

BELIEFS AND TRADITIONS

3.20.2019

Subject

SOCIAL STUDIES

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for:

1. Ways our beliefs and tradition differ from each other.
2. Respecting other people's beliefs.
3. Different world religions.

Objectives

By the end of this unit, students should be able to:

1. Define, discuss and write about religious freedom.
2. Communicate, orally and in writing, about religion with sensitivity and respect.
3. Students will recognize that some differences among people stem from culture and that some stem from personal traits and preferences.

Activity Starter/Introduction

1. Religious freedom is the principle that supports the freedom of any person, in public or private, to practice a religion or belief—and, as well, the freedom to change one's religion or belief.
2. Nigeria, the most populous African country (with a population of over 182 million in 2015 is nearly equally divided between Christianity and Islam, though the exact ratio is uncertain. The majority of Nigerian Muslims are Sunni and are concentrated in the northern region of the country, while Christians dominate in the south. Most of Nigeria's Christians are Protestant (broadly defined) though about a quarter are Catholic.

Teacher Guide

Day 1/Lesson 1–10Mins

1. Begin by asking students to define the term "religion." Record students' responses on chart paper, or have them share their ideas verbally with the class. Alternately or additionally, you may wish to have students record their answers in a note book.

Guided Practice

Day 2/Lesson 2–20Mins

1. Ask students to go back to their journals or class chart paper to determine whether their definition of religion needs revision. Reflect upon what changed in terms of students' conceptions of religion.
2. Administer a post-quiz that involves
 - rank-ordering religions by number of worldwide adherents or
 - matching concepts with the corresponding religion.
3. Ask students to create world-religion trivia quizzes and administer them to each other, or facilitate a "Jeopardy!"-style class competition.
4. Invite each student to share a new word, new practice/belief or new holiday/religious observance with which s/he was previously unfamiliar. What was the most interesting or surprising thing learned?
5. Challenge students to practice delivering two- to three-minute "nutshell reports" (brief explanations of each religion for an audience that knows nothing about the faith.

Materials Required

- Notebooks
- Chart or poster paper
- Markers and crayons
- Picture book resources explaining traditions of different cultures

Additional Resources

- <https://www.factmonster.com/world/religions-world>
- <https://uri.org/kids>
- <https://en.wikipedia.org/wiki/Religion>

Additional Notes

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2. Remember that students may tend to provide definitions that reflect the scope of their personal beliefs. Through discussion, ensure that you arrive at a definition that's inclusive enough to cover monotheistic, polytheistic and nontheistic religions.
 3. Define the terms monotheism, polytheism and non-theism. Students should remember these terms, as they will be used later to describe various faiths.
 4. Give an overview of the distribution of religions worldwide. The site adherents.com rank-orders faiths in terms of the number of worldwide adherents for each.
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Day 3/Lesson 3–20Mins

1. Instruct students to list the names of as many different religions or faith traditions and to share their lists with the class.
2. As students share responses, create a master list on chart paper. Note: If students struggle with this activity, make suggestions: Christianity, Islam and traditional beliefs.
3. Ask students to pick one religion from the list, using one or more reliable online sites. You may also want to ask your school librarian/media specialist to select grade-appropriate books about different religions.
4. Instruct students to gather information about one religion, and create a poster to present the information. The poster should include interesting facts about major beliefs, sacred texts, festivities and ceremonies, rituals, clothing, places of worship, and so on.

Day 4/Lesson 3–20Mins

1. Leading Have students focus on a special family food tradition, including a description of the occasion for which the food is prepared (even if it's just for Sunday breakfast), who prepares it and how, special utensils or ingredients used, other rituals connected with the food custom, and a recipe.
 2. Have students reflect on whether your school or class practices any traditions. Do you celebrate Dr. Seuss's birthday in a special way? Do you have an end-of-the-year picnic? Together, come up with a new tradition to pass on to rising students from the next level down.
 3. Provide students with an opportunity to participate in a tradition they would not ordinarily experience. For example, invite a guest from the community to demonstrate a cultural celebration in your classroom.
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Assessment Activity

1. What is a tradition?
2. Do all societies practice the same traditions?
3. How would you describe religious freedom? Why is it important?
4. Why might people show a lack of respect for other religions?
- 5.

Summary
