas about how to live to his followers?

- by telling parables
- by performing miracles
- by writing the New Testament
- by interpreting the Old Testament

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

One way that Jesus taught was through parables, which were stories that explained **complicated ideas about how people should live** ▾.

3. How did Paul contribute to the development of Christianity?

- He acted as Jesus' translator when they left Jerusalem.
- He became an authority among Jesus' followers in Rome.
- He wrote an account of Jesus' life and teachings in the New Testament.
- He traveled widely around the Mediterranean spreading Jesus' teachings.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Paul ▾ contributed to the development of Christianity by traveling widely around the Mediterranean spreading Jesus' teachings.

4. Which of the following resulted in the acceptance of Christianity?

- Christians stopped meeting secretly in Rome.
- Christians began worshiping the gods of Rome.
- Constantine converted to the religion before becoming the emperor of Rome.
- The bishop of Rome became seen by many people in the West as the head of the religion.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Christianity became accepted in the Roman Empire after
the emperor became a Christian ▾.

5. **Cause and Effect** Why did early Christians believe that Jesus was the Messiah and the son of God?

During the Resurrection, according to Christian beliefs, Jesus rose from the dead and vanished from his tomb three days after he was crucified. For early Christians, the Resurrection was a sign that Jesus was the Messiah and the son of God.

6. **Summarize** What two themes were the focuses of Jesus' teachings? Describe two of his central ideas.

Jesus' teachings emphasized that his followers should love all people, including their enemies. Another important theme in his teachings was salvation. Jesus taught that people who were saved from sin would enter the Kingdom of God when they died.

7. **Cause and Effect** Why do many people consider Peter to be the first leader of the Christian Church?

After Jesus died, Peter became the leader of the Apostles, 12 men whom Jesus chose to receive special teaching. He then traveled to a few Roman cities where he taught about Jesus' teachings before eventually moving to Rome, where he had much authority among Jesus' followers.

8. **Make Generalizations** How did the role of women in Christian communities change over time?

There is reason to believe that several women may have held leadership positions in early Christian communities. However, as the religion became more established, women lost some of their standing in the church. For example, they were not allowed to become bishops or popes.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 642

STRUGGLING READERS

Jesus' Life and Teachings

1. Based on the information in this lesson, have students complete a cluster diagram about Christianity. Create a diagram with an oval in the center surrounded by other ovals. Place the word *Christianity* in the center oval. Then help students fill in the remaining ovals with details about Jesus' life and teachings, Christian beliefs, and other facts related to the religion. *Possible answers: Jesus' life: born in Bethlehem, studied Judaism; executed by crucifixion; Jesus' teachings: love God, love other people*
2. Have students write one or two paragraphs summarizing the details in the diagram.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizer

continued from page 646

More About . . .

Women in Early Christianity Women had a significant role in the growth and spread of Christianity. Many of Jesus' disciples were women. According to the Gospels, women were with Jesus during his arrest, at the foot of the cross, and at his empty tomb. Several of Paul's letters address women leaders in the early church. These included preachers, martyrs, and leaders of secret congregations throughout the Roman Empire.

continued from page 643

LINK TO LANGUAGE ARTS

Writing Parables

1. To help students understand how the parables in the Bible teach important messages, have each student think about an important lesson he or she has learned. For example, students could reflect on the importance of using kind words, telling the truth, or asking permission. Have each student jot one or two messages down on a sheet of paper.
2. Explain that parables in the Bible are stories used to teach lessons to people using characters and settings to which the people could relate (e.g., fishers, farmers, vineyards).
3. Ask each student to write a brief parable about the lesson or message he or she wrote down in Step 1. Tell students to think about to whom they are teaching the lesson and to use characters and settings that are familiar or meaningful to their audience.
4. Encourage students to illustrate their parables to help tell the story. Have them label the illustrations or write captions beneath the pictures. Ask them to share their parables with the class.

*Alternative Assessment Handbook, Rubric 39: Writing to Create



Origins of Islam

- Life in Arabia
- Studying the Qur'an
- The Hajj

Visuals

Videos

LESSON 3

Big Idea

Islam, a religion based on the teachings of Muhammad, arose in Arabia and is based on the sacred texts called the Qur'an and the Sunnah.

Maps,
Graphs, and
Charts

- Map: Arabia, AD 570
- Chart: Three Religions
- Timeline: Beginnings of Islam
- Map: Islam in Arabia, AD 632

- Focus on Culture: The Shahada
- Focus on Culture: Muslim Art
- Focus on Culture: Eid al-Fitr
- Biography: Ibn Battutah (1304 – c. 1369)
- Game: Which Religion?
- The Kaaba
- The Muslim Empire
- The Muslim Call to Prayer
- Denominations of Islam

Extend
and Enrich

Sources

- Document-Based Investigation: Sura 92: Night

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

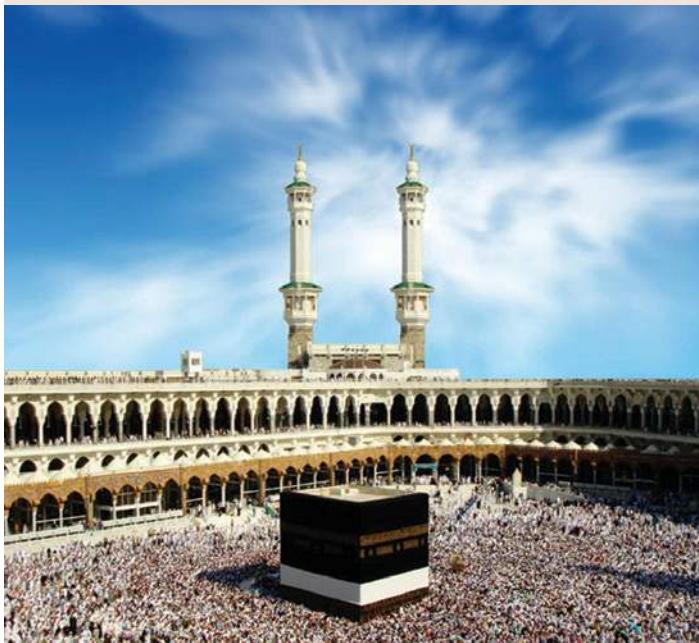
KEY

- Non-digital resource

► Online Lesson 3 Enrichment Activities

The Kaaba

Article Students read about the Kaaba, the ancient structure and shrine that is the destination of the Muslim holy pilgrimage. Then students write a paragraph or create a diagram explaining various parts of the tawaf, the ritual circling of the Kaaba.



The Muslim Call to Prayer

Article Students read a short article about the muezzin, the person who calls Muslims to pray five times each day. Using recordings, students will explore different kinds of calls.

The Muslim Empire

Article Students read about how Muslim leadership evolved from religious to political and how an empire resulted. Students will research the expansion of Muslim territory in the 600s and 700s and create a map that illustrates the extent of the empire.

Denominations of Islam

Article Students will read about the origins and practices of different Muslim groups. Then they will create a table comparing and contrasting aspects of the major denominations of Islam.



Origins of Islam

The Big Idea

Islam, a religion based on the teachings of Muhammad, arose in Arabia and is based on the sacred texts called the Qur'an and the Sunnah.

Main Ideas

- Arabia is mostly a desert land, where two ways of life, nomadic and sedentary, developed.
- A new religion called Islam, based on the teachings of the prophet Muhammad, spread throughout Arabia in the 600s.
- The Qur'an guides Muslims' lives.
- The Sunnah tells Muslims of important duties expected of them.
- Islamic law is based on the Qur'an and the Sunnah.

Key Terms and Places

oasis
Mecca
Islam
Muslims
Qur'an
Medina
mosque
jihad
Sunnah
Five Pillars of Islam

If YOU lived there ...

Your family owns an inn in Mecca. Usually business is pretty calm, but this week your inn is packed. Travelers have come from all over the world to visit your city. One morning you leave the inn and are swept up in a huge crowd of these visitors. They speak many different languages, but everyone is wearing the same white robes. They are headed to the mosque.

What might draw so many people to your city?

Life in a Desert Land

The Arabian Peninsula, or Arabia, is located in Southwest Asia. It lies near the intersection of Africa, Europe, and Asia. For thousands of years Arabia's location, physical features, and climate have shaped life in the region.

Physical Features and Climate Arabia lies in a region with hot and dry air. This climate has created a band of deserts across Arabia and northern Africa. Sand dunes, or hills of sand shaped by the wind, can rise to 800 feet (240 m) high and stretch across hundreds of miles!

Arabia's deserts have a very limited amount of water. What water there is exists mainly in scattered oases. An **oasis** is a wet, fertile area in a desert. Oases have long been key stops along Arabia's overland trade routes.

Two Ways of Life To live in Arabia's harsh deserts, people developed two main ways of life. Nomads lived in tents and raised herds of sheep, goats, and camels. Nomads traveled with their herds across the desert in search of food and water for their animals. Among the nomads, water and land belonged to tribes. Membership in a tribe, a group of related people, offered safety from desert dangers.

While nomads moved around, other Arabs lived a more settled life. They made their homes in oases where they could farm. These settlements, particularly the ones along trade routes, became towns.

World Religions of Southwest Asia 649

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What might draw so many people to your city?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider ECONOMIC reasons for people to be there:

- Large cities have markets.
- Crowds of visitors would likely need supplies.
- Cities offered ways of life that could not be found in rural areas.

Consider OTHER reasons for people to be there:

- Followers of a religion could be drawn to the city for spiritual reasons.
- Curious people might have followed the crowd to learn what was going on.

2. Direct Teach Introduce the Big Idea: *Islam, a religion based on the teachings of Muhammad, arose in Arabia and is based on the sacred texts called the Qur'an and the Sunnah.* Explain to students that Muslims believe that God spoke to Muhammad through an angel and told him to write the messages he received. Those messages were collected in the Qur'an, the holy book of Islam.

3. Practice/Assess/Inquire Have students write each subhead in the lesson on a piece of paper. Then have them write one sentence that expresses the main idea of the information under each subhead.

4. Explore (Collaborative Exploration) Have students share the main idea statements they created for each heading. Ask students to discuss and record supporting details for each main idea.

5. Whole Group Close/Reflect Ask students to consider what they knew about Islam and what they learned in this lesson. Have students write letters to friends sharing their new knowledge.

*Alternative Assessment Handbook, Rubric 25: Personal Letters

ONLINE DOCUMENT-BASED INVESTIGATION

World Religions of Southwest Asia

Sura 92: Night is the third of three document-based investigations that students will analyze in the World Religions of Southwest Asia module. This sura, or section of the Qur'an, contrasts the behavior of generous and selfish people and the afterlife each will experience.

Teach the Main Idea

Arabia is mostly a desert land, where two ways of life, nomadic and sedentary, developed.

Recall What is the climate like in Arabia? *hot and dry, with little water*

Define What is an oasis? *a wet, fertile area in a desert*

Draw Conclusions How did townspeople and nomads rely on each other in early Arabia? *Townspeople obtained desert herbs and animal products from nomads; nomads obtained cooking supplies and clothing from townspeople. Merchants sold goods such as spices, gold, and leather brought by caravans.*

More About ...

Misconception Alert Many people think that modern-day Arabia consists of only one country, Saudi Arabia. Actually, there are seven modern-day nations on the Arabian Peninsula—Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, the United Arab Emirates, and Yemen.

Teach the Main Idea

A new religion called Islam, based on the teachings of Muhammad, spread throughout Arabia in the 600s.

Recall In what business was Muhammad involved? *caravan trade*

Explain What is the difference between the terms *Islam* and *Muslim*? *Islam is a religion, while a Muslim is a follower of Islam.*

Summarize What happened after Muhammad moved to Medina? *Islam spread in the city. Eventually, the people of Mecca also became Muslim, and Muhammad returned there as a leader.*

More About . . .

The Dome of the Rock The oldest existing Islamic monument, the Dome of the Rock was built in the late seventh century. Muslims believe that Muhammad left a print of his left foot on the rock the shrine is built over as he leapt into heaven to speak with Allah. The rock is also sacred to Christians and Jews; it is on the site of the ancient Temple of Jerusalem.

► ONLINE INTERACTIVE MAPS

Arabia, AD 570

Have students explore the map using the interactive features and answer the associated question.

Place Which body of water borders Arabia? *Red Sea*



Analyze Visuals

How can you tell which figures are nomads and which figures are townspeople?

Reading Check

Categorize What two ways of life were common in Arabia?

Towns became centers of trade. There, nomads traded animal products and herbs for goods like cooking supplies and clothes. Merchants sold spices, gold, leather, and other goods brought by caravans.

A New Religion

In early times, Arabs worshiped many gods. That changed, however, when a man named Muhammad brought a new religion to Arabia. Historians know little about Muhammad. What they do know comes from religious writings.

Muhammad, Prophet of Islam Muhammad was born into an important family in the city of **Mecca** around 570. As a small child, he traveled with his uncle's caravans. Once he was grown, he managed a caravan business owned by a wealthy woman named Khadijah (ka-DEE-jah). At age 25, Muhammad married Khadijah.

650 Module 19

► ONLINE INTERACTIVE VISUALS

Image with Hotspots: Life in Arabia

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

In print edition, see image of same title.

Analyze Visuals How can you tell which figures are nomads and which figures are townspeople? *The nomads are mostly traveling toward town or tending to their camels. The townspeople are settled down to sell goods or are carrying books or scrolls.*

► ONLINE GRAPHIC ORGANIZER

Origins of Islam

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Draw Conclusions In what ways is Mecca significant in the history and practice of Islam? *Mecca was the birthplace of Muhammad, and it was near Mecca that he is said to have heard the words of the Qur'an. To honor Mecca's role in Muhammad's life, Muslims face the city when they pray and visit it on the hajj.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Mecca, Islam, Muslims, Qur'an, Medina, mosque, jihad, Sunnah, Five Pillars of Islam.**

READING CHECK

Categorize What two ways of life were common in Arabia? *nomadic and sedentary*

For additional instruction, go to end of lesson.

The caravan trade made Mecca a rich city, but most of the wealth belonged to just a few people. Traditionally, wealthy people in Mecca had helped the poor. As Muhammad was growing up, though, many rich merchants ignored the needy.

Concerned about these changes, Muhammad often went to the hills to pray and meditate. One day, when he was about 40 years old, he went to meditate in a cave. According to religious writings, an angel spoke to Muhammad, telling him to "Recite! Recite!" Muhammad asked what he should recite. The angel answered:

"Recite in the name of your Lord who created—created man from clots of blood! Recite! Your Lord is the Most Bountiful One, Who by the pen taught man what he did not know."

—From the *Koran*, translated by N. J. Dawood

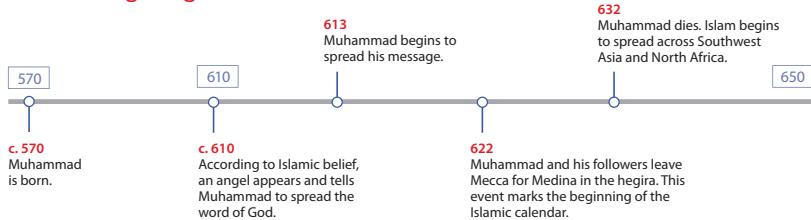
The messages that Muhammad received form the basis of the religion called **Islam**. In Arabic, the word *Islam* means "to submit to God."

Muslims, or people who follow Islam, believe that God spoke to Muhammad through the angel and made him a prophet, a person who tells of messages from God. They view Muhammad as God's messenger to the world. Muslims also believe that Muhammad continued to receive messages from God for the rest of his life. Eventually, these messages were collected in the **Qur'an** (kuh-RAN), the holy book of Islam.

Muhammad's Teachings In 613 Muhammad began to talk about his messages. He taught that there was only one God, Allah, which means "the God" in Arabic. Like Judaism and Christianity, Islam is monotheistic, or based on the belief in one God. Although people of all three religions believe in one God, their beliefs about God are not the same.

Muhammad's teachings also dealt with how people should live. He taught that all people who believed in Allah were bound together like members of a family. As a result, he said, people should help those who are less fortunate. For example, he thought that people who had money should use that money to help the poor.

Timeline: Beginnings of Islam



Interpret Timelines

How many years did Muhammad spend spreading his message before he died?

World Religions of Southwest Asia 651

ADVANCED/GIFTED

Similarities Among Religions

- Review with students similarities among Judaism, Christianity, and Islam. For example, all three religions first appeared in Southwest Asia. All are monotheistic. All of them encourage similar behaviors, such as treating other people well.
- Organize the class into groups of three. Have each group conduct research to find more similarities among these three major religions.

- Have each student create a dialogue among adherents from each religion in which they discuss how their beliefs are similar. Students' dialogues should respect the beliefs and practices of each religion.
- Have each group present its dialogue to the class. Write the similarities for the entire class to see.

*Alternative Assessment Handbook, Rubrics 30: Research; and 33: Skits and Reader's Theater

ONLINE ANALYZE VIDEOS

Trade and the Rise of Islam



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos According to this video, how did gold help spread Islam? *Muslim leaders used the gold to build an army with which they created a huge Islamic empire.*



ONLINE INTERACTIVE CHARTS

Three Religions

Have students explore the chart using the interactive features and answer the associated questions.

Interpret Charts About how long after the beginning of Christianity did Islam begin? **600 years**

Religion



JUDAISM



CHRISTIANITY



ISLAM

Place of Origin

Age

Sacred Texts

Place of Worship

Key Figures

Basic Beliefs

TIMELINES

Timeline: Beginnings of Islam

Have students explore the timeline features and answer the associated questions.

Interpret Timelines How many years did Muhammad spend spreading his message before he died? **19 years (from 613 to 632)**

Teach the Main Idea

The Qur'an guides Muslims' lives.

Explain What does the Qur'an say about slavery? *It implies, though does not explicitly state, that slavery should be abolished.*

Summarize What are the different meanings of the term *jihad*? *inner struggle to obey God; struggle to defend Muslim community; has also been translated as "holy war"*

More About . . .

The Qur'an After his initial revelation, Muhammad continued to receive messages for the rest of his life. These revelations make up Islam's Qur'an, also spelled Koran. While Muhammad himself did not write down the messages, it is likely that he dictated them to others. The Qur'an was collected and organized about 644, about 12 years after Muhammad's death.

► ONLINE INTERACTIVE MAPS

Islam in Arabia, AD 632

Have students explore the map using the interactive features and answer the associated questions.

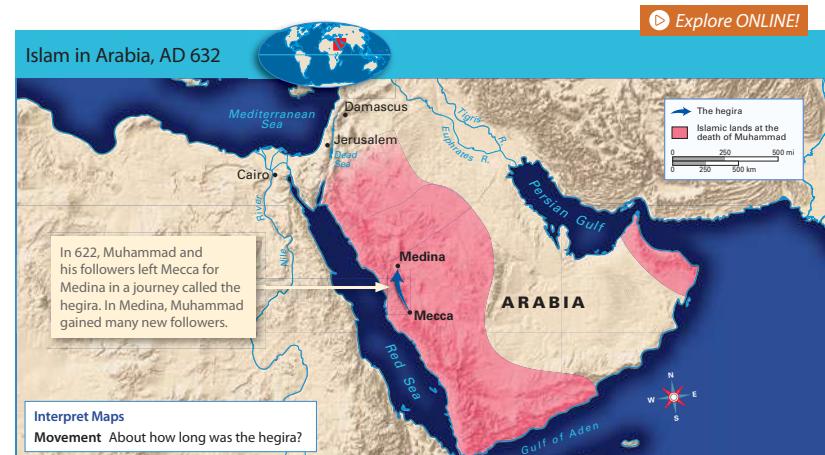
Movement About how long was the hegira? 200 miles

In print edition, see map of same title.



READING CHECK

Summarize How did Islam spread in Arabia? *It spread with Muhammad's move to Medina and became popular with Arab tribes.*



Interpret Maps
Movement About how long was the hegira?

Islam Spreads in Arabia At first Muhammad had few followers. Slowly, more people began to listen to his ideas. As Islam spread, Mecca's rulers grew worried. They threatened Muhammad and even planned to kill him.

A group of people living north of Mecca invited Muhammad to move to their city. So in 622 Muhammad and many of his followers went to **Medina** (muh-DEE-nuh). The name *Medina* means "the Prophet's city" in Arabic. Muhammad's departure from Mecca is called the hegira (hi-JY-ruh), or journey. It is so important a date in the history of Islam that Muslims made 622 the first year of the Islamic calendar.

Muhammad became a spiritual and political leader in Medina. His house became the first **mosque** (MAHSK), or building for Muslim prayer.

As the Muslim community in Medina grew stronger, other Arab tribes began to accept Islam. Conflict with the Meccans, however, increased. In 630, after several years of fighting, the people of Mecca gave in. They accepted Islam as their religion.

Before long, most people in Arabia had accepted Muhammad as their spiritual and political leader and become Muslims. Muhammad died in 632, but the religion he taught would soon spread far beyond the Arabian Peninsula.

Over many centuries, Islam spread around the world to Asia, Africa, Europe, Oceania, and the Americas. Trade, conquest, and immigration have all played a part in Islam becoming a global religion.

The Qur'an

During Muhammad's life, his followers memorized his messages and his words and deeds. After Muhammad's death, they collected his teachings and wrote them down to form the book known as the Qur'an. Muslims believe the Qur'an to be the exact word of God as it was told to Muhammad.

652 Module 19

SPECIAL NEEDS STUDENTS

Categorize Information

1. Discuss with students the guidelines described in the Qur'an. Remind students that the Qur'an covers the major beliefs of Islam as well as guidelines for worship, moral behavior, and social life. Explain the differences among these categories.
2. Draw a two-column chart with three rows for students to see. In the first column, label the rows *Beliefs*, *Rules for Worship*, and *Rules for Society*.
3. Have students copy the graphic organizer. Work as a class to complete it by listing appropriate statements in each category.
Possible statements: Beliefs—There is only one God. God will judge all people.
4. Review the answers with the class. If necessary, explain to students why statements belong in a particular category.

The good will live in paradise. The bad will suffer. Rules for Worship—Do ritual washing before prayers. Rules for Society—Do not eat pork or drink alcohol. Slaves should be freed. Women have the right to own property, earn money, and receive an education.

- *Alternative Assessment Handbook, Rubric 13: Graphic Organizer

Beliefs The central teaching in the Qur'an is that there is only one God—Allah—and that Muhammad is his prophet. The Qur'an says people must obey Allah's commands. Muslims learned of these commands from Muhammad.

Islam teaches that the world had a definite beginning and will end one day. Muhammad said that on the final day God will judge all people. Those who have obeyed his orders will be granted life in paradise. According to the Qur'an, paradise is a beautiful garden full of fine food and drink. People who have not obeyed God, however, will suffer.

Guidelines for Behavior Like holy books of other religions, the Qur'an describes Muslim acts of worship, guidelines for moral behavior, and rules for social life.

Some of these guidelines for life are stated **explicitly**. For example, the Qur'an clearly describes how a person should prepare for worship. Muslims must wash themselves before praying so they will be pure before Allah. The Qur'an also tells Muslims what they should not eat or drink. Muslims are not allowed to eat pork or drink alcohol.

Other guidelines for behavior are not stated directly but are **implicit** in the Qur'an. Even though they are not written directly, many of these ideas altered early Arabian society. For example, before Muhammad's time, many Arabs owned slaves. The Qur'an does not expressly forbid the practice of slavery, which was common in early Arabia. It does, however, imply that slavery should be abolished. Based on this implication, many Muslim slaveholders chose to free their slaves.

The Qur'an also changed how women were treated. Women in Arabia had few rights. The Qur'an describes rights of women, including rights to own property, earn money, and get an education. However, most Muslim women still had fewer rights than men, just like in other societies of the time.

Academic Vocabulary
explicit: fully revealed without vagueness

Academic Vocabulary
implicit: understood though not clearly put into words

Studying the Qur'an

The Qur'an plays a central role in the lives of many Muslims. Both children and adults study and memorize verses from the Qur'an at home, at Islamic schools, and in mosques.



Analyze Visuals
Where do you think these children are studying the Qur'an?

World Religions of Southwest Asia 653

SUMMARIZE

The Five Pillars of Islam Book Jacket

1. Explain to students what a book jacket looks like and its purpose. You might want to provide a sample book jacket.
2. Point out to students that book jackets include a picture or illustration and the title on the front cover; a brief summary of the book's contents on the inside flaps; the title, author, and publisher on the spine; and comments about the book on the back cover.

3. Have students prepare a book jacket for a book titled *The Five Pillars of Islam*. Draw a sample layout of the elements of a book jacket for students to follow.
4. Ask volunteers to share their finished book jackets with the class.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 37: Writing Assignments

VISUALS

Studying the Qur'an

Have students study the image and answer the associated question.

Analyze Visuals Where do you think these children are studying the Qur'an? *Possible answers: at a religious school or a mosque*

ONLINE DOCUMENT-BASED INVESTIGATION

Sura 92: Night

This sura, or section of the Qur'an, contrasts the behavior of generous and selfish people and the afterlife each will experience.

Analyze Sources What does this sura say will happen to people who perform charitable actions? What will happen to those who are selfish? *Those who perform charitable works will be rewarded in the afterlife. Those who are selfish or greedy will be punished.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Sura 92: Night

The Qur'an, the holy book of Islam, is divided into 114 chapters. These chapters are called suras (SUR-UHHS). The suras vary widely in length. In general, the longest suras are at the beginning of the Qur'an, and the shortest are at the end. Each sura opens with the same phrase calling upon Allah.

FOCUS ON CULTURE

The Shahada

Have students explore the image and text about the shahada, the Muslim statement of faith. Then have them answer the associated question.

Analyze Visuals Why do you think the shahada appears in Muslim art and on national flags?

Possible answer: Artists and national governments want to publicly express their devotion to Islam and its principles.

Teach the Main Idea

The Sunnah tells Muslims of important duties expected of them.

Define What is the Sunnah? *It is the record of the way Muhammad lived; it serves as a model for the expected duties and way of life of Muslims.*

Identify List the five pillars of Islam. *statement of faith, daily prayer, yearly donation to charity, fasting during Ramadan, pilgrimage to Mecca*

Draw Conclusions How does the Sunnah affect the daily lives of Muslims? *It sets forth the Five Pillars of Islam and forms the basis of rules regarding business, government, and personal relations.*

More About . . .

The Hadith and the Sunnah *Hadith* in Arabic means to tell something that's happened or to give a report. The hadith is a biography of Muhammad and a written record of his sayings. From the hadith comes the Sunnah, the written system of rules and behaviors expected of some Muslims. The ultimate authority among the holy books is the Qur'an.

Ramadan Muslims mark the end of Ramadan with a three-day celebration known as *Eid al-Fitr*, or the Festival of Fast-Breaking. Muslims celebrate with services at mosques, gatherings with family and friends, and carnivals. Gifts for children and special sweets are often handed out during this holiday.

FOCUS ON CULTURE

Muslim Art

Have students read the Focus on Culture feature about Muslim art. You may wish to use the associated question as a discussion prompt.

Analyze Information How do Muslim beliefs influence Muslim art? *The belief that only God can create humans and animals led to a lot of geometric art and calligraphy.*

READING CHECK

Make Inferences Why is the Qur'an important to Muslims? *because Muslims believe it is the exact word of God as told to Muhammad*

Focus on Culture

Muslim Art

Historically, most Muslim art does not show any people or animals. Muslims believe only God can create humans and animals or their images. Art portraying Muhammad is considered very offensive by most Muslims. Instead, Muslim artists created complex geometric patterns. Muslim artists also turned to calligraphy, or decorative writing. They made sayings from the Qur'an into works of art to decorate mosques and other buildings.

Some Muslim artists today, like Sana Naveed and Ali Omar Ermes, continue to use calligraphy in their artwork. The calligraphy here is the statement of faith that Muslims say when they accept Islam and in their daily prayers.



Through history, Muslim art and literature have combined Islamic influences with regional traditions of the places Muslims conquered in history and places where Muslims live now. This mix of Islam with cultures from Asia, Africa, and Europe has given this literature and art a unique style and character.

Analyze Information

How do Muslim beliefs influence Muslim art?

Reading Check

Make Inferences
Why is the Qur'an important to Muslims?

Another important subject in the Qur'an has to do with **jihad** (jih-HAHD), which means "to make an effort, or to struggle." Jihad refers to the inner struggle people go through in their effort to obey God and behave according to Islamic ways. Jihad can also mean the struggle to defend the Muslim community, or, historically, to convert people to Islam. The word has also been translated as "holy war."

The Sunnah

The Qur'an is not the only source for the teachings of Islam. Muslims also study the hadith (huh-DEETH), the written record of Muhammad's words and actions. It is also the basis for the Sunnah. The **Sunnah** (SOOH-nuh) refers to the way Muhammad lived, which models the duties and the way of life expected of Muslims. The Sunnah guides Muslims' behavior.

The Five Pillars of Islam The first duties of a Muslim are known as the **Five Pillars of Islam**, which are five acts of worship required of all Muslims. The first pillar is a statement of faith. At least once in their lives, Muslims must state their faith by saying, "There is no god but God, and Muhammad is his prophet." Muslims say this when they accept Islam. They also say it in their daily prayers.

The second pillar of Islam is daily prayer. Muslims must pray five times a day: before sunrise, at midday, in late afternoon, right after sunset, and before going to bed. At each of these times, a call goes out from a mosque, inviting Muslims to come pray. Muslims try to pray together at a mosque. They believe prayer is proof that someone has accepted Allah.

654 Module 19

COLLABORATIVE LEARNING

Research the Hajj

1. Organize the class into groups, and have them report on one aspect of the hajj or a related topic. Topics can be chosen by the group or selected from the following list:

- Arrangements that need to be made to go on the hajj
- Activities or practices associated with the hajj
- The significance of Medina to Islamic history and religious practice
- The Kaaba and the black stone contained within it
- A short biography of Muhammad

2. Have the groups present their results to the class. They may write research papers, make posters, or use some other presentation method.

*Alternative Assessment Handbook, Rubrics 30: Research; and 40: Writing to Describe

The third pillar of Islam is a yearly donation to charity. Muslims must pay part of their wealth to a religious official. This money is used to help the poor, build mosques, or pay debts. Helping and caring for others is important in Islam.

The fourth pillar of Islam is fasting—going without food and drink. Muslims fast during the holy month of Ramadan (RAH-muh-dahn). The Qur'an says Allah began his revelations to Muhammad in this month. Throughout Ramadan, most Muslims will not eat or drink anything between dawn and sunset. Muslims believe fasting is a way to show that God is more important than one's own body. Fasting also reminds Muslims of people in the world who struggle to get enough food.

The fifth pillar of Islam is the hajj (HAJ), a pilgrimage to Mecca. All Muslims must travel to Mecca at least once in their lives if they can. The Kaaba, in Mecca, is Islam's most sacred place.

The Sunnah and Daily Life Besides the five pillars, the Sunnah has other examples of Muhammad's actions and teachings. These form the basis for rules about how to treat others. According to Muhammad's example, people should treat guests with generosity.

The Sunnah also provides guidelines for how people should conduct their relations in business and government. For example, one Sunnah rule says that it is bad to owe someone money. Another rule says that people should obey their leaders. Rules about lending money and charging interest have affected the economies of Muslim countries. For example, in Arab countries, fewer families have bank accounts. Historically, traditional banking wasn't common in these societies because of how the prohibition against charging high interest was interpreted. As the economies of countries have globalized, banking has become more common in these countries.

Islamic Law

Together, the Qur'an and the Sunnah are important guides for how Muslims should live. They also form the basis of Islamic law, or Shariah (shuh-REE-uh). Shariah uses both Islamic sources and human reason to judge the rightness of actions a person or community might take. All actions fall on a scale ranging from required to accepted to disapproved to forbidden. Islamic law makes no distinction between religious beliefs and daily life, so Islam affects all aspects of Muslims' lives.

Reading Check
Form Generalizations
What do Muslims learn from the Sunnah?

BIOGRAPHY

Ibn Battutah 1304–c.1369

As Islam expanded, Muslim traders and travelers benefited from advances in navigation. One such traveler was Ibn Battutah. He initially began to travel when he went on the hajj, or pilgrimage to Mecca. His travels continued, and he visited Africa, India, China, and Spain between 1325

and 1353. He brought back many stories and eventually these were made into a book. As a result of travels of Ibn Battutah and other explorers, Muslim geographers made more accurate maps than were available before.

Analyze Effects

How did others benefit from Ibn Battutah's travels?

World Religions of Southwest Asia 655

ENGLISH LANGUAGE LEARNERS

Biographies of Muhammad

- To help students demonstrate their understanding of Muhammad as a historical figure, have them write biographies. Draw their attention to the biography of Ibn Battutah, and read the text aloud. Discuss who Ibn Battutah was and why he was important to the Muslim people.
- Explain that a biography is an account of someone's life. It gives background information, lists important events and accomplishments, and otherwise tells the story of who that person is or was.

- Organize the class into pairs. Ask them to look back in the lesson to identify and discuss the important facts that tell the story of Muhammad's life.
- After orally planning with their partners, have the students write a biography of Muhammad using the biography of Ibn Battutah as a model text. Biographies should be at least one paragraph in length but could be longer, depending on the students' levels of English proficiency.

*Alternative Assessment Handbook, Rubric 4:
Biographies

Teach the Main Idea

Islamic law is based on the Qur'an and the Sunnah.

Define What is Shariah? *system of Islamic law that judges the rightness of actions*

Draw Conclusions What role does Shariah play in modern Islam? *It makes up a portion of Islam's legal system.*

FOCUS ON CULTURE

Eid al-Fitr

Invite students to examine the visual and caption and answer the associated question.

Analyze Visuals Why do you think people gather for feasts during Eid al-Fitr? *They are marking the end of a long fasting period. Large feasts also give people an opportunity to come together to celebrate as a group.*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Hajj

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What does the size of the crowd in this photo suggest about the role of the hajj in Islam? *Possible answer: It shows that the hajj is very important to Muslims and that many work to make the journey.*

BIOGRAPHY

Ibn Battutah

Have students read the biography of Ibn Battutah and then answer the associated question.

Analyze Effects How did others benefit from Ibn Battutah's travels? *They heard or read stories of faraway places, and maps were improved.*

READING CHECK

Form Generalizations What do Muslims learn from the Sunnah? *Five Pillars of Islam, how to treat others, guidelines for relations in business and government*

TABLES

Three Religions of Southwest Asia

Have students interpret the chart and answer the associated question.

Analyze Information What are some similarities between these three religions? *They all originated in Southwest Asia and all are monotheistic.*

GAME

Which Religion?

Have students play the game to test their knowledge of the monotheistic religions of Southwest Asia by placing items in the correct category.

READING CHECK

Find Main Ideas What is the purpose of Islamic law? *limits authority and sets rewards and punishments for behavior*

Three Religions of Southwest Asia

	Judaism	Christianity	Islam
Place of Origin	Southwest Asia (Israel)	Southwest Asia (Jerusalem)	Southwest Asia (Saudi Arabia)
Age	About 4,000 years	About 2,000 years	About 1,400 years
Holy Book	Torah	Bible	Qur'an
Place of Worship	Synagogue	Church	Mosque
Early Leaders	Abraham, Moses	Jesus, the Disciples, Paul	Muhammad
Basic Beliefs	One God; Messiah yet to come	One God; Jesus is Messiah	One God; Muhammad is prophet

Analyze Information

What are some similarities between these three religions?

Shariah sets rewards for good behavior and punishments for crimes. It also describes limits of authority. It was the basis for law in Muslim countries until modern times. Today, though, most Muslim countries blend Islamic law with legal systems like those in the United States or western Europe.

Islamic law is not found in one book. Instead, it is a set of opinions and writings that have changed over the centuries. As a result, different ideas about Islamic law are found in different Muslim regions.

Summary In the early 600s, Islam was introduced to Arabia by Muhammad. The Qur'an, the Sunnah, and Shariah teach Muslims how to live.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is an oasis? *a wet, fertile area in a desert*
- b. **Form Generalizations** Where did towns develop? Why? *in oases, especially along trade routes, so people could farm and trade*
- c. **Predict** Do you think life would have been better for nomads or townspeople in early Arabia? Explain. *Answers will vary, but students should show an understanding that sedentary lifestyles were safer and more stable, while nomads led less structured lifestyles.*

2. a. **Identify** What is the Qur'an? *Islam's holy book*
 - b. **Explain** According to Islamic belief, what was the source of Islamic teachings? *an angel who told Muhammad to spread the word of God*
 - c. **Elaborate** Why did Muhammad move from Mecca to Medina? What did he accomplish there? *It was easier for Muhammad to convert people in a safer environment like Medina. People there accepted his ideas. Eventually he gained enough support to spread his message farther.*
 - d. **Describe** How have Muslim artists created art without showing humans or animals? *They used calligraphy and geometric shapes.*
3. a. **Recall** What is the central teaching of the Qur'an? *There is only one God, and Muhammad is his prophet.*

5. a. **Identify** What is Islamic law called?
b. **Make Inferences** How is Islamic law different from law in the United States?
c. **Elaborate** What is one possible reason that opinions and writings about Islamic law have changed over the centuries?

Critical Thinking

6. **Categorize** Draw a chart like the one shown here. List three key teachings from the Qur'an and three teachings from the Sunnah.

Qur'an	Sunnah

656 Module 19

- b. **Explain** How does the Qur'an help Muslims obey God? *It lists rules God gave for good behavior.*
4. a. **Recall** What are the Five Pillars of Islam? *statement of faith, daily prayer, donation to charity, fasting, hajj*
- b. **Identify** Who traveled to India, Africa, China, and Spain and contributed his knowledge to the study of geography? *Ibn Battutah*
- c. **Form Generalizations** Why do Muslims fast during Ramadan? *reminder that God is more important than the body; reminder of people in the world who struggle to get enough food*
5. a. **Identify** What is Islamic law called? *Shariah*
- b. **Make Inferences** How is Islamic law different from law in the United States? *It governs religious beliefs and practices;*

it makes no distinction between religion and daily life. In the United States, there is a separation of church and state.

- c. **Elaborate** What is one possible reason that opinions and writings about Islamic law have changed over the centuries? *Possible answers: As some countries have incorporated Western legal systems, opinions may have changed.*

Critical Thinking

6. **Categorize** Draw a chart. List three key teachings from the Qur'an and three teachings from the Sunnah. *Possible answers: Qur'an—wash before praying, don't eat pork or drink alcohol, free slaves, women have some rights, jihad; Sunnah—Five Pillars of Islam, shouldn't owe someone money, obey leaders*

► Online Assessment

- Why was membership in a tribe important to nomads of the Arabian Peninsula?
 - It provided use of fertile lands.
 - It guaranteed the right to trade goods.
 - It guaranteed the ability to build homes.
 - It provided protection from desert dangers.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Among the nomads of the Arabian Peninsula, belonging to a tribe offered safety from desert dangers.

- Why was 622 made the first year of the Islamic calendar?
 - It was the year an angel first spoke to Muhammad.
 - It was the year that the first mosque was built by Muhammad.
 - It was the year Muhammad and many of his followers left Mecca.
 - It was the year Muhammad became the spiritual and political leader of most Arabs.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The first year in the Islamic calendar is 622, which is when

Muhammad left Mecca.

- Which of the following are teachings contained in the Qur'an?
Select the **three** correct answers.
 - Muslims cannot own slaves.
 - People cannot convert to Islam.
 - Muslims cannot eat pork or drink alcohol.
 - Muslims must wash themselves before praying.
 - People will not be punished for disobeying God.
 - Women have the right to own property, earn money, and get an education.

Alternate Question According to the Qur'an, how should Muslims prepare themselves for worship?

- by eating
- by reading
- by washing
- by socializing

- Why do most Muslims fast between dawn and sunset during the holy month of Ramadan?
 - to show that they are willing to suffer for their beliefs
 - to show that God is more important than their physical needs
 - to use the money they would have spent on food to help the poor
 - to use the money they would have spent on food to travel to Mecca

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Throughout Ramadan, most Muslims will fast between dawn and sunset.

- How does Shariah promote positive outcomes?
 - by including the ideas of other legal traditions
 - by giving unlimited authority to leaders
 - by setting rewards for good behavior
 - by relying on human reason

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In addition to setting punishments for crimes, Shariah also sets rewards for good behavior.

- Cause and Effect** Why did towns develop in specific locations on the Arabian Peninsula? Describe two reasons.

While nomads moved around the Arabian Peninsula, some Arabs established permanent settlements in oases where they could farm. These settlements, particularly the ones along trade routes, became towns, which were centers of trade.

- Compare and Contrast** How is Islam similar to and different from Judaism and Christianity? Describe one similarity and one difference.

Islam, like Judaism and Christianity, is based on the belief in one God. Islam is different from these other monotheistic religions because it has different beliefs about this one God.

- Cause and Effect** What do Muslims believe may happen to them when the world ends? Describe two possibilities.

Muslims believe that when the world ends, those who have obeyed God will be granted life in paradise, which is a beautiful garden full of fine food and drink. They also believe that those who have not obeyed God will suffer.

- Cause and Effect** How has the Sunnah affected the economies of Muslim countries?

Historically, banking has not been common in Muslim countries because the Sunnah says it is bad to owe someone money and because of a ban on charging high interest. However, as these economies have globalized, banking has become more common.

- Make Generalizations** How have the legal systems of most Muslim countries changed over time?

Historically, the legal systems of Muslim countries have been based entirely on Shariah, or Islamic law. Today, most Muslim countries blend Shariah with the legal systems found in Western countries.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 650

TIERED ACTIVITY

A Day in the Life

Below Level—Review with the class the two main lifestyles found in Arabia—sedentary and nomadic. Have each student select one of the two lifestyles of early Arabia and brainstorm a list of tasks that a member of that lifestyle might have to accomplish on a typical day.

At Level—Going beyond the Below Level activity, each student should:

- Conduct library and online research about life in early Arabia to gather evidence about his or her chosen lifestyle.
- Write a paper on a typical day in the life of an ancient Arab, describing events from morning to night to paint a picture of what a typical day might have been like for someone of that particular lifestyle.
- Draw upon at least three supporting references, including at least one print source, in writing the paper.

Above Level—Going beyond the Below Level and At Level activities, students should:

- Explain the advantages and disadvantages of their chosen lifestyles.
- Provide arguments explaining why young people would—or would not—prefer their chosen lifestyles.

continued from page 655

More About . . .

Shariah Muslim scholars consider Shariah to be practical support for how Muslims should carry out Allah's commands to live out their faith on a daily basis. They see it more as moral and ethical guidance rather than a system of laws and punishment for breaking them. The word *shariah* can be translated as "the path leading to the watering place."

Social Studies Skills

Interpret a Route Map

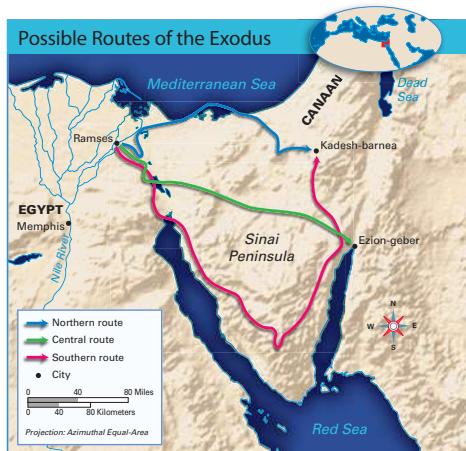
Define the Skill

A route map shows movement from one place to another. Usually, different routes are shown with different colored arrows. Look at the legend to see what the different arrows represent.

Learn the Skill

Use the map of Possible Routes of the Exodus to answer the following questions.

1. How many possible Exodus routes does the map show?
2. Where did the Exodus begin?
3. Which possible route would have been the longest?
4. Which route would have passed closest to the Mediterranean Sea?



World Religions of Southwest Asia 657

Practice the Skill

Find a map of your city either in an atlas or on the Internet. You will need to draw on the map, so either print it, copy it, or draw a map on your own paper using the information. On the city map, draw the route you take from your home to school. Then draw another route you could take to get to school. Be sure to create a legend to show what your route lines mean. Compare your map to those of your classmates. What trends and patterns do you notice?

Social Studies Skills

Interpret a Route Map

Tell students that bus maps, subway maps, and tourist maps are all examples of route maps. They all show how people can get from one place to another. Examine the map of the Exodus with students. To ensure that students understand the map, examine it together as a class. Have students name the routes that are shown on the map. *northern route, central route, southern route* Ask how the different routes are distinguished from each other. *They are different colors.* Ask if all the routes end at the same destination. *No; two end at Kadesh-barnea and one ends at Ezion-geber.*

Answers

Learn the Skill

1. How many possible Exodus routes does the map show? 3
2. Where did the Exodus begin? *Ramses, Egypt*
3. Which possible route would have been the longest? *the southern route*
4. Which route would have passed closest to the Mediterranean Sea? *the northern route*

Practice the Skill

Find a map of your city either in an atlas or on the Internet. You will need to draw on the map, so either print it, copy it, or draw a map on your own paper using the information. On the city map, draw the route you take from your home to school. Then draw another route you could take to get to school. Be sure to create a legend to show what your route lines mean. Compare your map to those of your classmates. What trends and patterns do you notice? *Make sure that students have drawn both regular and alternate routes on the map and that they have created a legend. Patterns and trends will vary based on student maps.*

Module 19 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Match each "I" statement with the person, place, or thing that might have made the statement.

- | | |
|--------------|--------------------------|
| a. Messiah | g. Mecca |
| b. Qur'an | h. Medina |
| c. Bible | i. disciple |
| d. saint | j. Five Pillars of Islam |
| e. rabbi | k. monotheism |
| f. Bethlehem | l. Torah |

1. "I am the town where Jesus of Nazareth was born." f
2. "My name means 'the Prophet's city.'" h
3. "I am the holy book of Christianity." c
4. "I was a promised leader who was to appear among the Jews." a
5. "I am a person known and admired for my holiness." d
6. "I am the city where Muhammad was born." g
7. "I am the most sacred text of Judaism." l
8. "I am a follower." i
9. "I am the holy book of Islam." b
10. "I am a Jewish religious teacher." e
11. "I am the belief in only one God." k
12. "I am the acts of worship required of all Muslims." j

Comprehension and Critical Thinking

LESSON 1

13. a. **Identify** What are the basic beliefs of Judaism? *belief in only one God (monotheism), justice, righteousness, and obedience to law*
- b. **Analyze** What do the various sacred Jewish texts contain? *Torah and Hebrew Bible—laws and principles of Judaism as well as its early history; Talmud—commentaries on Jewish law and tradition*
- c. **Elaborate** How are Jewish ideas observed in modern Western society today? *through traditions, holy days such as Hanukkah, Passover, Rosh Hashanah and Yom Kippur; through religious services*

LESSON 2

14. a. **Describe** According to the Bible, what were the crucifixion and Resurrection? *crucifixion—Jesus' death upon a cross; Resurrection—Jesus' rise from the dead*
- b. **Analyze** Why do you think Jesus' teachings appealed to many people in the Roman Empire? *Possible answers: They thought Jesus was the Messiah they had been looking for; he urged people to love each other and to care for the poor and sick; his teachings were linked to the lives of everyday people.*
- c. **Evaluate** Why do you think Paul is considered one of the most important people in the history of Christianity? *Possible answers: He worked against Christianity but later converted. He traveled throughout the Mediterranean and Asia Minor, spreading Christian teachings. His letters elaborated on ideas about the*

Review Vocabulary, Terms, and Places

Match each "I" statement with the person, place, or thing that might have made the statement.

- | | |
|--|---|
| 1. "I am the town where Jesus of Nazareth was born." | 6. "I am the city where Muhammad was born." |
| 2. "My name means 'the Prophet's city.'" | 7. "I am the most sacred text of Judaism." |
| 3. "I am the holy book of Christianity." | 8. "I am a follower." |
| 4. "I was a promised leader who was to appear among the Jews." | 9. "I am the holy book of Islam." |
| 5. "I am a person known and admired for my holiness." | 10. "I am a Jewish religious teacher." |
| a. Messiah | 11. "I am the belief in only one God." |
| b. Qur'an | 12. "I am the acts of worship required of all Muslims." |
| c. Bible | |
| d. saint | |
| e. rabbi | |
| f. Bethlehem | |
| g. Mecca | |
| h. Medina | |
| i. disciple | |
| j. Five Pillars of Islam | |
| k. monotheism | |
| l. Torah | |

Comprehension and Critical Thinking

Lesson 1

13. a. **Identify** What are the basic beliefs of Judaism? *Judaism?*
- b. **Analyze** What do the various sacred Jewish texts contain? *Jewish texts contain?*
- c. **Elaborate** How are Jewish ideas observed in modern Western society today? *in modern Western society today?*

Lesson 2

14. a. **Describe** According to the Bible, what were the crucifixion and Resurrection? *crucifixion—Jesus' death upon a cross; Resurrection—Jesus' rise from the dead*
- b. **Analyze** Why do you think Jesus' teachings appealed to many people in the Roman Empire? *Why do you think Jesus' teachings appealed to many people in the Roman Empire?*
- c. **Evaluate** Why do you think Paul is considered one of the most important people in the history of Christianity? *Why do you think Paul is considered one of the most important people in the history of Christianity?*

Lesson 3

15. a. **Recall** According to Muslim belief, how was Islam revealed to Muhammad? *According to Muslim belief, how was Islam revealed to Muhammad?*
- b. **Analyze** How did Muhammad encourage people to treat each other? *How did Muhammad encourage people to treat each other?*
- c. **Compare and Contrast** How did Muhammad's teachings compare to Judaism and Christianity? How did they contrast with common beliefs of Arabs at the time? *How did they contrast with common beliefs of Arabs at the time?*
- d. **Define** What is the hajj? *What is the hajj?*
- e. **Contrast** Both the Qur'an and the Sunnah have guided Muslims' behavior for centuries. Apart from discussing different topics, how do these two differ? *Both the Qur'an and the Sunnah have guided Muslims' behavior for centuries. Apart from discussing different topics, how do these two differ?*

658 Module 19



ONLINE DOCUMENT-BASED INVESTIGATION

World Religions of Southwest Asia

Have students complete and review all the DBI activities in Part 1.

Use this Analytical Essay rubric to score students' work in Part 2.

RUBRIC

- Students' essays should:
- present an analysis of the topic that is detailed and relevant
 - develop the analysis logically, clearly, and accurately
 - cite at least two sources of relevant text evidence from Part 1 in support of their analysis

- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Analytical Essay Each of the three world religions has a primary sacred text that summarizes the religion's teachings and guidelines for behavior. The Tanakh, the New Testament, and the Qur'an all include passages that instruct believers in how to live, act, and treat other people. Write an essay analyzing how the behaviors taught by all three religions are similar. Include specific examples of common behaviors taught by the sacred texts. Be sure to cite specific evidence from at least two sources in your response.

Module 19 Assessment, continued

Reading Skills

Use Context Clues—Synonyms Use the Reading Skills taught in this module to answer the question about the reading selection below.

Muhammad became a spiritual and political leader in Medina. His house became the first mosque (MAHSK), or building for Muslim prayer.

16. Based on the context clues in the passage, what does *mosque* mean?

Social Studies Skills 21st CENTURY

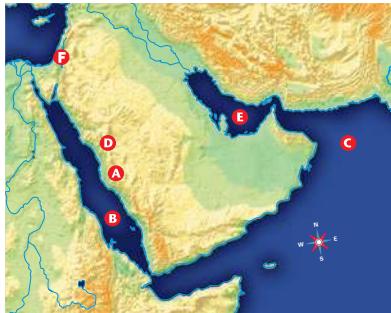
Interpret Route Maps Use the Social Studies Skills taught in this module to answer the questions about the map of Paul's Journeys in Lesson 2.

17. How many journeys did Paul take?
18. From where did he start his third journey?
19. On which journeys did Paul visit the cities of Corinth and Athens?
20. What was the last city Paul traveled to?

Map Activity 21st CENTURY

21. **Religions of Southwest Asia** On a separate sheet of paper, match the letters on the map with their correct labels.

Arabian Sea Jerusalem Mecca
Medina Red Sea Persian Gulf



Focus on Writing

22. **Design a Website** You have been asked to design a website about Judaism, Christianity, and Islam for younger students. Create a home page for the site that introduces the website and one webpage for each of these religions. Include the most important information about the history, beliefs, and traditions of each religion. Use details, examples, facts, and definitions. You may design the pages either online or on sheets of paper. Remember that your audience is children, so you should keep the sentences simple, clear, and coherent. Include images or colors to catch the audience's attention and to help students understand the content. When you include new vocabulary from the module, make sure you explain the meaning of the word. Proofread your website for grammar, spelling, and punctuation.

World Religions of Southwest Asia 659

Essential Question ESSAY

How do religious beliefs shape people's lives and behaviors?

RUBRIC Students' essays should

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the influence of religion on people's lives. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

Resurrection, salvation, and the Trinity. Because of Paul, Christianity became a widespread religion.

d. **Compare** With which group did both Jews and Christians come into conflict? How did that conflict impact Jews and Christians? *Romans; Romans destroyed the Jewish Temple, which changed the way Judaism was practiced. Romans persecuted Christians, forcing many to hide their beliefs.*

e. **Explain** How did Constantine's victory change Christianity? *After Constantine's victory, he became a Christian. Then, Christians could practice their religion openly.*

LESSON 3

15. a. **Recall** According to Muslim belief, how was Islam revealed to Muhammad? *from God, through an angel*
b. **Analyze** How did Muhammad encourage people to treat each other? *with goodwill, helping those who are less fortunate*
c. **Compare and Contrast** How did Muhammad's teachings compare to Judaism and Christianity? How did they contrast with common beliefs of Arabs at the time? *Possible answer: All three religions are monotheistic. At the time, most Arabs worshiped many gods and held slaves. Women were given more rights in Islam.*
d. **Define** What is the hajj? *the journey Muslims must make to Mecca if they can*
e. **Contrast** Both the Qur'an and the Sunnah have guided Muslims' behavior for centuries. Apart from discussing different topics, how do these two differ? *Sunnah—record of Muhammad's actions; Qur'an—according to Islam, the word of God, God's messages to Muhammad*

Reading Skills 21st CENTURY

Use Context Clues—Synonyms Use the Reading Skills taught in this module to answer the question about the reading selection below.

Muhammad became a spiritual and political leader in Medina. His house became the first mosque (MAHSK), or building for Muslim prayer.

16. Based on the context clues in the passage, what does *mosque* mean? *a building for Muslim prayer*

(continued)

Print Assessment (continued)

Social Studies Skills

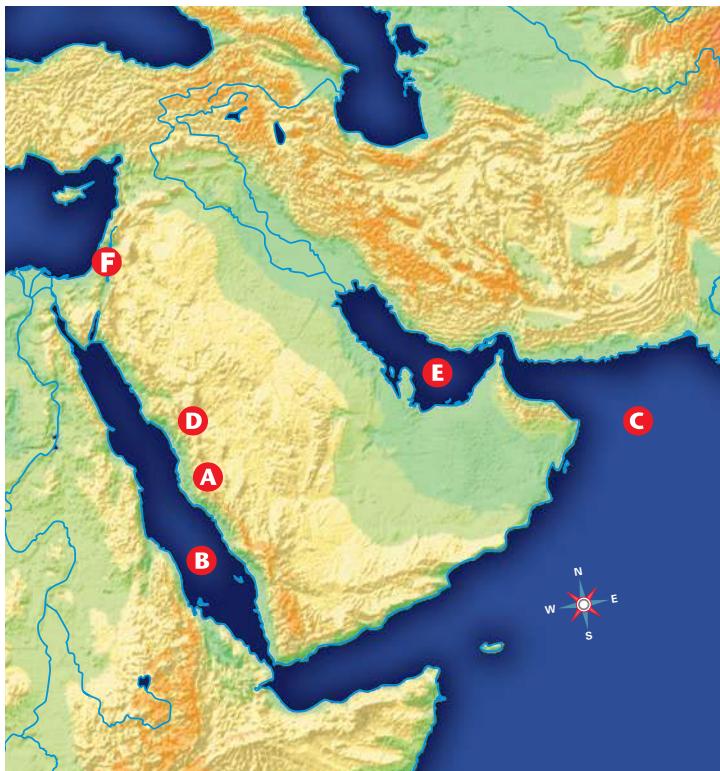
Interpret Route Maps Use the Social Studies Skills taught in this module to answer the questions about the map of Paul's Journeys in Lesson 2.

17. How many journeys did Paul take? **four**
18. From where did he start his third journey? **Antioch**
19. On which journeys did Paul visit the cities of Corinth and Athens? **second and third**
20. What was the last city Paul traveled to? **Rome**

Map Activity

21. **Religions of Southwest Asia** On a separate sheet of paper, match the letters on the map with their correct labels.

Arabian Sea	Jerusalem	Mecca
Israel	Red Sea	Persian Gulf



- A. Mecca
- B. Red Sea
- C. Arabian Sea
- D. Medina
- E. Persian Gulf
- F. Jerusalem

Focus on Writing

22. **Design a Website** You have been asked to design a website about Judaism, Christianity, and Islam for younger students. Create a homepage for the site that introduces the website and one webpage for each of these religions. Include the most important information about the history, beliefs, and traditions. Use details, examples, facts, and definitions. You may design the pages either online or on sheets of paper. Remember that your audience is children, so you should keep the sentences simple, clear, and coherent.

Include images or colors to catch the audience's attention and to help students understand the content. When you include new vocabulary from the module, make sure you explain the meaning of the word. Proofread your website for grammar, spelling, and punctuation.

RUBRIC Students' websites should

- include one homepage and one webpage for each topic
- include four or five sentences of text on each page
- use simple text to meet the needs of the audience
- give accurate, interesting information
- catch the audience's attention with color and/or images

► Online Assessment

1. Drag the events from the Jews' early history into chronological order from top to bottom.

- ≡ Abraham left Mesopotamia and settled in Canaan on the Mediterranean Sea.
- ≡ Moses led his people out of Egypt in a journey called the Exodus.
- ≡ After they conquered Canaan and settled down on the land, the Israelites built their own society.
- ≡ After invaders captured Jerusalem, they sent the Jews out of Jerusalem as slaves.

2. Which of the following influences how Jews and Christians live?

- the Book of Psalms
- the teachings of rabbis
- the Ten Commandments
- the explanations in the commentaries

3. Drag the name of the Jewish holiday into the box next to its description.

It is when Jews ask God to forgive their sins.	Yom Kippur
It honors the journey of the Israelites out of slavery.	Passover
It celebrates the start of a new year in the Jewish calendar.	Rosh Hashanah
It honors a time when lamp oil miraculously lasted for an eight-day celebration at the Jewish temple.	Hanukkah

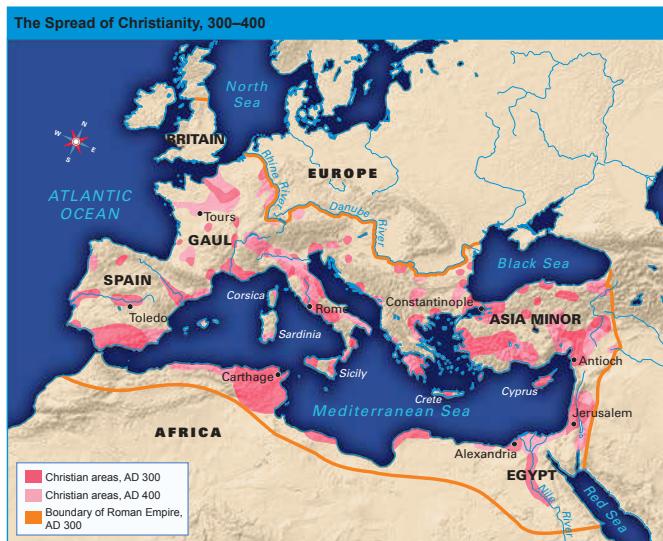
4. Why have many different denominations of Christians developed?

- because some Christians do not believe in the Kingdom of God
- because some Christian Bibles do not include the Old Testament
- because people have not interpreted Jesus' teachings the same way
- because historical records of Jesus' life do not focus on the same events

5. How did Matthew, Mark, Luke, and John contribute to the development of Christianity?

- by writing about Jesus' life and teachings
- by traveling around spreading Christian teachings
- by organizing the efforts of Jesus' closest followers
- by organizing groups of Christians into denominations

6. Use the map to answer the question.



Which statement accurately describes the spread of Christianity?

- Christianity spread throughout the Roman Empire.
- Christianity spread to Spain before it spread to Egypt.
- Christianity spread to territories north of the Danube River.
- Christianity spread from Eastern Europe to Western Europe.
7. Which of the following have played a part in Islam becoming a world religion?

Select the **three** correct answers.

- alliances
- conquest
- immigration
- poverty
- prophecies
- trade

8. Drag the number of each of the five pillars of Islam into the box next to its description.

Muslims must pray five times a day.	second pillar
Muslims must pay part of their wealth to a religious official.	third pillar
Muslims must travel to Mecca at least once in their lives if they can.	fifth pillar
Muslims must fast between dawn and sunset during the holy month of Ramadan.	fourth pillar
Muslims must state their faith by saying, "There is no god but God, and Muhammad is his prophet."	first pillar

9. Why are different ideas about Islamic law found in different Muslim regions?

- Islamic law is not written down.
- Islamic law is not found in one book.
- Islamic law is developed by each Muslim country.
- Islamic law is interpreted by each individual Muslim.