Southeast Asia Lesson Plan:

Religion in Southeast Asia

Estimated Time: 5-7 class periods for lecture; 1-2 days for review; 1 day for a test or quiz

Objectives:

1. Students will be able to describe the differences between the following religions: Christianity, Judaism, Islam, Taoism, Hinduism, Buddhism, and Confucianism.

2. Students will be able identify symbols, basic beliefs, places of worship and holidays associated with each religion.

Materials:

1. Power Point presentation on religion
2. See http://www.religionfacts.com/ for summaries of the various religions or use other resources
3. Packet of worksheets to take notes on various religions
4. Venn diagram to compare two of the religions
5. Quiz (sample)
6. Document projector
7. Dry erase board and markers

Introduction:

This part of the unit on Southeast Asia is the heart of the unit. All too often it is the lack of knowledge about different religions, which contributes to prejudice. This lesson should help students gain a better understanding of some of the major religions of the world. The teacher can make this lesson longer or shorter depending on the objectives of his or her class.

Since religion can be a tricky issue for some parents, it is suggested that a note be sent home to parents explaining the purpose of the lesson and what will be discussed. This should help avoid potential problems. It might also be nice to invite parents of different religions to come and speak to the class about some of their practices.

The Power Point presentation is designed to accompany a series of lectures on religion. It contains various pictures that are associated with each of the religions. There are pictures of symbols, maps that show important places to Christianity, Judaism, and Islam, pictures of people associated with the religions, and any other pictures, which seemed relevant to religion. Many of
the pictures came from the Google database, so there are no labels on many of the pictures of mosques, temples, and churches.

There are few notes in the presentation. Therefore, the teacher plays a critical role because he or she is going to have to lecture, use the document projector, or use the dry erase board to give the students what they need to fill in worksheets and take a test. A packet of information has been included on the various religions. There is way too much information for the students there, but it gives teachers an excellent background in a short amount of time.

**Procedure:**

1. Pass out and explain the worksheets to the students. It is one worksheet copied several times with places for them to record their notes and should function as a study guide for later. The students should use the worksheets to fill in information during the presentation or while the instructor is lecturing.

2. Use the presentation in whatever way that fits the needs of the classroom. The presentation could be shown all at once so that the students receive a quick overview. The instructor could then play it again, but much more slowly so that discussion and explanation could be incorporated. Or the instructor could simply show the presentation slowly while he or she discusses the various religions in more detail. Try not to work on more than two or three religions in a day or the students will start to confuse them. The teacher who created this unit taught Judaism, Christianity, and Islam with a unit on the Middle East. Therefore, three of the religions were reviewed and the students only needed to learn four more. If this is possible, it is a much easier way to break religion up and can cut this lesson in half.

3. Incorporate lots of time for discussion, but not debate about the various religions.

**Conclusion/Evaluation:**

Review: Use a Venn diagram for the students to demonstrate that they can tell the difference between two given religions. Pick either Judaism, Islam, or Christianity and have the students compare it to one of the following: Buddhism, Confucianism, Hinduism, or Taoism. This exercise can be done more than once as a review tool.

Give a quiz or a test at the end for the students to demonstrate their knowledge. They have their worksheets as a study packet.

*Center for Southeast Asian Studies, Northern Illinois University, 2003; revised 2012*