



## 1. Title: Jerusalem, the city of three faiths

### 2. Knowledge and didactic objectives

*The students can understand that for thousands of years, Jerusalem, which contains hundreds of major holy sites because of its importance for Christianity, Judaism and Islam, has been a destination of sacred pilgrimage for millions of people from around the world. In this way, students can deepen the history of the three monotheistic religions.*

*Thanks to this activity, they learn to dialogue with different religious and cultural positions in an atmosphere of respect, comparison and mutual enrichment. They learn to read and understand sources and documents, how to rework and expose the topic; they can find the relationships between facts and phenomena distant in time and space, and also use a specific, clear and precise language.*

### 3. Timing

*First activity: 1 hour*

*Second activity: 2 hours*

*Third activity: 2 to 3 hours*

*Fourth activity: 2 to 3 hours*

*Fifth activity: 1 to 2 hours*

*Sixth activity: 2 to 4 hours*

*Total: 10 to 13 hours*

### 4. Grouping of students

*Individual study, small groups and large group.*

### 5. Historical thinking skills

*Establish historical significance; Identify continuity and change; Analyze cause and consequence; Take historical perspectives.*

### 6. Development or sequence of the activity

*First activity: students are asked voluntarily to talk about their relationship with religion, if they profess any religion and what are the outward signs of their*

*belief. Since the answers will be varied, it is very likely that different religions are represented in the classroom. The teacher takes note about the answers. Second activity: Judaism, Christianity and Islam have something in common: the city of Jerusalem. The teacher shows to the students some representative images / virtual exhibition / maps or other resource about the religious heritage of the city of Jerusalem (for example Church of Holy Sepulcher, Western Wall or Dome of the Rock) and talks about some similarities and differences about the three monotheistic religions. As well, it can be shown also a holy city of another religion if one of our students has another belief than Christianity, Judaism and Islam.*

*Third Activity: Students can visit local religious heritage. The teacher organizes the visits, connecting school with cultural association and non-formal educational organizations.*

*Fourth Activity: Students, are divided in small groups. Every small group (also thanks to an individual study at home) should focus on one religion and make a product (for example, a poster, a painting, a chart, etc.) representing the most important topic of that religion, similarities and differences with other beliefs.*

*The teacher can help the students to focus in a proper way to the topic. It is very important that in this activity teacher should not give contents, but methodological suggestions.*

*Fifth Activity: Every small group expose to the classroom the products and results of their research. The teacher can comment to improve their work.*

*Sixth Activity: Students can set a little exhibition of their works in the school (or a virtual exhibition). The exhibition will be open to public and the students will be the guides. The teacher helps the students to prepare the exhibition.*

## **7. Assessment techniques and instruments**

*At the end, the evaluation will take into account the skills of each student.*

*The level of knowledge, skills, abilities and skills acquired; commitment and perseverance in work; interest in the discipline; active participation in educational dialogue; ability to personal re-elaboration of contents will be evaluated.*



## 8. Complementary resources

Visit to heritage elements, press news, videos and documentaries can be added to the sequence of activities.

## 9. Annexes

- <https://artsandculture.google.com/story/YwWhv8RQcvy6Mg>
- <https://artsandculture.google.com/story/3wUBxTO3nRYA8A>
- <https://www.limesonline.com/carta-israele-palestina-siria-giordania-libano-al-tempo-di-gesu/103730>

## Disclaimer

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