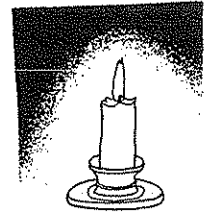
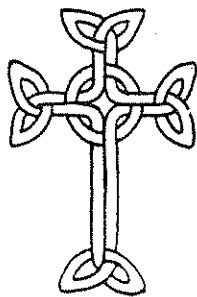


Exploring My Friends' Beliefs:

***A Study of Judeo - Christian Faiths
in One's Neighborhood
For Grades 7-12***



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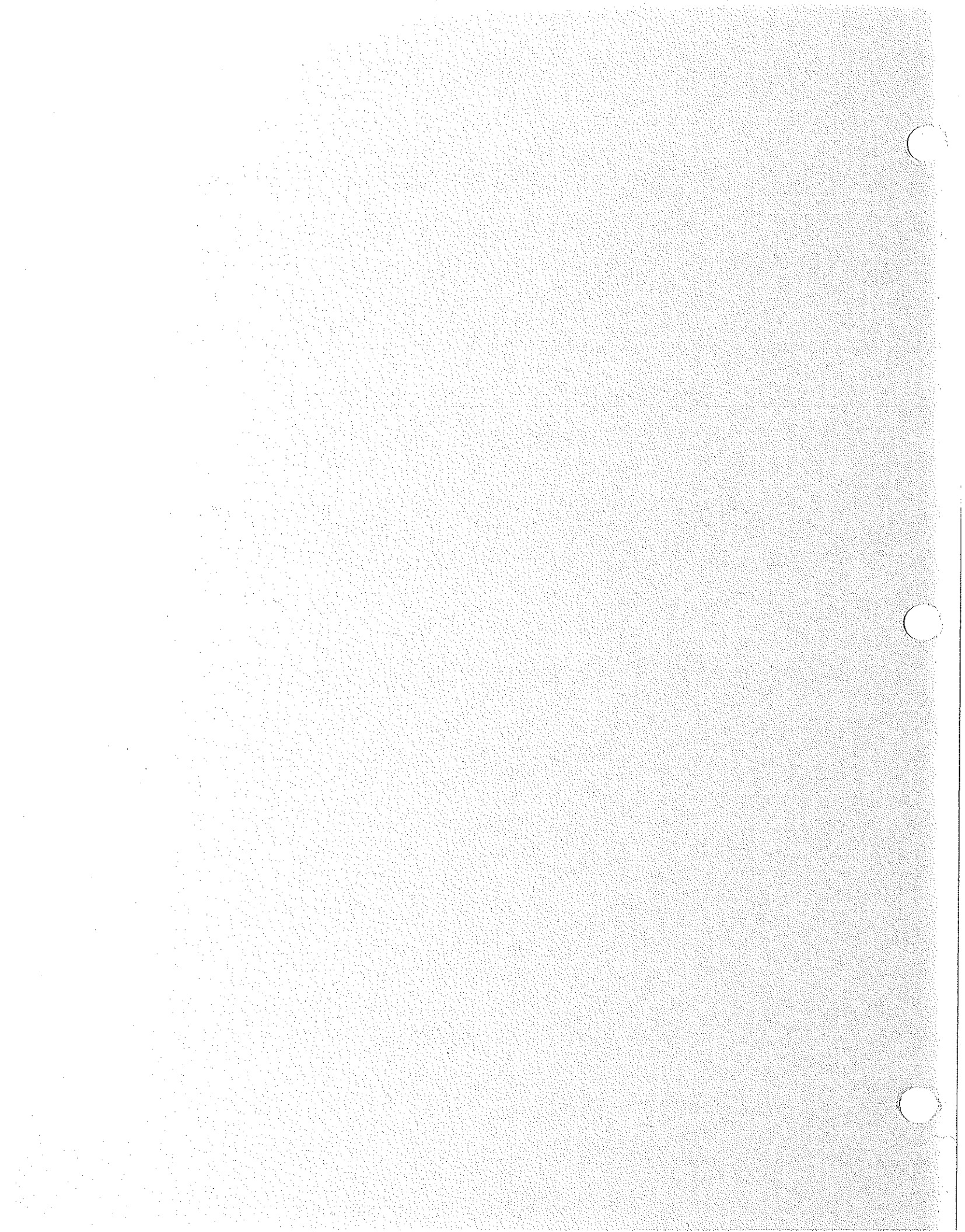


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Martha G. Smith
Executive Secretary
of the Religious Education Committee

INTRODUCTION

Purpose:

This curriculum is written with junior high and high school young people in mind. It is especially aimed at Quaker First-day School students, but can certainly be used by other religious denominations with the hope that they will become more knowledgeable about other religions. With this background our young people can either choose to embrace the religion in which they have been raised or to reject the religion of their parents. If they choose the latter, at least they will know enough about the other Judeo-Christian religions to choose intelligently. In either case, they will have greater empathy and understanding when friends not of their faith talk about their religious beliefs.

Scope:

The religious beliefs covered in this packet are primarily the Protestant denominations, which grew out of the movement to reform the Church of England in the sixteenth and seventeenth centuries. It is impossible to explain how the Church of England grew to such prominence without explaining about Catholicism and the early founders of the Christian Church: Peter and Paul. Thus the early chapters are the foundation chapters of this curriculum. And, it is not possible to study about the rise of Christianity without an introduction to Judaism out of which all of Christ's teaching sprang. So the first chapter is about Judaism. We have included the major Protestant denominations which might be in one's neighborhood. But we have also provided background material for less visible religious groups, like the Mormons or Christian Scientists, because students might be particularly interested in these religions.

Throughout the curriculum, we have tried to capture the essential beliefs and practices of each faith. However, within Judaism, Catholicism, or a particular Protestant denomination, there are many variations of the stated beliefs or practices.

Time Frame:

The curriculum is designed to take a whole year wherein you may select a denomination to study. How long depends on the interest of your class, the ease with which your class can visit the church or synagogue, or whether clergy or young people from a particular faith can meet with your First-day class. The chapters on Judaism and Catholicism could take longer than two or three weeks (up to 4 or 5 weeks each) because of their importance in the rise of the Protestant churches and the span of history they cover.

Teacher Resources:

The Judeo-Christian Religious Tree, at the end of this section, explains how the various Protestant denominations developed. It can be used as a reference as you teach throughout the year. There are several very good resources for teachers which will enhance the information given with each chapter:

Church Across the Street by Manwell and Fahs, Beacon Press, 1962: interesting vignettes of the lives of the founders of the various denominations in an easy-to-read format.

Coming to God's World, Sadlier Publications, 1995.

How Others Worship: A Curriculum for Grade 7, by the Unitarian Universalist Christian Fellowship, 1978: contains lessons on Judaism, Christianity, Catholicism and four of the Protestant Churches with interesting paper and pencil activities.

How to Be a Perfect Stranger by Arthur J. Magida, Jewish Light Publishers, Woodstock, Vt., 1996: good for teachers to use in preparation for visits. Contains history, beliefs, holy days and festivals, life cycle events, and addresses of the central information bureau for each religion.

My Friends Beliefs, A Young Readers Guide to World Religions by Hiley H. Ward, Walker and Co., 1988: contains the rites of passage for adolescents in the major world religions, written at a middle school reading level.

Religions in America by Leo Rosten, 1963: good adult resources in a question and answer format.

World Religions: A Curriculum for Junior Youth by Unitarian Universalist Association, 1987: written for junior high age it has a good section on Judaism, a game, filmstrip, as well as many interactive exercises.

What I Believe: Kids Talk about Faith by Debbie & Tom Birdseye, Holiday House, 1996: interviews with middle school Native American, Jewish, Hindu, Muslim, and Christian youth.

The glossary at the end of the curriculum contains words in each chapter which are italicized but not defined within the text. Other italicized words whose meanings you may not know are defined immediately afterward.

Before You Start to Teach the Curriculum:

- Youth can interview parents and grandparents to determine the faith of their forebears. Then each young person make a family religious tree (see worksheet at end of this introduction).
- Find out what students would like to know about different denominations...what they are curious about.
- Once you know what faiths your class wants to learn about, and which ones are easily accessible for visitation, set up a tentative schedule for at least three months (or until Christmas) with the dates of visits listed. This allows plenty of time for students and parents to set aside those First-days committed to visiting area churches. (See the two sample schedules, which meetings have used, at the end of this section.)

Before You Teach Each Chapter:

- Find out how to get to the church, who to talk to, and when it is convenient to visit.

- Upon request many churches will send “inquirer’s packets” of information, which are excellent, clear, thumb-nail sketches of the religion you will be studying.
- If you are going to hear a sermon, you can talk to the minister, rabbi, or priest to get a “preview” before your visit. You can also tape religious services from TV for students to view ahead of time.

What to Do Each Week:

Week 1: Background on Judaism, Catholicism, or a Protestant denomination and preparation for visit.

- Give background information on the faith or denomination (outlined at the beginning of each chapter).
- Pose the aspects of each religion students can look at:
 1. history
 2. building
 3. how it serves the community
 4. how to join
 5. communication
 6. power
 7. beliefs
 8. afterlife
 9. sacraments
 10. sin
- Make a list of the questions the class might ask if they visit.
- Talk about how to dress for the visit.
- Pass out permission forms and notices to parents, including leaving and returning time, where to drop off and pick up students, and plea for drivers.

Week 2: Church visitation.

- Collect permission forms.
- Remind students of the questions they were going to ask.
- Visit the church (allow at least two hours).
- Take along some money for an offering for your class as many churches expect some kind of contribution to the offering plate.

Week 3: Follow up to the visit.

Choose one or more of the following activities:

- Ask these questions:
 - What was the most interesting part of the service
 - What part of the service did you particularly like? Dislike?
 - How is this church similar or different from other denominations? from Quakerism?
- Do one or two of the activities suggested at the end of the chapter.
- Add to the time line a figure, symbol, or pictorial representation of an outstanding feature or leader of the religion. (see instructions at end of this section)

- Fill in the maps (of Europe or Middle East) which show where the religion arose and who the founder was.
- Write thank you notes to the church you visited.
- Write journal entries after each visit to record growth of understanding and awareness.

Planning Each Lesson:

When planning each lesson it is helpful to remember that middle school students have a limited attention span (15-20 min.) and that high school youth can, theoretically, attend to the subject a bit longer (20-30 minutes). This means that you have a limited amount of time to develop and teach the main idea of the lesson. Hands-on, interactive activities will keep your students focused longer than simply lecturing them. Discussions can be used (and several are suggested in each chapter), but not in every lesson. Older high school youth might have more historical background (i.e. of Europe during the Period of Enlightenment) with which to understand why the Protestant denominations arose during that turbulent time.

Select the questions you ask and the activities you do based upon the learning styles, intellect, and reasoning ability of your class.

Whether the lesson is aimed at middle or high school youth, it is better to tell the most important facts and interesting vignettes in a captivating and lively way, rather than to read from the book or have the students read the background information silently. However, on occasion, middle school students enjoy taking turns reading the material out loud, each taking a turn.

If you have 45-50 minutes for each session, the following is an example of how you might divide up the time:

First 20 minutes: present the background, history, beliefs of the faith or Protestant denomination.

Next 10 minutes: question for recall or discussion (provided at the end of each chapter).

Next 15 or 20 minutes: do a reinforcement activity such as the ones suggested in each chapter. Activities include cross-word puzzles, building models, drawing, or acting out a scene from the life of the founder of a religion.

Woodstown Monthly Meeting

Proposed schedule for First Day School Ages 10 to 16

Dates : October 31st - Memorial Baptist Church
 November 14th - St. Mary's Church in Salem
 " 21st - Mt. Pisgah A.M.E. Church in Salem, Yorke St.
 " 28th - First Day School - Coffee hour after Meeting
 December 5th - First Day School - prepare for Christmas party
 " 12th - Quarterly Meeting in Salem
 " 19th - Christmas party day
 January 2nd - Birmingham Meeting and First Day School ?
 " 9th - Buddhist Temple at Seabrook
 " 16th

Suggested destinations

In Salem :	St Mary's Church * St John's Episcopal Presbyterian Memorial Baptist (7th Street) * Walnut Street Methodist Mt. Pisgah * Seventh Day Adventist	Assembly of God Jehovah's Witness
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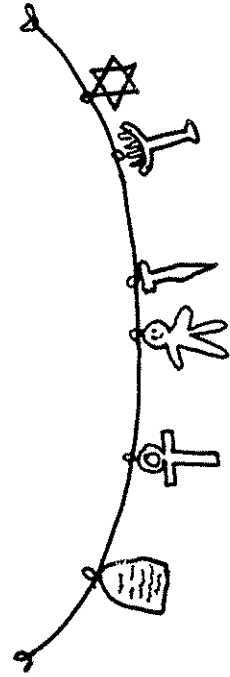
Beyond Salem:	Woodstown Meeting Seaville Meeting Mullica Hill Meeting Birmingham Meeting in Pennsylvania Other Friends Meetings	A Jewish Synogogue Mosgue Buddhist Temple (in Seabrook)
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Swarthmore Friends Meeting First Day School 1988-1989					
Date	Meeting Activities	Mtg	Trsp	First Day School Activities	Status
SEP 11				Introduction	Actual
18				Discuss Catholicism, Guest	"
25			X	Visit St John Chrysostom, 9:30 Service	"
OCT 2		X		Discuss Catholicism	"
9				Discuss Catholicism	"
16	Crop Walk			Discuss Judiasm, Reconstructionist Guest	"
Fri 21			X	Visit Beth Israel (Fri 21st) 8:00 Service	"
23		X		Discuss Judiasm	"
30				Discuss Judiasm, Conservative Guest	"
NOV 6				Discuss Presbyterianism, Guest	"
13			X	Visit Swarthmore Presbyterian, 10:00 Service	"
20		X		Discuss Presbyterianism	"
27	(Nov 24 Thanksgiving)			NO F D S Classes--CRAFT & MUSIC DAY--	"
DEC 4				Rehearse Christmas Program	"
11	Carols & Potluck Supper			Rehearse Christmas Program	"
18	CHRISTMAS PROGRAM	X		CHRISTMAS PROGRAM	"
25	(Christmas)			----NO First Day School----	"
JAN 1				----NO First Day School----	"
Fri 6	Computer World Game & Potluck Supper				"
8		X		Discuss Episcopalian, Guest	"
Fri 13	Computer World Game & Potluck Supper				"
15			X	Visit Trinity Episcopal	"
22		X		Discuss Episcopalian	"
29				Discuss Christian Science	"
FEB 5			X	Visit Christian Science, 11:00 Service	"
12		X		Discuss Christian Science, Guest	"
19	World Game Forum			Discuss Black Churches in Phila	"
26				Discuss Unitarian, Guest	"
MAR 5			X	Visit Unitarian	Tentative
12		X		Discuss Unitarian	"
19				Discuss Fundamentalist, Guest	"
26	Easter		X	Visit Fundamentalist	"
APR 2	Yearly Meeting	X		Discuss Fundamentalist	"
9				Discuss AME, Guest	"
16			X	Visit Swarthmore AME	"
23	Pocono Weekend	X		----NO First Day School----	"
30				Discuss Mormon, Guest	"
MAY 7	Bird Walk			----NO First Day School----	"
14			X	Visit Mormon	"
21	Bible Presentations	X		Discuss Mormon	"
ptr 02.26.89					

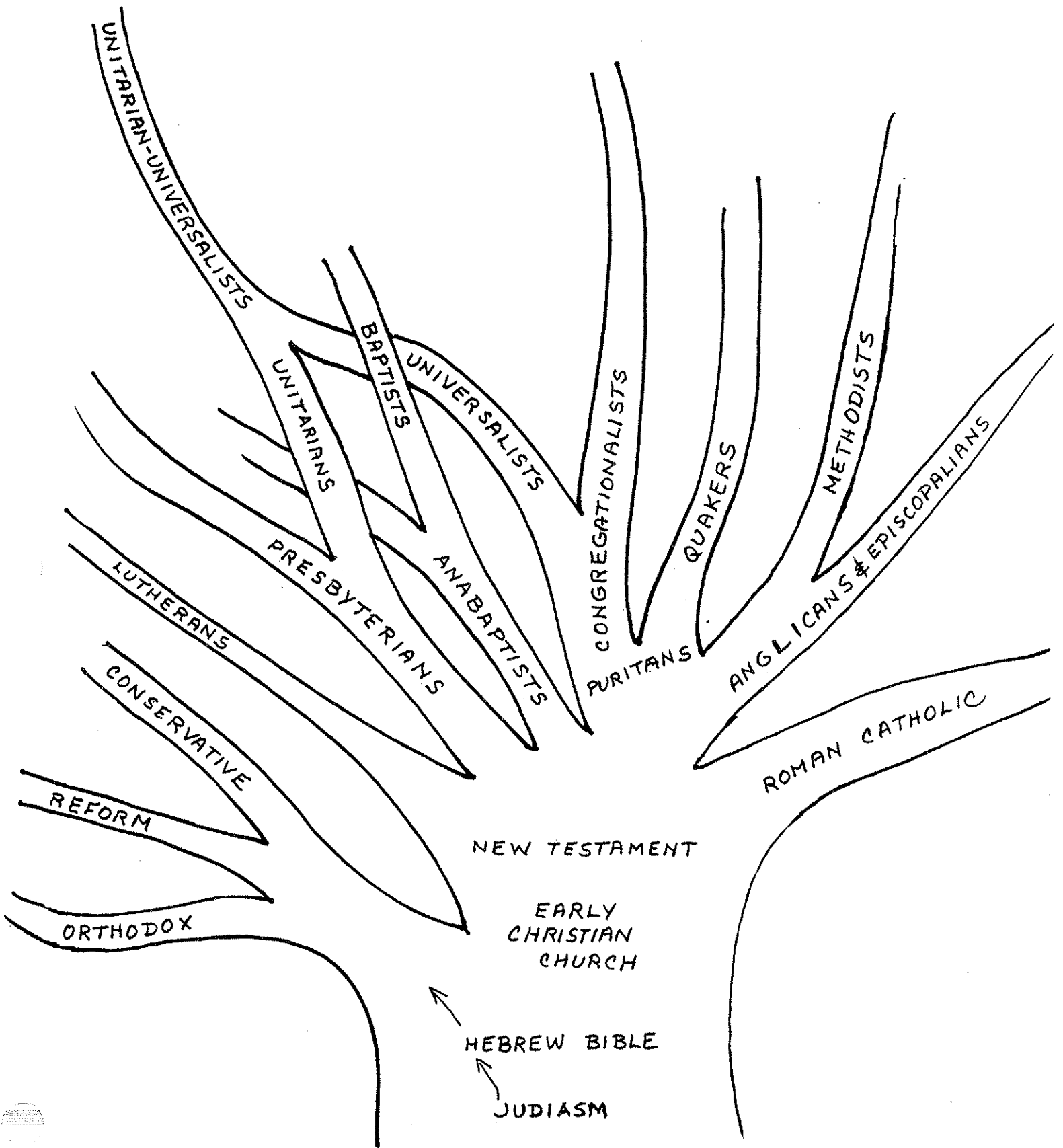
Time Line for Judeo-Christian Religions

Abraham 1700	Moses 1200	BIRTH OF CHRIST	Peter 40	Paul 50	Catholic Church 300	Luther 1517	Crammer 1540	Servatus 1550	Calvin/Knox 1560	Williams 1640	Wesley 1700	Smith 1800	etc.

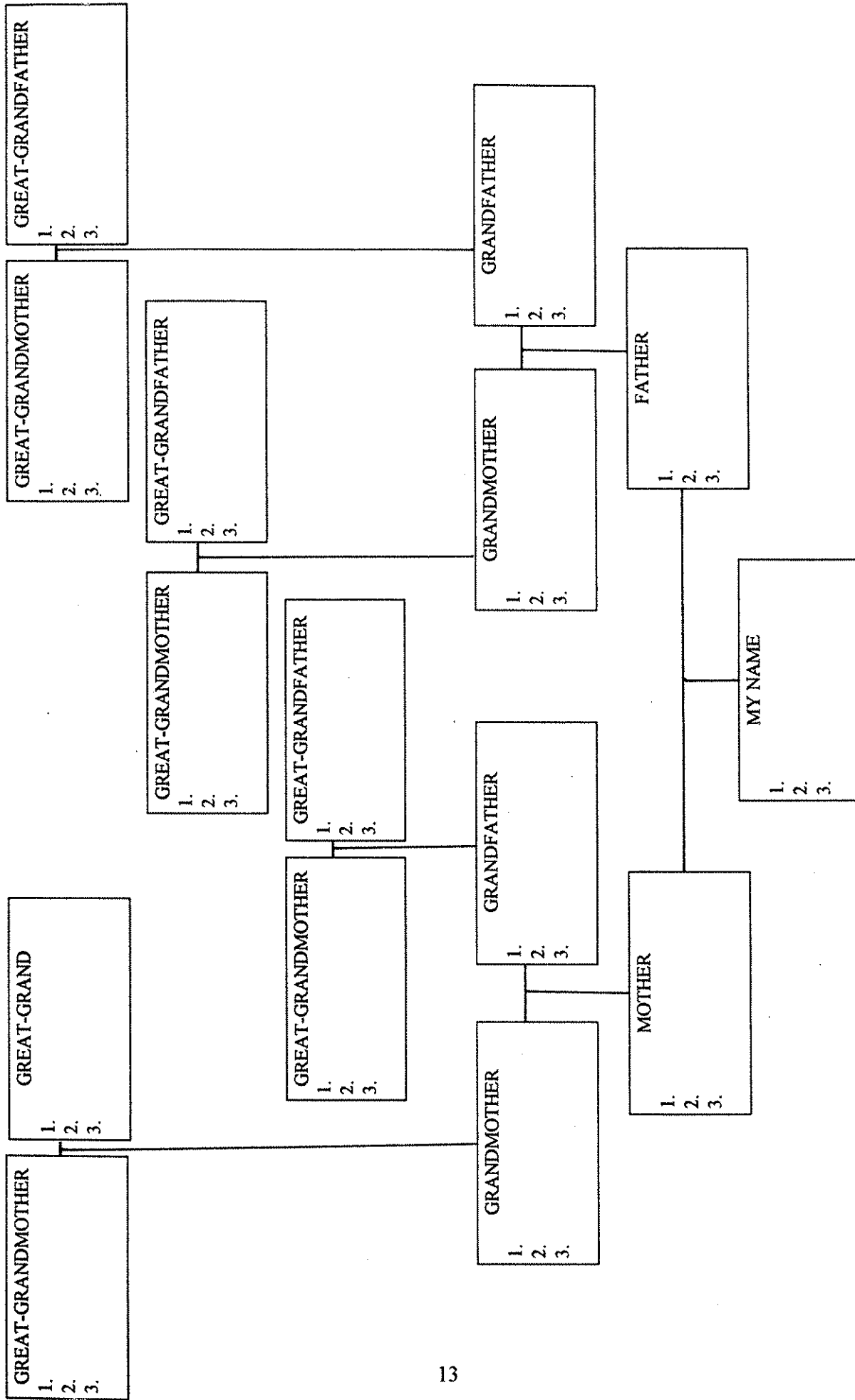
Time lines can be started with the first lesson and added to until the end of the year. The main time line can be made of accounting machine tape and spread across one wall. Or large sheets of shelf paper can be taped to a wall so pictures can be drawn to depict the prime mover or symbol of the of each faith. The main line on which dates are marked can be a long rope or heavy string with clothespins clipped to the proper place along the line and holding a symbol of the religion just studied. (see illustration to the right)



Judeo-Christian Religious Tree



PERSONAL RELIGIOUS FAMILY TREE



Instructions: To complete the family tree write in the first religion held, second religion adopted, third, etc. for each person in your family.

