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SCHOOLS DIVISION OF NEGROS ORIENTAL
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Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



Introduction to World Religions and Belief Systems

Quarter 1 – Module 7: Comparative Analysis on the Abrahamic Religions



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Introduction to World Religions and Belief Systems – Grade 12
Alternative Delivery Mode
Quarter 1 – Module 7: Comparative Analysis on Abrahamic Religions
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Introduction to World Religions and Belief Systems

**Quarter 1 – Module 7:
Comparative Analysis on
Abrahamic Religions**



Introductory Message

For the facilitator:

Welcome to the Introduction to World Religions and Belief Systems Alternative Delivery Mode (ADM) Module on Comparative Analysis on Abrahamic Religions!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.









As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.




For the learner:

Welcome to the Introduction to World Religions and Belief Systems-12 Alternative Delivery Mode (ADM) Module on Comparative Analysis on the Abrahamic Religions!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

 Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

In the previous module, you have been introduced to the teachings and doctrines of the second largest group and one of the fastest growing religions in the world—Islam. You have learned how and why Muslims adhere strictly to their faith as they universally follow the “Five Pillars of Islam.” In this module, we will study how Judaism, Christianity, and Islam manifest uniqueness and similarities—as well as their relevance in the world today.

MOST ESSENTIAL LEARNING COMPETENCY:

Compare and contrast the uniqueness and similarities of Judaism, Christianity, and Islam. (HUMSS_WRB12-I/III-7.1-4)

At the end of the module, you should be able to:

- Identify the similarities and differences of the three Abrahamic religions- Judaism, Christianity and Islam.
- Create an essay on the three Abrahamic religions.
- Value the common roots of the three Abrahamic religions.



What I Know

- I. **Direction: Match the items in Column A with their corresponding answers in Column B. Write only the letter of your choice in your activity notebook.**

COLUMN A	COLUMN B
1. One of Abraham's wives	a. Shmail
2. Last Prophet	b. Sarah
3. Father of Israel	c. Muhammad
4. Sarah's lady in waiting	d. Rebecca
5. Father of the 12 tribes of Israel	e. Jacob
6. Mohammed's uncle	f. Khadija
7. Patriarch	g. Isaac
8. Abraham's second son	h. Abu Talib
9. Wife of Isaac	i. Hagar
10. Mohammad's first wife	j. Abraham

- II. **True or False: Write TRUE if the statement is correct and False if it is incorrect. Answers should be written in your activity notebook.**

1. _____ Canaan was the land that God promised to Abraham.
2. _____ Prophet Muhammad was the messenger of God.
3. _____ In Islamic law, a man should be given dowry or property by the wife upon marriage.
4. _____ In Judaism, men are superior to women, hence they are excluded from priesthood and from numerous religious duties.
5. _____ Christianity considered following Jesus Christ footsteps as a basis of morality.



What's In

Five Pillars of Islam. Match the specific pillar (column A) with its appropriate meaning in column B. Write the letter of the correct answer in your activity notebook.

A

1. shahada
2. salat
3. zakat
4. sawm
5. hajj

B

- a. pilgrimage to the holy city of Mecca
- b. Muslims must offer prayers five times each and every day
- c. Fasting
- d. Muslims' obligations is the declaration of their statement of belief
- e. poor tax to aid the underprivileged Muslims



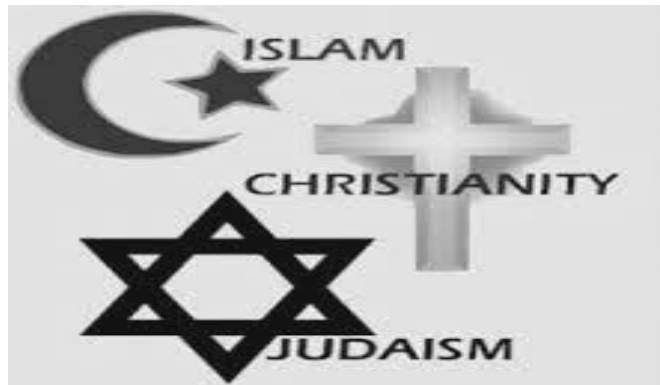
What's New

Direction: Answer the following questions in your activity notebook.

1. What are the manifestations of the uniqueness and similarities of Judaism, Christianity, and Islam?
2. Why do the Three Abrahamic religions trace their common roots to Abraham?
3. How relevant are Judaism, Christianity, and Islam in the world today, with Christianity and Islam being the world's most popular religion in terms of numbers of adherents?
4. What are the views for women in Judaism, Christianity, and Islam?



What is It



<https://bit.ly/2FJQOyv>

ORIGIN

➤ JUDAISM

- a monotheistic religion and the oldest among the three Abrahamic religion beginning at around 3,500 B.C.E.
- Israelites traces the origin of their nation and their religion as well to one family distinct from other groups of people in Southwest Asia by the virtue of belief in one God.
- Jews believe that God made a special covenant with Abraham and that he and his descendants were chosen people who would create a great nation. (<https://www.history.com/topics/religion/judaism>)
- Abraham's son Isaac, and his grandson Jacob, also became central figures in ancient Jewish history. Jacob took the name Israel, and his children and future generations became known as Israelites. (<https://www.history.com/topics/religion/judaism>)
- Being the heir to the covenant, made a pact with God that they will be liberated from Egyptian enslavement if they will continue to follow God's commandments.

➤ CHRISTIANITY

- A monotheistic religion and the second oldest religion were formed around 33 C.E. in an area Palestine.
- Christians trace their origins to Jesus Christ, born around 4 B.C.E. while the area was under the Roman Empire.

- It was a time of social disorder, political turmoil, armed uprising, poverty, heavy taxation, food shortage and epidemic.
- To put down rebellion those who participated in the armed uprising were crucified which incidentally was how Jesus Christ was punished as well.
- In this context Jesus was born and in his late twenties he started to preach about the coming of the Kingdom of God. He was baptized by another prophet, John the Baptist and had 12 men as his disciples.
- His public ministry was considered a threat to Romans authority, so he was arrested, whipped, and crucified as a penalty for what he did.
- The essence of Christianity revolves around the life, death, and Christian beliefs on the resurrection of Jesus. Christians believe God sent his son Jesus, the messiah, to save the world. They believe Jesus was crucified on a cross to offer the forgiveness of sins and was resurrected three days after his death before ascending to heaven. (<https://www.history.com/topics/religion/history-of-christianity>) but He promised that he will come back in the same way that His disciples saw Him go into heaven.

➤ ISLAM

- The second largest religion and the youngest of the Abrahamic religions, started around 622 C.E., considered to be the beginning of the Islamic calendar.
- Islam started in Mecca, in modern-day Saudi Arabia, during the time of the prophet Muhammad's life or the "Seal of the Prophet". Today, the faith is spreading rapidly throughout the world. (<https://www.history.com/topics/religion/islam>)
- The word Islam is an Arabic word which means "submission" or "surrender" and is also related to "salaam", the Arabic word for peace.
- It originated in Mecca, which is found in the Arabian Peninsula, with Muhammad, considered the last prophet or "Seal of the Prophet".
- Muhammad was born and raised in Mecca by his uncle Abu Talib, work as an assistant to a rich widow Khadija whom he later married and meditated on certain issues such as unequal distribution of wealth,

leading to a great divide between the rich and poor, as well as the possession of slaves.

- During one of his visits to a cave angel Gabriel appeared before him, delivering the message of Allah that he was chosen to found a new religion and preach that Allah is the only God that should be worshiped.
 - His teaching of equality and brotherhood threatened the power of the rich Qurashy tribe so was forced to escape to Medina to avoid persecution. This happened in 622 C.E. and was known as Hegira.
- ❖ If we compare the origins of Judaism, Christianity, and Islam, we can see that they share more commonalities than differences. They all developed during the time of political turmoil and social inequalities. The conditions in society were ripe for the birth of religion which would serve as the liberating force that would provide the people with hope for a better life. It is noteworthy that all three religions developed belief in one God or monotheism. The role of angels as messengers of God was also evident among the three religions. The story of creation was also shared by the three religions, with the universe and the first man and woman being created by God, but then they were tempted by evil and were banished from paradise, hence the need to follow God's commandments to restore humanity's relationship with God. Lastly, one of the most important commonalities is the belief in Abraham as the patriarch of the three religions- "the Father of Many Nations".

MORALITY

➤ JUDAISM

- Morality and ethics are based on the covenant between the Jews and God that they are God's chosen people and in return, they should follow the 613 commandments (*mitzvot*) found in the *Torah* which was summarized into Ten Commandments.
- Murder, adultery, and theft are prohibited which is quite like Christianity and Islam. However, Judaism adopts retribution or the philosophy "an eye for an eye, a tooth for a tooth."
- Jewish morality and ethics are also based on a principle of treating others as you would have yourself treated by others.

- Its morality and ethics are also based in the religious law *Halakha* which gives prescribed rules in their day-to-day living.

➤ CHRISTIANITY

- Its morality is based on the Ten Commandments that were in the Bible. Thus, murder, adultery, and theft are also considered evil and should be avoided if one wants to live a moral life.
- To love God above all else and to love your neighbor as you love yourself is emphasized in the Ten Commandments.
- Living an exemplary life means following Jesus Christ who lived a life for others and even died for the forgiveness and salvation of mankind.
- When one is led astray from God's teachings, the sacraments will help in reconciling to God, e.g. the Sacrament of Confession.
- Unlike Judaism, Christianity does not advocate for retribution since Christians are advised to love their enemies.

➤ ISLAM

- Islamic concept of morality is based on having faith in one God, which is manifested in exhibiting righteousness and piety.
- Muslims are expected to practice moral righteousness in their everyday lives.
- If Christianity's morality is based on the *Bible*, Islam has *Quran* that explains its concept of morality.
- Charity is significant and is reflected in one of the Five Pillars of Islam, the *Zakat*, in which Muslims are obliged to give alms to the less fortunate.
- Vanity is strongly discouraged as it is not pleasing to God, as well as attachment to material possessions on earth.
- Being accountable to God is also another important thing for Muslims for nothing can be hidden from God and he will be the one to judge people of their sins when the judgment day comes.
- Acts that can harm the individual and society are considered immoral.
- Based on the *Quran*, the need to possess traits such as holiness and righteousness are guidelines in becoming morally good.

PURPOSE

➤ JUDAISM

- Jewish people were considered as the “Chosen People of God” and because of that, they should strive to become god-like and possess the attributes and traits of God by being holy.
- The ultimate purpose in life for the Jews was to praise God as the Creator of the universe and imitate God or become God-like.
- Living in the likeness of God will guide Jews on how to treat themselves, their families, communities, and the world.

➤ CHRISTIANITY

- The purpose of life for the Christians is to love and serve God, who created the universe purposefully.
- Just like in Judaism, Christianity also advocate the belief that human beings were created in God's image and this enables them to have some understanding of God and His divine plan.
- God granted human beings with reason and free will. Hence human beings are capable of committing sins; however, these sins do not devalue a person in the eyes of God, believing that everyone is capable of redemption, including sinners.

➤ ISLAM

- As with Judaism and Christianity, the purpose of life according to Islam is to love and serve God.
- The fact that Islam means “surrender” means that a Muslim must submit to Allah and recognize Mohammad as His prophet. This concept of submission can be literally observed in the way the Muslims worship: with their foreheads touching the ground in worship of Allah.
- Muslims become worthy followers of God by doing good deeds, being honest, and obeying God's will as be contained in the Quran and the law.

DESTINY

➤ JUDAISM

- Judaism believed in predetermination, which means that God is in control on everything except for the free will of humanity.
- God gives us free will to decide or choose goodness over evil, God allows people into different situations in life. The main reason why God puts people in a certain situation in life is for them to serve God according to their destiny.
- God allows people to be poor so that they will serve God and be blessed, while this puts the rich in an easier situation to serve God and if they fail despite in an advantageous situation, they will be punished all the more.
- God places each and every one in different situations to challenge us to do our best in serving Him no matter the circumstances are.
- God may prolong the wicked life to repent or take away life even before his/her predestined to stop doing evil. Good people's life may be taken away before God's plan so that he/she will no longer fight evil or prolong his/her life to continue the good works.

➤ CHRISTIANITY

- God wanted humanity to be saved for hell is created not for humans but for Satan and his demons. 2 Peter 2:4 said *For if God did not spare angels when they sinned, but sent them to hell,^[a] putting them in chains of darkness^[b] to be held for judgment.*
(<https://www.biblegateway.com/passage/?search=2+peter+2%3A4&version=NIV>)
- God gave us the free will, so it is up to us to claim that salvation. For Roman Catholics, doing good deeds will merit salvation, while for Protestants faith in Jesus Christ and accepting Him as Their Savior will earn us eternal life.
- Therefore, in Christianity, God may have the best plans for us but our actions and decisions determines whether God's plans will materialize or not.

➤ ISLAM

- Predestination is emphasized more in Islam. In fact, this is the reason why Islam is considered not only a religion but a way of life, and life in Muslim revolves around the worship of Allah.
- Just like Judaism and Christianity, Muslim believes that they are given free will by God which allows them to live their lives as they wish. But unlike Judaism and Christianity wherein free will might lead people to disobey God's plan, in Islam even the decision they make out of free will is governed by God's will.
- Muslim believes that if something is not meant to happen it will not happen no matter how hard you tried. And if something is willed by God to happen, it will happen no matter how hard you prevent it.
- Everything, even bad things are allowed by God to happen for a certain purpose which only He comprehends; it may be to teach people a lesson, to punish them for their wrong doings, or to serve as a warning for other people to repent.

VIEWS ON WOMEN

➤ JUDAISM

- Originated from a patriarchal society, propagates an unequal view of men and women because of the belief that men are superior to women where women are excluded from the priesthood and from numerous religious duties.
- Because of their "natural" child-rearing functions the impure state attributed to women when giving birth especially to a girl, women are considered impure for about half of each month because of menstruation.
- Divorce is also allowed in Judaism, with men easily divorcing their wives.

➤ CHRISTIANITY

- Christianity have more positive regards for women if we are to analyze how Jesus treated women. In the New Testament, Jesus spoke frequently to women and allowed them to be included in His followers.

- He preached that men and women have equal capacity of eternal salvation of our soul, and advised everybody, regardless of their sex , that they should not let domestic chores hinder them from serving God.
- However after the death and resurrection of Jesus it changed the course of Christianity's positive view for women, for after the conversion of the Roman Emperor Constantine, the Roman empire became responsible for the formation of Christian Churches using the Romans political structure as the model which are very hierarchical and patriarchal.
- The role of women in Catholic Churches was downplayed to the extent of excluding women from priesthood.

➤ ISLAM

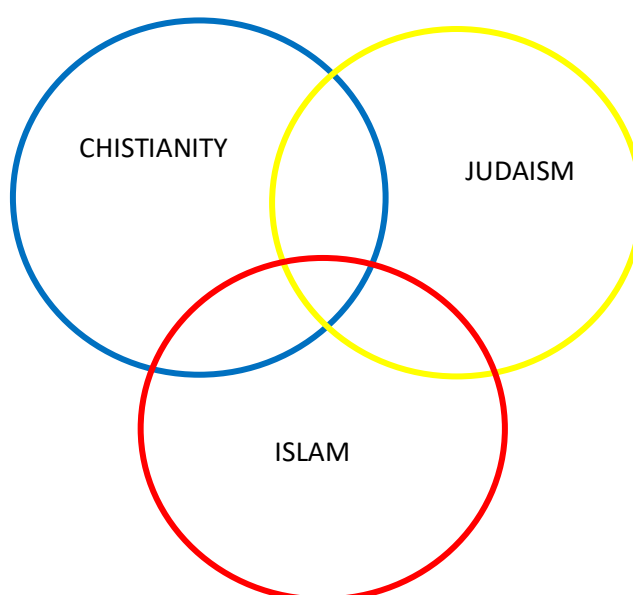
- Islam treats men and women equally for it is stated in Quran that men and women are equal to the eyes of God and expected to fulfill the same duties. *Ummah* the community of believers that promotes equality among all race, ethnicities, and gender, is supposed to have high regards for women.
- It is also stated in the Islamic Law that women should be given dowry or property given by the husband upon marriage, and that they have the right of inheritance and property ownership, and women leaders in the History of Muslim expansion In West Asia and even Europe.
- However, certain Islamic practices contradict the claim that Islam has high regards for women. Some of this practice are limited access to education, seclusion, strict veiling, polygamy, slavery, and concubinage or the practice of having mistresses.
- Men can have up to four wives if they can support financially and guarantee that they be treated equally. Meanwhile, women are allowed only one husband and if they are caught with another man, they will be punished by stoning them to death.
- In Islamic practices, if a woman is raped, she must produce four witnesses to prove that she was raped, and failure to do so would invalidate her case and would be penalized by lashing in pubic.
- Strict veiling is also an issue raised by feminists against Islam- some practices requires only *hijab*, a head covering worn in public; some

requires the *burka*, a long loose garment covering the whole body from head to feet. The practice of *Purdah* or strict veiling of women in Islam is symbolic of their subordination and literally inhibits their social mobility.



What's More

Task 1: Complete the Venn Diagram below by writing down the differences and similarities of Christianity, Judaism, and Islam. Make a brief explanation of your work.



Task 2: Make a poster showing the commonalities among the three Abrahamic Religions. Use the rubric below as a guide. Use a separate long bond paper for this activity.

RUBRIC FOR POSTER			
CRITERIA	DESCRIPTION	POINTS	POINTS OBTAINED
Organization	The concept was clearly and creatively conveyed.	10	
Content	The illustration were appropriate to the theme.	5	
Visual Presentation	The idea was clearly presented based on	5	

	the pictures and words used.		
		Total: 20	



What I Have Learned

Write your reflection in this lesson using the format below: Do it in your notebook.

I have learned that _____.

I have realized that _____.

I will apply _____.



What I Can Do

Task 3: Copy the table below in your activity notebook except for the statements on Column 1. Just indicate the Number of the statement for easy reference. Put a check (✓) on the appropriate Abrahamic religion that believes in the statements found under the first column.

Beliefs/ Practices	CHRISTIANITY	JUDAISM	ISLAM
1. Believes in angel as the messenger of God.			
2. One of the oldest monotheistic religion.			
3. Believes in the direct covenant with God.			

4. This religion was developed during a political turmoil and social inequalities.			
5. Believes in Abraham as a prophet of God.			



Assessment

- I. Write the letter of the correct answer which corresponds to the statements given below. Use your activity notebook.

- | | |
|---------------|---------------|
| a. Patriarchy | f. Predestiny |
| b. Purdah | g. Ummah |
| c. Burka | h. Ishmael |
| d. Hijab | i. Isaac |
| e. Polygamy | j. Jacob |

1. Islamic practices of strict veiling.
2. A long loose covering used by Muslim women to hide their body including the face.
3. Head covering used by Muslim women.
4. The son of Abraham from Hagar, Sarah's lady in waiting.
5. Belief that all events are determined in advance by divine will or fate.
6. Isaac's son and the father of the 12 tribes of Israel.
7. Abraham's son from his wife Sarah.
8. A system of society wherein the father or eldest male is considered the head of family and lineage is traced through the male line.
9. A partnership wherein a man has many wives.
10. Concept of equality among all races, ethnicities, and gender.



Additional Activities

- I. Essay: Write an essay on how the position of women in the three Abrahamic religions may be improved. Use the rubric below as a guide. Do it in your notebook.

RUBRIC FOR POSTER			
CRITERIA	DESCRIPTION	POINTS	POINTS OBTAINED
Organization	The concept was clearly and creatively conveyed.	10	
Content	Concepts are clearly used as explained.	5	
Visual Presentation	The idea was clearly presented based on the words used.	5	
		Total: 20	



Answer Key

References

TEACHERS GUIDE

Most Essential Learning Competencies

INTERNET SOURCES/PICTURES

<https://www.teacherspayteachers.com/Product/Three-Monotheistic-Religions-Doodle-Notes-and-powerpoint-4297557>

<https://www.history.com/topics/religion/judaism>

<https://www.history.com/topics/religion/judaism>

<https://www.history.com/topics/religion/history-of-christianity>

<https://www.history.com/topics/religion/islam>

<https://www.biblegateway.com/passage/?search=2+peter+2%3A4&version=NIV>

<https://languages.oup.com/google-dictionary-en>

<https://www.merriam-webster.com/dictionary/feminist>

<https://www.merriam-webster.com/dictionary/halakha>

<https://www.merriam-webster.com/dictionary/patriarch>

<https://www.britannica.com/topic/Quran>

<https://www.britannica.com/topic/Torah>

<https://www.britannica.com/topic/Zakat>

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