***Teaching about World Religions using the AAR Pedagogical Competencies***

***“Scavenger Hunt”***

The objective of this modified “Scavenger Hunt” is to familiarize you with the World Religions identified in the OACS, understand the key issues and challenges faced with teaching about this content in public schools, and identifying appropriate resources, best practices and skills to effectively teach about World religions. We will use the Pedagogical Competencies outlined in the AAR document

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| ***Pedagogical Competencies*** | ***Explore/Research/Reflect*** | ***Application*** |
| ***Station 1 (20 points)***   * Identify the OACS that focus on World Religions * Be able to find and recognize appropriate resources about religion when needed, on the Internet or in more traditional media. | ***Identify the OACS.***  **OACS: Grade Six**  **Theme:** Regions and People of the Eastern Hemisphere  **Topic:** Human Systems: Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.  **Content Statement:** (#8) Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).  ***Then develop an annotated bibliography: Identify 3 resources for each of the world religions (incl. young adolescent literature): Buddhism, Hinduism, Islam, Christianity, Judaism.***  **Buddhism**  Buddha Dharma Education Association. (2012). *Buddhanet*. Retrieved from <http://www.buddhanet.net/>.  This website is an excellent tool for teachers to learn more about Buddhism and can also be used with students. This website contains a Buddhist eLibrary, a worldwide online database, information about meditation, digital resources, and information to be used in the study of Buddhism for primary, secondary, and tertiary students.  Ganeri, A. (2001). *Buddhism*. Peter Bedrick Publishing.  This book, designed for grades 4 through 7, answers basic questions about Buddhism’s principles and practices. The author presents information about Buddhist history, beliefs, sacred texts, festivals, and life-cycle events. Also, a discussion of the art and literature associated with Buddhism is discussed.  McGinnis, M.W. (2004). *Buddhist animal wisdom stories*. Weatherhill Publishers.  This adolescent literature is a collection of fables, or jataka tales, that illuminate various human virtues and shortcomings, such as kindness, cooperation, loyalty, self-discipline, greed, pride, and treachery. The stories were collected by Indian Buddhists to portray Buddhist messages to children. Each story casts animals as the main characters in order to give the tales universal appeal.  **Hinduism**  BBC. (2012). *Hinduism*. Retrieved from <http://www.bbc.co.uk/religion/religions/hinduism/index.shtml>.  This website provides information for use by teachers or upper elementary and middle school students about the basics of Hinduism. This website provides information about religious concepts, deities, ethics, history, holy days, rites and rituals, texts, and worship.  George, C. (2004). *What makes me a Hindu?* KidHaven.  This content book examines the origins of Hinduism, its core beliefs, important rituals and their meanings, holiday, and contemporary changes and challenges.  Verma, J. (2002). *The story of Divaali.* Massachusetts: Barefoot Books.  This adolescent literature tells the age-old Hindu story of Ramayana. In the story, a young prince overcomes Ravana, the Demon King. Because of this, Divaali, the Indian festival of lights, is born.  **Islam**  BBC. (2012). *Islam*. Retrieved from <http://www.bbc.co.uk/religion/religions/islam/>.  This website provides information for use by teachers or upper elementary and middle school students about the basics of Islam. This website provides information about art and culture, beliefs, history, holy days, ethics, practices, prayer and worship, rites and rituals, subdivisions, and texts.  Demi. (2003). *Muhammad*. Margaret K. McElderry Books.  This adolescent literature book presents a biography of the prophet Muhammed. The story tells how Muhammad was told by the angel Gabriel that he was a messenger of God. After that, he wrote the Koran, which is the sacred scripture of Islam.  Petrini, C. M. (2005). *What makes me a Muslim?* KidHaven.  This content book explains what Islam is, where it came from, and how it has spread over time. Information is included about the background of Islam, beliefs, practices, holidays, and challenges of the religion today.  **Christianity**  BBC. (2012). *Christianity*. Retrieved from <http://www.bbc.co.uk/religion/religions/christianity/>.  This website provides information for use by teachers or upper elementary and middle school students about the basics of Christianity. This website provides information about beliefs, Christmas, ethics, history, holy days, people, places, the Pope, prayer and study, priests, monks, and nuns, rites and rituals, saints, subdivisions, symbols, texts, and worship.  Kalman, B. (2009). *What is religion?* Crabtree Publishing Company.  This content book introduces students to the world’s religions, including Christianity. It looks at the origins, special heroes and teachers, basic beliefs, sacred texts and symbols, ways of worship, special days, rituals, works of art, and places of worship associated with each religion. The book also highlights the basic principles of religions, such as truth, kindness, acceptance, peace, and love.  Spears, E. G. (1997). *The bronze bow*. Sandpiper Publishing.  This adolescent literature book tells the story of young Daniel bar Jamin, who is bent of revenging his father’s death by forcing the Romans from his land of Israel. Daniel’s hatred for Romans dissipates when he starts to hear the lessons of the traveling carpenter, Jesus of Nazareth.  **Judaism**  “Judaism 101.” (2011). Retrieved from <http://www.jewfaq.org/index.htm>.  This website could be used by teachers and students to find out more about Judaism. Topics discussed include ideas, people, places, things, words, deeds, times, life cycle, and references.  Lehman-Wilzig, T. (2007). *Passover around the world*. Minneapolis: Kar-Ben/Lerner.  This content book describes the customs and observances of Passover. It includes stories, recipes, and a history and description of the Jewish communities of the United States, Gibraltar, Turkey, Ethiopia, India, Israel, Iran, and Morocco.  Lowry, L. (1989). *Number the stars*. Boston: Houghton Mifflin.  Ten-year-old Annemarie learns how to be brave and courageous when she helps shelter her Jewish friend from the Nazis. This adolescent literature book takes place in 1943 during the German occupation of Denmark. | ***Write a short description highlighting key points of each religion***  **Buddhism**  For many people, Buddhism goes beyond religion and is more of a philosophy or “way of life.” Buddhists try to lead a moral life, be mindful and aware of thoughts and actions, and seek to develop wisdom and understanding. Buddhism is a religion with about 300 million people around the world. Buddhism originated about 2,500 years ago when Siddhartha Gotama, known as Buddha, was himself awakened, or enlightened. Buddhism explains a purpose to life. It provides a way of life that attempts to lead to true happiness. There are many different types of Buddhism because the emphasis changes from country to country due to customs and culture. However, the essence of all Buddhism is the Dhamma or truth. Buddha taught many things, but the basic concepts in Buddhism can be summed up by the Four Noble Truths and the Noble Eightfold Path. The first truth is that life is suffering. The second truth is that suffering is caused by craving and aversion. The third truth is that suffering can be overcome and happiness can be attained. The fourth truth is that the Noble 8-Fold Path is the path that leads to the end of suffering. The Noble 8-Fold Path is being moral, focusing the mind on being fully aware of thoughts and actions, and developing wisdom by understanding the Four Noble Truths and by developing compassion for others. The moral code within Buddhism is the precepts, which are not to take the life of anything living, not to take anything not freely given, to abstain from sexual misconduct and overindulgence, to refrain from untrue speech and to avoid intoxication. Buddhism teaches that wisdom should be developed with compassion.  Buddha Dharma Education Association. (1993). *Five minute introduction to Buddhism*. Retrieved from <http://www.buddhanet.net/e-learning/5minbud.htm>.  **Hinduism**  Hinduism is recognized as the world’s oldest organized religion. It consists of thousands of different religious groups that have evolved in India since 1500 BCE. Freedom of belief and practice are important features of Hinduism. Most forms of Hinduism are henotheistic religions. They recognize a single deity, and view other Gods and Goddesses as manifestations of that supreme God. Hinduism has grown to become the world’s third largest religion and claims about 950 million followers. It is the dominant religion in India, Nepal, and the Tamils in Sri Lanka. The primary sacred texts of Hinduism are the Vedas: the Rig Veda, Sama Veda, Yajur Veda, and Atharva Veda. The Vedas contain hymns, incantations, and rituals from ancient India. Another important text is the Ramayana, which is based on oral traditions dating back to 4000 BCE. Meditation is often practiced with Yoga being the most common. Other activities include daily devotions, public rituals, and puja, a ceremonial dinner for a God. Hinduism has a reputation of being highly tolerant of other religions.  Ontario Consultants on Religious Tolerance. (2010). *Hinduism: a general introduction*. Retrieved from <http://www.religioustolerance.org/hinduism2.htm>.  **Islam**  It is estimated that the total number of Muslims range from 0.7 to 1.8 billion worldwide. This religion is currently in a period of rapid growth. Islam has a set of beliefs and practices that God wants human beings to follow. The Koran is the holy scripture of the Muslims. The Koran was revealed by God to the Prophet Mohammad through the angel Gabriel. Koran is considered the “literal” word of God, meaning the words in the Koran are the exact words of God. God, or Allah, is seen as the Creator and Sustainer of the universe. He created human beings, angels, animals, mountains, the planets, the sun, the moon, heaven, and much more. Islam is different from Christianity in several ways. Muslims believe Jesus was a human prophet and not divine. The Koran says that Jesus did not die on the cross. Muslims do not believe in “Original Sin,” meaning that human beings are born as sinners. Muslims believe in the 6 Pillars of Iman (or Faith). The 6 Pillars are:  1. Belief in Allah and his attributes  2. Belief in God’s angels  3. Belief in God’s prophets and messengers  4. Belief in God’s books  5. Belief in the last day, resurrection, paradise, and hellfire  6. Belief in Al-Qadar (pre-ordainment or pre-destination)  “Discovering Islam.” (2011). Retrieved from <http://www.discoveringislam.org/intro_to_islam.htm>.  **Christianity**  Christianity is the largest religion in the world, with a little over 2 billion members. Christianity is the largest religion in the United States and Canada. Worldwide, Christianity is widely fragmented into tens of thousands of faith groups. About 50% of people who identify themselves as Christians are Roman Catholics. The main foundations for a Christian faith group’s beliefs are the Bible’s Old Testament and New Testament, church tradition, personal experience, and scientific knowledge. Conservative groups tend to weigh the Bible and church traditions more heavily and liberal groups tend to give greater weight to personal experience and scientific knowledge. Many core beliefs are common to most Christian faith groups, including the Trinity, the atonement, and salvation by grace. Christians largely agree on what the Bible says, but often disagree on what the Bible means. Some denomination that define themselves as “Christian” include the Catholic Church, Mormon churches, Jehovah’s Witnesses, Southern Baptists, Presbyterians, Methodists, the United Church of Christ, Unification Church, and many more. It is difficult to find a single belief upon which everyone will agree completely.  Ontario Consultants on Religious Tolerance. (2010). *Current status of Christianity*. Retrieved from <http://www.religioustolerance.org/chr_brief4.htm>.  **Judaism**  Judaism does not have formal mandatory beliefs. The most accepted summary of Jewish beliefs is Rambam’s 13 principles of faith. These are considered the minimum requirements of Jewish belief. They include:  1. God exist  2. God is one and unique.  3. God is incorporeal.  4. God is eternal.  5. Prayer is to be directed to God alone and to no other.  6. The words of the prophets are true.  7. Moses’ prophecies are true, and Moses was the greatest of the prophets.  8. The Written Torah (first 5 books of the Bible) and Oral Torah (teachings now contained in the Talmud and other writings) were given to Moses.  9. There will be no other Torah.  10. God knows the thoughts and deeds of men.  11. God will reward the good and punish the wicked.  12. The Messiah will come.  13. The dead will be resurrected.  However, even these basic principles have been debated. Overall, Judaism focuses on the relationships between the Creator, mankind, and the land of Israel. Jews believe that humanity has an inclination to both good and evil. They believe that free will is the ability to choose which inclination to follow. Jews believe the Bible identifies several tasks that the Messiah will accomplish and they do not believe in Jesus because he did not accomplish these tasks. Halakhah is a set of Jewish rules and practices. It affects every aspect of life and comes from the Torah, the rabbis (religious leaders), and custom. Jews believe there are 613 commandments, not simply the 10 recognized by Christians.  “Judaism 101.” (2011). Retrieved from <http://www.jewfaq.org/index.htm>. |
| ***Station 2 (15 points)***   * Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others. * Be aware of examples of best practices in teaching about religion. * Develop the ability to present multiple religious perspectives in a fair or neutral way. | ***Highlight at least 2 key points from the reading that addresses each of these competencies.***  **Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.**   * According to the AAR Guidelines, “Talking about religion can touch the depth of someone’s identity, causing some discussions to feel like an attack, especially when based on misinformation and stereotypes. Therefore, it is imperative to foster a climate of tolerance, respect, and honesty by encouraging students to: move away from making generalizations toward more qualified statements – from, for example, “All Christians are intolerant” to “I have heard that Christians are intolerance-is this true?”; examine how their judgments may impact others; and explore ideas and ask questions without fear” (p. 12). * According to the AAR Guidelines, when participating in class discussions about religion, students should understand that “the goal is developing awareness and understanding; and accurate representations of traditions reduce the misunderstandings arising from false generalizations, bigotry, or valorization of a particular religious or non-religious worldview” (p. 12).   **Be aware of examples of best practices in teaching about religion.**   * According to the AAR Guidelines, it is important to set the context for the study of religion. “The distinction between the study of religion and religious devotional expression is rarely understood by those who have never been exposed to religious studies. Making this distinction clear to students before embarking on any lessons that relate to religion will: 1. help them realize that learning about religion is a legal and appropriate undertaking for public schools, and 2. help them realize that the aim of teaching about religion is to better understand the religious dimensions of human experience, not to promote religion or a particular religious perspective. Articulating the distinction…will clarify educational goals and minimize confusion and anxiety” (p. 11) * According to the AAR Guidelines, “One of the first challenges for teachers and students alike is to examine what assumptions [students] harbor about religion generally and religious traditions in particular. Having students explore their assumptions is an essential first step in helping them look at religion clearly” (p. 11). * According to the AAR Guidelines, “the following fundamental premises of religious studies will help challenge common misunderstandings and give students a good foundation for further study. The premises… are that 1) religions are internally diverse; 2) religions are dynamic; and 3) religions are embedded in culture” (p. 12).   **Develop the ability to present multiple religious perspectives in a fair or neutral way.**   * According to the AAR Guidelines, “James V. Panoch developed a set of guidelines for distinguishing between teaching religion in a way that promotes a particular faith and teaching about religion from a religious studies perspective. A version of these was adopted by the First Amendment Center” and includes the following approaches to teaching about religions:   + “The school’s approach to religion is *academic*, not *devotional*.   + The school strives for student *awareness* of religions, but does not press for student *acceptance* of any religion.   + The school sponsors *study* about religion, not the *practice* of religion.   + The school may *expose* students to a diversity of religious views, but may not *impose* any particular view.   + The school *educates* about all religions, it does not *promote* or *denigrate* religion.   + The school *informs* students about various beliefs; it does not seek to *conform* students to any particular belief” (p. 7-8). * According to the AAR Guidelines, “Some have argued that it may be a violation of the First Amendment when the study of religion is *not* included in public school curricula. Though it is clear that teaching about religion is acceptable, how to do so in a constitutionally sound and intellectually responsibly manner is a more complex undertaking” (p. 7). | ***How can you incorporate this into your teaching of world religions? Provide at least 1 example for each competency.***  **Develop skills in leading students in discussion regarding their religious beliefs and practices, as well as the beliefs and practices of others.**   * In my teaching of world religions, I would begin with an introductory discussion about my students’ thoughts and feelings about religion. I would make sure to set ground rules that all of the students show respect for other students’ view and opinions. I would explain the concept of “tolerance” and how it applies to people’s beliefs. I would as students to be honest with their thoughts and feelings. The main purpose of this initial discussion would be to clarify any misconceptions that students may have about religion. I would explain the concepts of “false generalizations,” “bigotry,” and “valorization” and asks students to discuss these concepts as related to religious views.   **Be aware of examples of best practices in teaching about religion.**   * When teaching about world religions to sixth grade students, I would have a lesson about the separation of church and state in government and how it relates to education. I would highlight some of the important cases regarding the teaching of religion in schools. As a class, we would discuss the difference between the study of religion and religious devotional expression. We could make a class chart. Afterwards, I would set the goal for the study of world religions in my classroom. I would make sure that students were aware that, in the classroom, we will be learning about religion in order to better understand the impact of religion on human beings and how religion has impacted the world. I would make sure that students understood that they were to leave their own religious beliefs at the door and come into the classroom with an open mind. * One of the first lessons in my classroom would center on the vocabulary word “assumptions.” We would discuss the meaning of the word and how it applies to the study of religion in schools. We would create a class chart with assumptions about religion that students may have or may have been exposed to. We would then talk about each assumption and try to find true or falsity. Hopefully, this activity would get rid of some pre-conceived notions that students may have about religion, allowing them to have more open minds. * When designing my unit on world religions, I would make sure to incorporate the fundamental premises of religious studies as described in the AAR Guidelines. One of my lessons would focus on the diversity among and within different religions. I would make sure students understand that there are many types of Christians, Muslims, etc. Just because a person calls themselves “Christian” does not mean that they believe the same things as another Christian. Another lesson would focus on the concept that religions are dynamic and always changing. In this lesson, I would incorporate the history of several different religions and how those religions have changed and are very different in modern day. A third lesson would center on the idea that religion and culture are intertwined. The ideas, practices, values, and stories of world religions are embedded in world culture. We would discuss the idea that religions are influenced by cultures while also influencing cultures.   **Develop the ability to present multiple religious perspectives in a fair or neutral way.**   * When teaching about world religions, I would never let my own religious views influence how I teach about religion. I would make sure that all lessons and conversations remained academic and informative. During any class discussion, if a student began to sway toward promoting or imposing their own religious views, I would gently redirect the conversation back to an academic conversation. |
| ***Station 3 (15 points)***   * Understand the difference between the secular academic and devotional approaches to religion, and consistently use the secular academic approach. * Be able to address in a constructive way religious disagreements and conflicts that arise in the classroom. * Be aware of, and manage effectively, religious diversity in the classroom. * Create an environment of respect and tolerance—a safe environment in which students feel free to talk about religion. | ***The AAR guidelines outlines 4 Approaches to teaching religion (see pages 10-11). Which approach do you think you will follow? Why?***  When teaching about world religions, I would probably use a combination of the historical and cultural studies approaches. I would probably begin my unit with an overview of the history of Christianity, Islam, Hinduism, Buddhism, and Judaism. I would present the information in historical context and discuss the political and cultural influences that cause each religion to emerge, gain followers and spread. Several of my lessons would center on the idea that each religion did not evolve independently of one another. Instead, religions are complex webs of practices and values that have similarities and differences between them.  However, to build upon the historical approach, I would incorporate aspects of the cultural studies approach as well. After students have learned about the history of the main world religions, I would use the cultural studies approach to discuss how religion is embedded in modern day culture. We would discuss how social power, race, class, and gender have an impact on world religions today and how these factors have caused religions to change over time. In addition, I would have students discuss their own assumptions about different world religions and discuss their misconceptions in hopes of opening students’ minds to a greater understanding of the connections between religions, both in the past and present day.  ***What do you understand by the competencies in Station 3?***  **Understand the difference between the secular academic and devotional approaches to religion, and consistently use the secular academic approach.**  This competency means that I should never let my own religious views impact my teaching of religion. As the AAR Guidelines state, the school’s approach to religion should remain academic and informational. Schools should never seek to conform students or impose any particular religious view. Religious study should remain a “study” and not a practice of religion (p. 7-8).  **Be able to address in a constructive way religious disagreement and conflicts that arise in the classroom.**  This competency means that, if a conflict should arise over the discussion of religion, the teacher should address the concern in a democratic and interactive way. The teacher should facilitate a process of learn where the students are encouraged to be responsible for solving the disagreement. The teacher should not step into the disagreement and solve it. Instead, he or she should have students continue to discuss the concept over which they disagreed and try to create a solution to the problem. In this approach, students would be actively involved in the problem-solving process and the activity itself would be student-centered.  **Be aware of, and manage effectively, religious diversity in the classroom.**  This competency means that I should be aware of the diversity of religious beliefs within my classroom. One way to do this is by having students discuss any assumptions they have about religion in an attempt to highlight truths and falsities. Only if I am aware of the religious views that my students hold will I be able to effectively manage the teaching of world religions. It is important to clarify any misconceptions so that students will be more open to the study of world religions.  **Create an environment of respect and tolerance-a safe environment in which students feel free to talk about religion.**  This competency means that it important to make sure that students feel safe to discuss their own views on religion in the classroom. It is important to discuss the concepts of “tolerance” and “respect” and make sure that students are respectful and tolerant of other students’ views on religion. | ***How will you implement your approach/understanding of competencies into practice? Provide at least 2-3 specific examples.***   * I would begin my world religions unit with an introductory activity about my students’ thoughts and feelings about religion. I would make sure to set ground rules that all of the students show respect for other students’ view and opinions. I would explain the concept of “tolerance” and how it applies to people’s beliefs. I would as students to be honest with their thoughts and feelings. The main purpose of this initial discussion would be to clarify any misconceptions that students may have about religion. I would explain the concepts of “false generalizations,” “bigotry,” and “valorization” and asks students to discuss these concepts as related to religious views. I would hold students responsible for maintaining a climate of respect and tolerance in the classroom. I would make sure that students feel safe to express their own opinions and identify any misunderstandings about religion that may exist. * After the introductory activity, I would spend about a week discussing the history of the main world religions. I would make sure that my activities were student-centered and interactive. If any disagreements among students should arise, I would have the students solve the problem in a democratic, constructive way. After students are aware of the history of world religions, we would discuss religions in modern-day using the cultural studies approach to teaching. We would discuss how religion and culture have become intertwined and have evolved over time. We would discuss the similarities and differences of religions today and how religions are constantly changing and evolving. * Throughout the unit, I would make sure that I was presenting the information in an academic way. I would ensure that religious views were not imposed on students and students felt comfortable sharing their views about religion. |
| ***Station 4 : Final Reflection***  ***10 points*** | ***Reflect on the AAR document –what impact did these guidelines have on your professional development and pedagogy?***  After reading the AAR document, I feel more confident about teaching about world religions in a public school classroom. I now feel that the teaching of religion in public schools is not only *okay*, but *essential*. The AAR Guidelines state, “Some have argued that it may be a violation of the First Amendment when the study of religion is *not* included in public school curricula” (p. 7). In addition, I feel like the AAR Guidelines will help me better answer students’ questions about religion. In the past, my response was often, “You should speak to your parents about the subject.” Now I understand that it is my duty to present an unbiased, academic view of religion and to encourage students to make their own decisions about religion in general. If schools do not educate students about religion, then students may only receive a biased view of religion that may be full of assumptions and misconceptions. I now believe that informing students about world religions in an interactive, student-centered, academic way will allow students to have greater respect and tolerance for different religious views. The AAR Guidelines have also showed me that I need to teach religion in a constitutionally appropriate way. I need to make sure that all conversations in the classroom remain academic and unbiased. | ***How will you take all of the information you have gained from AAR and your research and make it comprehensible to your 6th graders? This is your “snapshot of practice” - provide at least 1 specific example of practice.***  In order to make my unit on world religions comprehensible to sixth graders, I would follow all of the guidelines present in the AAR Guidelines. I would create a unit that would last approximately one month. I would make sure to incorporate all of the approaches and practices discussed in this document. During the main part of my unit, I would mainly focus on history, diversity among and within different religions, the idea that religions are dynamic and ever-changing, and the idea that culture and religion are intertwined. Below are some sample lessons that I might incorporate in my unit on world religions:   * During a lesson on Christianity, I may have students read an excerpt from the content book, What is Religion?, by Bobbi Kalman (see annotated bibliography). Afterwards, I would have students complete a concept map about Christianity in which they would have to identify the origins of the religion, the basic beliefs, sacred texts, and special days. I would then show students excerpts from a video that explains some of the differences between different denominations of Christianity, including the Catholic Church, Mormon churches, Jehovah’s Witnesses, Southern Baptists, Presbyterians, Methodists, the United Church of Christ, and more. After the video, I would hold a class discussion to emphasize that there is great diversity within Christianity, just as there is great diversity among religions. I would conclude the lesson with having students perform skits that portray different aspects between different denominations of Christianity in a respectful and tolerant manner. * During a lesson on Hinduism, I may have students research the basic beliefs and views within the religion in India. Then I would have students read the picture book, The Story of Divaali, by J. Verma, which depicts the age-old Hindu story of Ramayana and the birth of the Indian festival of lights. Then I would have students research how the festival of lights is celebrated today. I would have students create a presentation that compares how the festival of lights was celebrated in the past with how it is celebrated today. Students could present their research to the class, highlights how Hinduism is constantly changing and evolving. |
| ***Total: 60 points*** |  |  |