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1.Introduction

1.1. Argument

Mark Lattimer, the director of the Human International Rights Group, says that "religious intolerance is the new racism." According to a European Commission survey, from November 2009, 42% of Europeans believe that the economic recession has increased the level of intolerance and discrimination. A study done by the American Institute "Pew Research Centre" shows that, by 2012, the level of religious hostility has increased compared to 2007, while a report written by the Open Doors Association shows that the number of Christians killed in 2013 doubled compared to 2012. In Romania, The US Department of State's report on freedom of religion in 2013 signals the existence of social discrimination as a result of religious affiliation, and through the study "Religion and Religious Behavior", the Soros Foundation shows that Romanians tend to reject everything that is different, the 30 years old being more intolerant than those over 30. The Report of the European Commission against Racism and Intolerance, conducted in June 2014, recommends that the Romanian authorities reintroduce the prohibition of segregation in schools and adopt a strategy to prevent and combat discrimination. On one hand, religion promotes values such as love, truth, peace, self-giving, and compassion but, on the other, it causes confusion, chaos and conflicts.

We live in a society marked by the dissolution of moral standards, and religious education can help overcome this crisis by proposing a common attitude of substrate and ensuring both the need for emotional and social security and the need for self-respect and the respect towards others. This auxiliary is the intellectual output of the "Identity, Interculturality and Interreligion" project, with the reference number 2015-1-RO01KA201-015079, run by Dacia Technological High School in Pitești, in partnership with MerkezÇanakkale Anadolu

Lisesi(Turkey), Istituto Di IstruzioneSuperiore "Nelson Mandela "Castelnuovo ne 'Monti (Italy), 11 GenikoLykeioThessalonikis (Greece), Lycéegénéral et Technique Henri Vincenot (France) and DidaktusSkolor (Sweden). It is an opportunity for inner fortification, self-identification, discovery of moral ideals and an opportunity to learn from each other, to broaden our horizons, to overcome language barriers and to look beyond ourselves through giving up selfishness and egocentrism.

1.2. Summary

In this book we highlighted the common elements of the religions approached and the innovative aspects of it. Thus, we have shown that prayer, fasting, and charity are values promoted by Catholics, Jews, Muslims, Protestants and Orthodox, as ways of achieving the atonement and purification of the human being, in order to unite it with the Divinity in eternal life. We also showed, in the second chapter, that, for each of the presented religions, there are two sources of divine revelation, an written one (the Bible, the Qur'an and the Torah) and an oral one (The Holy Tradition, Sunnah and Talmud). The only exception is for the Protestant religion, which is based only on the Bible. The places for worship (the church, the mosque, the synagogue) are considered the house of God, respectively Allah, sacred and intended to carry out religious ceremonies and collective prayers. The lesson plans and the modern methods described in the contents of the auxiliary are examples of good practice and contribute to the implementation of unitary standards at European level with regard to specialized school education. As for the innovative aspects of the book, this auxiliary is a book that has the value of a didactic guide, and in e-book format, done in English, to ensure the European dimension, combining themes from Catholic, Islamic, Jewish, Protestant and Orthodox religions, the last part



representing a synthesis of the specific knowledge of all the religions approached, which ensures the interreligious dimension.

2. Theoretical aspects

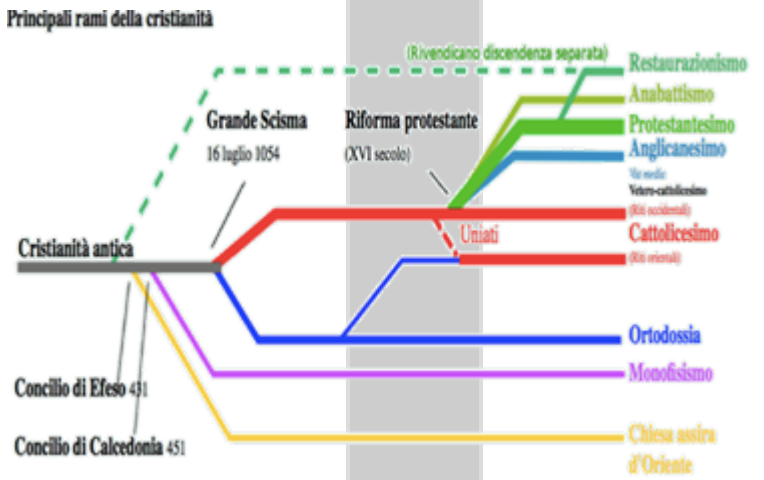
2.1. Catholic Religion

2.1.1. Historic development

Christianity was founded in the I century by people who followed Jesus Christ's precepts.

In 1054 there was a big split that created the Catholic Church and the Orthodox Church, the Great Scisma.

In XVI century Martin Luther gave birth to Protestantism by giving birth to the Reform.



2.1.2. Teaching of faith

- **Apostolic succession** - the priesthood grace transmission from the apostles to the bishops and from the

bishops to the priests and deacons: it is of vital importance for the Church.

- **Priesthood:** all the clergy must be male. Priests and bishops must be celibate, except in Eastern Rite Catholic Churches of which allow marriage before ordination clerics..

- **The Eucharist:** Also called Eucharistic Sacrifice or Missa. It has the same meaning as in the Orthodox Church, the body and blood of Jesus Christ.

- **The presence of Christ in the Eucharist:** As in Orthodoxy, the priest invokes the Holy Spirit during Missa. Bread and wine actually changed into the Body and Blood of Christ, and this change is called transubstantiation

- **Receiving the Eucharist by the faithful:** The Holy Eucharist is given to the baptized without confession. Christians receive only the body (bread) and priests the blood (wine). Some Catholic Church partake of both.

- **The Holy Spirit:** The Holy Spirit proceeds from the Father and the Son. This addition is called Filioque.

- **The Holy Sacraments:** The Catholic Sacraments are the same as the Orthodox Sacraments. The Chrismation Confirmation is not done immediately after Baptism, but after the age of 7.

- **The effect of the sacraments:** sacraments are effective signs of grace. They are instituted by Christ and taught by the Church, through which that eternal life is given to us.

- **Salvation:** We are saved by grace and through the merits which we obtain by deeds pleasing to God. As in Orthodoxy salvation is seen more as a long-term process than an event.

- **Saints:** For a person to be sanctified, he or she must have done at least two verifiable miracles due to the intercession to God for other people.

- **Papal Primacy:** The Pope is the Vicar of Christ on earth and visible head of the Church, the spiritual successor of the Apostle Petre. He has supreme authority, even over Church Councils.

- **Papal Infallibility:** Pope is infallible when, through the Holy Spirit, he defines a rule of faith or morals, to be followed by the church members. This statement above is a dogma in the Catholic Church and therefore must be witnessed by faith.

- **Church Leadership:** The leader of the Catholic Church worldwide is the Pope, infallible in his decisions. The bishops (or archbishops) are leaders of local churches. All bishops are equal between them and report to the Pope. The Pope is assisted in his ministry by a number of cardinals who form the College of Cardinals. These are chosen from among the bishops and archbishops..

- **Purgatory:** It is a place of preparation and cleaning for entering the kingdom of heaven. Also a place where punishment for venial sins can be atoned.

- **Marriage and Divorce:** Marriage is an indestructible contract between man and woman, after the model given by the union between Christ and His Church. Divorce is accepted only if there are canonical impediments for the marriage to continue. In this case a cancellation can be provide.

- **Mary - Mother of God:** Immaculate conception is the dogma according to which Our Lady was preserved from original sin, and she gave birth to the Son of God, our Savior, through the overshadowing of the Holy Spirit and not through bodily togetherness.

- **Divine Revelation:** The sources of Revelation are the Sacred Scripture, the Sacred Tradition and the Magisterium (the authority to interpret authentically the Word of God written or transmitted only entrusted to the living teaching office of the Church).

- **Main teachings:**

- 1) God is one and three people at the same time
- 2) Jesus Christ is God's Son and God himself, eternal and immutable
- 3) Mary is God's Mother, being Jesus's Mother
- 4) Jesus Christ is real God and real man
- 5) Mary is forever vergin

- 6) Transubstantiation is a miracle taking place when the priest consecrates bread and wine, during the Mass. This moment is the most important of the whole Mass
- 7) Immaculate Conception: Mary conceives and gives birth to a son while she remains virgin
- 8) Papal infallibility: everything the Pope says “ex Cathedra” is considered true and the whole Church has to follow it
- 9) Mary's Assumption: She doesn't die, but She goes directly to Paradise with soul and body.

2.1.3. Cult (main ceremonies and celebration, architecture of the place of worship)

2.1.3.1. Main ceremonies

- The Mass or Eucharist is the central act of divine worship in the Catholic Church, which describes it as "the source and summit of the Christian life". In formal contexts, it is sometimes called the Holy Sacrifice of the Mass. The term "Mass" is derived from the Late Latin word *missa* (dismissal), a word used in the concluding formula of Mass in Latin: "Ite, missa est". "In antiquity, *missa* simply meant 'dismissal'. In Christian usage, however, it gradually took on a deeper meaning. The word 'dismissal' has come to imply a 'mission'. These few words succinctly express the missionary nature of the Church"

- Sacraments are visible rites seen as signs and efficacious channels of the grace of God to all those who receive them with the proper disposition. The sevenfold list of sacraments is often organized into three groups: the sacraments of initiation(into the Church, the body of Christ), consisting of Baptism, Confirmation, and the Eucharist; the sacraments of healing, consisting of Penance and Anointing of the Sick; and the sacraments of service: Holy Orders and Matrimony.

2.1.3.2. Celebrations:

Epiphany - 6th January: In Catholicism it is the first time in which Jesus Christ reveals his Divine nature to the Three Wise Men.

Easter: it is Jesus Christ's Resurrection Day.

Mary's Assumption - 15th August: Jesus Christ's Mother instead of dying goes to Paradise with Body and Soul.

All Saint's Day - 1st November

Immaculate Conception - 8th December

Christmas Day - 25th December: It celebrates the birth of Jesus Christ

2.1.3.3. Architecture

Romanesque style, is a style emerged in the tenth century, and is especially typical of the Roman Catholic Church. Renaissance or Baroque, is also a Renaissance style emerged in the sixteenth century in Italy and specifically the Roman Catholic Church.

This style is characterized by:

- a) The lack of unity in the plan; Romanesque churches plan is varied: cruciform, biabsidal trefoil, circular;
- b) The material of construction is mostly stone (less brick and wood), masonry being left apparent and the massive walls are supported by buttresses;
- c) The tall socket, the main facade, sometimes preceded by a closed courtyard with a portico, are generally monumental, with lots of steps and huge portals, richly decorated and flanked by square and octagonal towers, one of which serves as bell, when it is not separated from the church;
- d) The interior, sometimes preceded by a large-scale narthex, it is divided (as in the basilica) in more ships;
- e) The roof is vaulted, made of stone or brick, in various forms: hemispherical domes or cupolas.

- f) The choir is a special partition of the interior, as the ship cross between transept and apse. In general it is taller than the rest of the church, because under it large tombs were built.
- g) Decorative sculpture is used in adorning the capitals of pilasters and columns, facades and portals, window and door frames.
- h) The windows are always completed in spring Round and rich ornamentation.

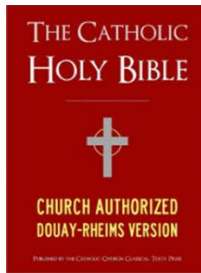
2.1.4. Sacred writings and places

2.1.4.1. Sacred writings:

The Catholic Bible is the Bible comprising the whole 73-book canon recognized by the Catholic Church, including the deuterocanonical books. The Catholic Bible is composed of the 46 books of the Old Testament and the 27 books of the New Testament. In another sense, a "Catholic Bible" is a Bible published in accordance with the prescriptions of Catholic canon law, which states:

Books of the sacred scriptures cannot be published unless the Apostolic See or the conference of bishops has approved them. For the publication of their translations into the vernacular, it is also required that they be approved by the same authority and provided with necessary and sufficient annotations.

With the permission of the Conference of Bishops, Catholic members of the Christian faithful in collaboration with separated brothers and sisters can prepare and publish translations of the sacred scriptures provided with appropriate annotations.



The Holy Bible

A missal is a liturgical book containing all instructions and texts necessary for the celebration of Mass throughout the year. Before the compilation of such books, several books were used when celebrating Mass. These included the Gradual (texts mainly from the Psalms, with musical notes added), the Evangelary or Gospel Book, the Epistolary with texts from other parts of the New Testament, mainly the Epistles (letters) of Saint Paul, and the Sacramentary with the prayers that the priest himself said.

In late mediaeval times, when it had become common in the West for priests to say Mass without the assistance of a choir and other ministers, these books began to be combined into a "Mass book" (missale in Latin), for the priest's use alone. This led to the appearance of the missale plenum ("full or complete missal"), which contained all the texts of the Mass, but without the music of the choir parts. Indications of the rubrics to be followed were also added.



The Missral

The Holy Tradition

Sacred Tradition or Holy Tradition is a theological term used in some Christian traditions, primarily those claiming apostolic succession such as the Eastern Orthodox, Oriental Orthodox, Assyrian, Catholic and Anglican traditions, to refer to the foundation of the doctrinal and spiritual authority of the Christian Church and of the scriptures.

The teachings of Jesus and the Apostles are preserved in writing in the Bible as well as word of mouth and are handed on. This perpetual handing-on of the Tradition is called a living Tradition; it is the transmission of the teachings of the Apostles from one generation to the next. The term "deposit of faith" (Latin: *fidei depositum*) refers to the entirety of Jesus Christ's revelation, and according to Roman Catholic theology is passed to successive generations in two different but equal forms, sacred scripture (the Bible) and sacred tradition (through the Roman Magisterium).

The Second Vatican Council taught on tradition, scripture, and magisterium in *Dei verbum*, n. 10:

Sacred Tradition and Sacred Scripture form one sacred deposit of the word of God, committed to the Church. Holding fast to this deposit the entire holy people united with their shepherds remain always steadfast in the teaching of the Apostles, in the common life, in the breaking of the bread and in prayers (see Acts 2, 42, Greek text), so that holding to, practicing and professing the heritage of the faith, it becomes on the part of the bishops and faithful a single common effort.

But the task of authentically interpreting the word of God, whether written or handed on, has been entrusted exclusively to the living teaching office of the Church, whose authority is exercised in the name of Jesus Christ. This teaching office is not above the word of God, but serves it, teaching only what has been handed on, listening to it devoutly, guarding it scrupulously and explaining it faithfully in accord with a divine commission and with the help of the Holy Spirit, it

draws from this one deposit of faith everything which it presents for belief as divinely revealed.

It is clear, therefore, that Sacred Tradition, Sacred Scripture and the teaching authority of the Church, in accord with God's most wise design, are so linked and joined together that one cannot stand without the others, and that all together and each in its own way under the action of the one Holy Spirit contribute effectively to the salvation of souls.

Thus, all of the teachings of the Catholic Church come from either Tradition or Scripture, or from the magisterium interpreting Tradition and Scripture. These two sources, Tradition and Scripture, are viewed and treated as one source of Divine Revelation, which includes both the deeds of God and the words of God:

This plan of revelation is realized by deeds and words having in inner unity: the deeds wrought by God in the history of salvation manifest and confirm the teaching and realities signified by the words, while the words proclaim the deeds and clarify the mystery contained in them. (Dei verbum, 2).

2.1.4.2. Sacred places



Church of the Holy Sepulchre



Cathedral of Santiago de Compostela



Notre-Dame Cathedral

2.1.5. Fundamental principals (prayer, fast, mercy)

PRAYER:

In the Catholic Church, prayer is "the raising of one's mind and heart to God or the requesting of good things from God.". It is an act of the moral virtue of religion, which Catholic theologians identify as a part of the cardinal virtue of justice. Roman Catholic teachings on the subject of prayer are contained in the Catechism, where quoting St. John of Damascus, prayer is defined as "...the raising of one's mind and heart to God or the requesting of good things from God".

St. Thérèse of Lisieux describes prayer as "... a surge of the heart; it is a simple look turned toward heaven, it is a cry of recognition and of love, embracing both trial and joy."

By prayer one acknowledges God's power and goodness, and one's own neediness and dependence. It is therefore an act of the virtue of religion implying the deepest reverence for God and habituating a person to look to him for everything. Prayer presupposes faith in God and hope in his goodness. By both, God, to whom one prays, moves the individual to prayer.

The tradition of the Roman Catholic Church highlights four basic elements of prayer: Prayer of Blessing and Adoration, Prayer of Petition, Prayer of Intercession, and Prayer of Thanksgiving.

Prayer of Blessing and Adoration

In its widest applications the word "blessing" has a variety of meanings in sacred writings. It can be taken in a sense that is synonymous with praise; thus the Psalmist, "I will bless the Lord at all times; praise shall be always in my mouth."^{[13][14]} The prayer of blessing expresses praise and honor to God and is man's response to God's gifts.

Adoration is the first attitude of man acknowledging that he is a creature before his Creator. Praise is the form of prayer which recognizes most immediately that God is God. It lauds God for his own sake and gives him glory, quite beyond what He does, but simply because He is.

Prayer of Petition

A prayer of petition is a request to God that asks him to fulfill a need. By prayer of petition, Catholics acknowledge their dependence on God. This expression is not intended to instruct or direct God what to do, but to appeal to his goodness for the things we need; and the appeal is necessary, not because He is ignorant of our needs or sentiments, but to give definite form to our desires, to concentrate our whole attention on what we have to recommend to him, to help us appreciate our close personal relation with him. The expression need not be

external or vocal; internal or mental is sufficient. Jesus said to bring our every need to God in his name and assures that “whatever you ask the Father in my name he will give you.” (John 16:23).

Prayer of Intercession

Intercession is a prayer of petition which leads us to pray as Jesus did. He is the one intercessor with the Father on behalf of all men, especially sinners. Intercession is also a prayer to Mary and the saints on behalf of another person asking God to assist other people with the things they need.

Prayer of Thanksgiving

Thankfulness is thanking God for what he has given and done.

FAST:

It is a traditional doctrine of Christian spirituality that a constituent part of repentance, of turning away from sin and back to God, includes some form of penance, without which the Christian is unlikely to remain on the narrow path and be saved (Jer. 18:11, 25:5; Ez. 18:30, 33:11-15; Joel 2:12; Mt. 3:2; Mt. 4:17; Acts 2:38). Christ Himself said that His disciples would fast once He had departed (Lk. 5:35). The general law of penance, therefore, is part of the law of God for man.

The 1983 Code of Canon Law specifies the obligations of Latin Rite Catholics [Eastern Rite Catholics have their own penitential practices as specified by the Code of Canons for the Eastern Churches].

- Canon 1250 All Fridays through the year and the time of Lent are penitential days and times throughout the entire Church.

- Canon 1251 Abstinence from eating meat or another food according to the prescriptions of the conference of bishops is to be observed on Fridays throughout the year unless they are solemnities; abstinence and fast are to be observed on Ash Wednesday and on the Friday of the Passion and Death of Our Lord Jesus Christ.

- Canon 1252 All persons who have completed their fourteenth year are bound by the law of abstinence; all adults are bound by the law of fast up to the beginning of their sixtieth year. Nevertheless, pastors and parents are to see to it that minors who are not bound by the law of fast and abstinence are educated in an authentic sense of penance.

- Canon 1253 It is for the conference of bishops to determine more precisely the observance of fast and abstinence and to substitute in whole or in part for fast and abstinence other forms of penance, especially works of charity and exercises of piety.

Abstinence The law of abstinence requires a Catholic 14 years of age until death to abstain from eating meat on Fridays in honor of the Passion of Jesus on Good Friday. Meat is considered to be the flesh and organs of mammals and fowl. Also forbidden are soups or gravies made from them. Salt and freshwater species of fish, amphibians, reptiles and shellfish are permitted, as are animal derived products such as margarine and gelatin which do not have any meat taste.

Fasting The law of fasting requires a Catholic from the 18th Birthday (Canon 97) to the 59th Birthday (i.e. the beginning of the 60th year, a year which will be completed on the 60th birthday) to reduce the amount of food eaten from normal. The Church defines this as one meal a day, and two smaller meals which if added together would not exceed the main meal in quantity. Such fasting is obligatory on Ash Wednesday and Good Friday. The fast is broken by eating between meals and by drinks which could be considered food (milk shakes, but not milk). Alcoholic beverages do not break the fast; however, they seem to be contrary to the spirit of doing penance.

Every friday, especially during Lent, Christians are used to having only very light meals.

MERCY:

The Catechism of the Catholic Church emphasizes the importance of the Works of Mercy and in Roman Catholic teachings, the mercy of God flows through the work of the Holy Spirit. Roman Catholic liturgy includes frequent references to mercy, e.g., as in Kyrie eleison, Christe eleison: Lord have mercy, Christ have mercy.

The works of mercy have been traditionally divided into two categories, each with seven elements:

"Corporal works of mercy" which concern the material needs of others.

"Spiritual works of mercy" which concern the spiritual needs of others.

Based on Jesus' doctrine of the sheep and the goats, the corporal and spiritual works of mercy are a means of grace as good deeds and their omission is a reason for damnation. Because the Messianic Age will be a time of mercy, and because the church believes this age began at Jesus' coming and believes Jesus obeyed every mitzvah and fulfilled the Scriptures, Catholics perform the works of mercy.

Works of Mercy:

Doing Good

Visiting the Sick and Prisoners

Feeding and Clothing People

Earning, Saving, Giving All One Can

Opposition to Slavery

„Who gives, must give with simplicity, who drives, must do it with zeal, who shows mercy, must show it with joy.” (Catholic Bible, Rom. 12, 8)

People should be open and available towards others especially those in need.

2.2. Islamic Religion

2.1.1. Historic development

Islam began in the early 7th century. Originating in Mecca, it quickly spread in the Arabian peninsula and by the 8th century the Islamic empire was extended from Iberia in the west to the Indus river in the east. The Islamic Golden Age refers to the period traditionally dated from the 8th century to the 13th century when much of the historically Islamic world was experiencing a scientific, economic and cultural flourishing. The expansion of the Muslim world involved various caliphates and empires, traders and conversion to Islam by missionary activities.

Most Muslims are of one of two denominations: Sunni (75–90%) or Shia (10–20%). About 13% of Muslims live in Indonesia, the largest Muslim-majority country, 32% in South Asia, 20% in the Middle East, and 15% in Sub-Saharan Africa. Sizable Muslim communities are also found in Europe, China, Russia, and the Americas. Converts and immigrant communities are found in almost every part of the world.

2.1.2. Teaching of faith

Faith (Iman) in the Islamic creed (Aqidah) is often represented as the six articles of faith, notably spelled out in the Hadith of Gabriel.

Islam is often seen as having the simplest doctrines of the major religions. Its most fundamental concept is a rigorous monotheism, called tawḥīd (Arabic: توحيد). God is described in chapter 112 of the Quran as: "Say: He is God, the One and Only; God, the Eternal, Absolute; He begetteth not, nor is He begotten; And there is none like unto Him." (112:1-4). Muslims repudiate polytheism and idolatry, called Shirk, and reject the Christian doctrine of the Trinity and divinity of Jesus. In Islam,

God is beyond all comprehension and Muslims are not expected to visualize God. God is described and referred to by certain names or attributes, the most common being Al-Rahmān, meaning "The Compassionate" and Al-Rahīm, meaning "The Merciful" (See Names of God in Islam).

Muslims believe that the creation of everything in the universe was brought into being by God's sheer command, "'Be' and so it is," and that the purpose of existence is to worship God. He is viewed as a personal god who responds whenever a person in need or distress calls him. There are no intermediaries, such as clergy, to contact God who states, "I am nearer to him than (his) jugular vein."

Allāh is the term with no plural or gender used by Muslims and Arabic-speaking Christians and Jews to reference God, while 'ilāh (Arabic: إله) is the term used for a deity or a god in general. Other non-Arab Muslims might use different names as much as Allah, for instance "Tanrı" in Turkish, "Khodā" in Persian or Khudā in Urdu.

Belief in angels is fundamental to the faith of Islam. The Arabic word for angel (Arabic: ملك malak) means "messenger". According to the Quran, angels do not possess free will, and therefore worship and obey God in total obedience. Angels' duties include communicating revelations from God, glorifying God, recording every person's actions, and taking a person's soul at the time of death.

There are five basic religious acts in Islam, collectively known as 'The Pillars of Islam' (arkan al-Islam; also arkan ad-din, "pillars of religion"), which are considered obligatory for all believers. The Quran presents them as a framework for worship and a sign of commitment to the faith. They are:

- (1) the creed (shahadah),
- (2) daily prayers (salat),
- (3) almsgiving (zakah),
- (4) fasting during Ramadan,
- (5) the pilgrimage to Mecca (hajj) at least once in a lifetime.

Both Shia and Sunni sects agree on the essential details for the performance of these acts. Apart from these, Muslims also perform other religious acts. Notable among them are charity (Sadaqah) and recitation of the Quran.

- Main Profets:

Adam - The prophet Adam is the first man that Allah created. All people descend from him and this is why he is referred to in Islamic tradition as the father of mankind. Allah created Adam from clay.

Noah - Like Christians and Jews, Muslims also believe in the Flood of Noah – or 'Nuh' in Islam. The Qur'an relates this story to Muslims and as a result, Noah is regarded as one of the messengers of God.

Abraham -Referred to in Islamic tradition as the father of the prophets and the friend of God, Abraham pbuh – or Ibrahim, in Islam – is looked upon with tremendous respect. To this day, many Muslims visit Hebron, in Palestine, where Abraham is buried.

Moses - Known by his Aramaic name, Musa, Moses is considered to be one of the great messengers of Allah. When he was born, the Egyptian Pharaoh, Rameses I ordered that the first-born of every family from the tribes of Israel be killed. Jesus Known in the Qur'an as Isa Bin Maryam (Jesus, son of Mary) this prophet is not only revered and loved by Christians but by Muslims as well. Islam makes it an article of faith to respect Jesus.

Muhammad - Was born in 570 AD. His father died before he was born and his mother died when he was six. He was brought up by his uncle, Abu Talib. At the age of 40, he was visited by the Archangel Gabriel who first revealed the Qur'an to him. Over the next 23 years, the holy book of Islam was revealed to the Prophet Muhammad.

2.1.3. Cult (main ceremonies and celebration, architecture of the place of worship)

2.1.3.1. Main ceremonies

Birth Rites

The first Islamic birth rite is the adhaan, a prayer. The adhaan is whispered into the baby's right ear and should be the first words that a newborn hears. Following the adhaan, the child's tongue is rubbed with a date or any kind of sweet food. In some cultures, on the seventh day after the child's birth, the aqiqah is performed; the ceremony includes the slaughtering of a sheep for the purposes of welcoming the new-born and giving thanks to Allah. Additionally, most Muslims circumcise their male babies on the seventh day after birth.

Shahada

The Shahada, which marks a person's formal entrance into Islam, is an informal ceremony and can take place at any age. Most initiation ceremonies take place in a mosque, although this is not mandatory. During this simple ceremony, the person being formally initiated into Islam declares his or her faith by bearing witness in public and repeating their profession of faith that there is only one God and that Muhammad is God's prophet.

Wedding

Islam approaches marriage as a social contract, rather than addressing it in terms of a sacred and lasting union. Wedding ceremonies, referred to as "nikah," can be simple or extravagant; some weddings are followed by large receptions with hundreds of guests. The ceremony consists of opening prayers, a statement from the groom's relative or friend acknowledging the marriage, and an exchange of vows between the bride and groom. The ceremony closes with a blessing from the presiding imam or mullah, and a prayer. Weddings are not typically held in a mosque; rather, they take place in the bride's or groom's home, or a wedding hall. Before the wedding, a marriage

contract is negotiated between the bride's and groom's families. It is usually signed a few weeks before the wedding or on the day of the wedding.

Funerals

For Islamic funerals, the deceased's body is washed and properly wrapped in a special cloth called the kafan. Pre-funeral prayers include the Janazah, a call-and-response prayer led by an imam, and the Thana, which gives witness to Allah and honors his name. The funeral ceremony itself is simple. It starts with a short recitation that honors the dead buried in the cemetery that the deceased will be buried in. As the deceased's body is being buried in the grave, his or her face should be facing the direction of Mecca. Everyone who attends the funeral should take three handfuls of sand and place it on the top of the grave.

2.1.3.2. Celebrations

Islamic New Year

It is the first day of Muharram, the first month in the Islamic calendar. The first Islamic year began in 610 AD with the Hijra of Prophet Muhammad and the first Muslims from Mecca to Medina.

The Day of Ashura

Is the 10th day of Muharram. It is the day Prophet Noah's ship landed on ground after The Flood. It is the day Red Sea was split off so that Prophet Musa and the believers escaped the Pharaoh and his army chasing them. It is also the day where Allah accepted the tawba (repentance) of the peoples of Prophet Adam and Prophet Yusuf (Joseph).

Day of Arafah

It is the 9th day of the month Dhu al-Hijjah -the last month in the Islamic Calendar). It is also the second day of Hajj. The next day is the first day of Eid al-Adha.

Laylat al-Qadr

Known as The Night of Power, The Night of Destiny as well. First verses of the Quran were revealed to prophet Muhammad in this night. It is in the last 10 days of Ramadan however exact

day is not known. It is the most important night in Islam. Surat Al-Qadr describes its importance.

Laylat al Raghaib

It is the first Friday night of month Rajab. According to some scholars, it is the night where Prophet Muhammad's mother realized she was pregnant.

Laylat al Bara'at

It is the 15th night of the month of Sha'aban. It is known as Shab-e-barat as well. According to some scholars, Quran was brought to the earth's heaven from Lawh Al-Mahfuz (Protected tablets where everything is written).

Laylat al Mi'raj

It is the night Prophet Muhammad ascended to the Jannah (Paradise). The part journey from Mecca to Jerusalem is called Isra and Mi'raj is the second part of the journey where Prophet Muhammad was ascended to Allah's presence and to Jannah. Salah (daily prayers) became mandatory after this journey.

Alvida Jumma

It is the last Friday in Ramadan. Every Friday is a mubarak (blessed) day for Muslims including the last Friday of Ramadan. Going to mazaar (graveyards) is a Sunnah. The intention must be to remind ourselves death and Akhirah (afterlife). Quran can be read for the deceased. You can also pray for the deceased.

Mawlid Al Nabi

Known as Eid-e-Milad-un-Nabi or Barafawat as well. It is the celebration of birthday of Prophet Muhammad. Imam Suyuti had called it as a bidat-i haseenah (a good innovation).

Kheer Puri Niyaaz

It is a Shia tradition, Sunnis do not and should not celebrate it. It is based on a fabricated story "of a woodcutters' wife praying on the 22nd of Rajab due to the economical hardships in addition to her husband being far away from her trying to make money".

2.1.3.3. Architecture

Islamic architecture encompasses a wide range of both secular and religious styles from the foundation of Islam to the present day. What today is known as Islamic architecture was influenced

by Roman, Byzantine and all other lands which the Muslims conquered in the 7th and 8th centuries.

Further east, it was also influenced by Chinese and Indian architecture as Islam spread to Southeast Asia. The principal Islamic architectural types are: the Mosque, the Tomb, the Palace and the Fort. From these four types, the vocabulary of Islamic architecture is derived and used for other buildings such as public baths, fountains and domestic architecture.

Perhaps the most important expression of Islamic architecture is that of the mosque.

A mosque is a place where Muslims worship and pray to God. Some mosques are also places where Muslims get together and discuss things or where religious education takes place. In some countries mosques also serve political purposes and imams discuss political issues.

Mosques date back to the seventh century when they first emerged on the Arabian Peninsula. For centuries towns formed around this central building. Mosques have different sizes and shapes depending on which part of the world they are in. The most famous mosques are in Turkey and the Middle East. The best examples are: The Blue Mosque in Istanbul, The Grand Mosque of Mecca, The Prophet's Mosque in Medina.

2.1.4. Sacred writings and places

2.1.4.1. Sacred writings

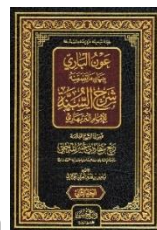
The Quran is the central religious text of Islam, which Muslims believe to be a revelation from God. The Quran is divided into chapters (surah in Arabic), which are then divided into verses (ayah). Muslims believe the Quran was verbally revealed by God to Muhammad through the angel Gabriel (Jibril), gradually over a period of approximately 23 years, beginning on 22 December 609 CE, when Muhammad was 40, and concluding in 632, the year of his death. Muslims regard the Quran as the most important miracle of Muhammad, a proof of his prophethood, and the culmination of a series of

divine messages that started with the messages revealed to Adam and ended with Muhammad. The word "Quran" occurs some 70 times in the text of the Quran, although different names and words are also said to be references to the Quran. According to the traditional narrative, several companions of Muhammad served as scribes and were responsible for writing down the revelations. Shortly after Muhammad's death, the Quran was compiled by his companions who wrote down and memorized parts of it. These codices had differences that motivated the Caliph Uthman to establish a standard version now known as Uthman's codex, which is generally considered the archetype of the Quran known today. There are, however, variant readings, with mostly minor differences in meaning. Muslims believe the Quran to be the book of divine guidance revealed from God to Muhammad through the angel Gabriel over a period of 23 years and view the Quran as God's final revelation to humanity. Revelation in Islamic and Quranic contexts means the act of God addressing an individual, conveying a message for a greater number of recipients. The process by which the divine message comes to the heart of a messenger of God is tanzil (to send down) or nuzūl (to come down). As the Quran says, "With the truth we (God) have sent it down and with the truth it has come down."



Quran

Sunnah is the verbally transmitted record of the teachings, deeds and sayings, silent permissions (or disapprovals) of the Islamic prophet Muhammad, as well as various reports about Muhammad's companions. Along with the Quran (the holy book of Islam), the Sunna makes up the two primary sources of Islamic theology and law. The Sunna is also defined as "a path, a way, a manner of life"; "all the traditions and practices" of the Islamic prophet that "have become models to be followed" by Muslims. The sunnah of Muhammad includes his specific words (Sunnah Qawliyyah), habits, practices (Sunnah al Fiiliyyah), and silent approvals (Sunnah Taqirriyyah). According to Muslim belief, Muhammad was the best exemplar for Muslims, and his practices are to be adhered to in fulfilling the divine injunctions, carrying out religious rites, and moulding life in accord with the will of God. Instituting these practices was, as the Quran states, a part of Muhammad's responsibility as a messenger of God. Recording the sunnah was an Arabian tradition and, once people converted to Islam, they brought this custom to their religion. Among the Quranic verses quoted as demonstrating the importance of Hadith/Sunna to Muslims are Say: Obey Allah and obey the Messenger, Which appears in several verses: 3:32, 5:92, 24:54, 64:12 Your companion [Muhammad] has not strayed, nor has he erred, Nor does he speak from [his own] inclination or desire. "A similar (favour have ye already received) in that We have sent among you a Messenger of your own, rehearsing to you Our Signs, and sanctifying you, and instructing you in Scripture and Wisdom, and in new knowledge. "Ye have indeed in the Messenger of Allah a beautiful pattern (of conduct) for any one whose hope is in Allah and the Final Day, and who engages much in the Praise of Allah."



Sunna

2.1.4.2. Sacred places



The Blue Mosque in Istanbul



The Grand Mosque of Mecca



The Prophet's Mosque in Medina

2.1.5. Fundamental principals (prayer, fast, mercy)

PRAYER

Ritual prayer (salat)

Perhaps the most well-known Muslim practices among non-Muslims is ritual prayer, or salat, which is performed five times a day: at dawn (al-fajr), midday (al-zuhr), afternoon (al-'asr), sunset (al-maghrib) and evening (al-'isha).

Alms tax (zakat)

Almsgiving is a central activity in Islam. The Quran explicitly requires it and often places it alongside prayer when discussing a Muslim's duties.

For those who are greedy and use their money outside of the will of Allah, the Quran has harsh words: the fires of hell will heat up the coins and the greedy will be branded with it.

FASTING DURING THE MONTH OF RAMADAN (SAWM)

In the Quran, this practice is mentioned:

"O ye who believe! Fasting is prescribed to you as it was prescribed to those before you, that ye may (learn) self-restraint." — Quran, Sura 2 (Al-Baqara), Ayah 183

"(Fast) a certain number of days; and (for) him who is sick among you, or on a journey, (the same) number of other days; and for those who can afford it there is a ransom: the feeding of a man in need - but whoso doeth good of his own accord, it is better for him: and that ye fast is better for you if ye did but know." — Quran, Sura 2 (Al-Baqara), Ayah 184

"The month of Ramadan in which was revealed the Quran, a guidance for mankind, and clear proofs of the guidance, and the Criterion (of right and wrong). And whosoever of you is present, let him fast the month, and whosoever of you is sick or on a journey, (let him fast the same) number of other days. God desireth for you ease; he desireth not hardship for you; and (he desireth) that ye should complete the period, and that ye should magnify God for having guided you, and that peradventure ye may be thankful." — Quran, Sura 2 (Al-Baqara), Ayah 18

Fasting is said to inculcate a sense of fraternity and solidarity with the needy and hungry.[23] Most importantly, the fast is also seen as a great sign of obedience by the believer to God.[24] Faithful observance of the sawm is believed to atone for personal faults and misdeeds and to help earn a place in Paradise.

Sawm is intended to teach believers patience and self-control in their personal conduct, to help control passions and temper, to provide time for meditation and to strengthen one's faith. Fasting

also serves the purpose of cleansing the inner soul and freeing it of harm.

Types of Fasting in the Quran:

Food Fasting (Sawm ut Ta'aam)

Money Fasting (Sawm ul Maal)

Word Fasting (Sawm ul Kalam)

Fasting is obligatory for a person if he or she fulfills five conditions:

He or She is a Muslim.

He or She is accountable (Islamic past the age of puberty).

He or She is able to fast.

He or She is settled (not travelling).

There are no impediments to fasting such as sickness, extreme pain from injury, breastfeeding, or pregnan

Sawm (also siyam), fasting, commemorates the revelation of the Quran to humanity during Ramadan, the ninth month of the Islamic year.

Pilgrimage to Mecca (hajj)

At least once in his or her lifetime, each Muslim is expected to undertake a pilgrimage to Mecca, the sacred city of Islam. This holy journey is called the hajj in Arabic.

Fasting in the month of Ramadan is considered Fard.

If you have an oath, for example: "If I graduate with a good mark, I will fast for three days for God" then one must fulfil this.

This type of fasting is considered obligatory. Breaking the oath will result in a sin.

Islam also prescribed certain days for non-obligatory, voluntary fasting, such as:

- each Monday and Thursday of a week
- the 13th, 14th, and 15th day of each lunar month
- six days in the month of Shawwal (the month following Ramadan)
- the Day of Arafah (9th of Dhu'I-Hijja in the Islamic (Hijri) calendar)
- the Day of Ashura (10th of Muharram in the Hijri calendar), with one more day of fasting before or after it.

- As often as possible in the months of Rajab and Sha'aban before Ramadan
- First nine days of Dhu'I-Hijja in the Islamic calendar (only for non-Hajjis)

Although fasting is considered a pious act in Islam, there are times when fasting is prohibited:

- Eid al-Adha and three days following it because Muhammad said "You are not to fast these days. They are days of eating and drinking and remembering God", reported by Abu Hurairah.
- Eid al-Fitr
- It is also forbidden to single out Fridays and only fast every Friday, as 'Abdullah b. 'Amr b. al-'As said that he heard Muhammad say "Verily, Friday is a eid (holiday) for you, so do not fast on it unless you fast the day before or after it."
- Fasting every day of the year is also forbidden; Muhammad said "There is no reward for fasting for the one who perpetually fasts."

MERCY

The first chapter in the order of the Holy Quranic chapters, Al Fatiha or the Opening, starts with the basmala, which includes Allah's two attributes: Most Merciful and Most Gracious, like the rest of chapters. In the same chapter, the two attributes were repeated. The Prophet, peace be upon him, was encouraging people to be merciful. The Prophet says: "Allah will not give mercy to anyone, except those who give mercy to others". And the word "others" is general and does include everyone irrespective of race and religion.

2.3. Jewish Religion

2.3.1. Historic development

First tracks, 1200 – 880 BC

In archeology are indicated first Israelites, the population named Israel on the stele of Mérenptah. After its exile in Babylon, Judah's kingdom became a province of Persian Empire, Yehoud: the Judea. The Israelites are nowadays conscripted Yehoudim, Judéens, or Jewish. The archeological prospecting led since 1990 on the highlands of Canaan allowed from -1200, nomads' small communities settlements. According to Pierre de Miroschedji, the first Israelites had a Canaanite origin but contrary to their neighbours they did not raise pork and did not eat it, like it is prescribed in the Torah; their houses were egg-shaped.

They did not seem to have learnt how to read and write and we know them only by the papers of others.

Second World War

The Nazi regime, came to power in 1933, took from the beginning measures against the Jews.

From 1941 till 1945, the Shoah made 6 million deaths and an infinity of physical, psychological and family traumas. Father Patrick Desbois lists (counts) a little less than 2 million Jews died by what we call the Shoah by balls (bullets).

In France, the diet of Vichy established a particular status for the Jews, who the locking of certain functions, then collaborated in the deportation of 75 000 of them. René Carmille, leader of the national service (department) of the statistics, and numerous French people, succeeded in limiting this number of victims.

The Jewish people at the beginning of the XXIth century

In the early 2000s, the Jewish people accounted two major poles, the State of Israel and the United States of America with respectively 6 000 000 and a little more than 5 000 000 people

(see the article Jews for a discount by country). Farbehind, there is Western Europe where the most important Jewish

community, that of France, reached hardly 500 000 people. The traditional communities of Eastern Europe which Russia became few, those of the Arab countries almost disappeared. Outside Israel, the Jewish communities were in the process of fast assimilation in particular by mixed marriage. Another fact of the decrease can be the emigration towards Israel in the countries where reappear signs of anti-Semitism.

2.3.2. Teaching of faith

The word „Dogma” comes from the greek verb „dokein”, which means „have an opinion, think, believe”.

Dogmas teach what is God, what is a human.

Dogmas bring objectives, knowledges (knowledges on traited subjects). Dogmas give a knowledge on creatures and things. Like a mirror, they reproduce the reality or give its reveled, meaning the reality like the God has said it.

So dogma has the status of a reveled truth, or a formula which express perfectly the content of the revelation. It is declared inviolable, untouchabled, irreformable. Dogma stands out to believers. Some people think that Judaism is not founded on dogma but on acts.

Jewds believe that God is and Reigns and God is One. The World was created by God.

Patriarchs and matriarchs

First of all Jewich’s religion began with ADAM and EVE. Noe is the tenth descandant of them. He had threesons: SEM, CHAM, JAHHET.

Abraham was Noe’s descandant. He is a important Patriarch of the Jewich’s community. He had two sons ISMAËL with his maid AGAR and ISAAC with is wife SARA.

Noe: He made a covenant with God when He wanted to punish mens by the Deluge. God asked Noah to save a couple of each species of animals in the world. Noah created an Ark

and took on board animals and his wife and his sons with their wives.

Abraham: Abraham was a nomad, a cattle breeder. One day, God invited him to leave his country for an unknown country and promised him an immense descent. Although Sara was old, Abraham kept confidence and God's promise came true. His wife Sara gave birth to Isaac. After, God asked Abraham to kill his son to show his faith in God. Abraham did it but an angel stopped him just before the crime.

Moïse: When Moïse was born, Hebrews was slaves in Egypt. His mother wanted to save his son because the Pharaoh killed all Hebrews's babies. She took his baby in a wicker cage and let him on the Nil. Moïse was adoptive by the daughter of the Pharaoh. One day, he killed a man and left him in the desert with his wife. Later, in a burning bush, God told him to go to release the slaves in Egypt. The Pharaoh didn't want to release the slaves but after the 10 wounds of Egypt, he accepted. But he went after them. And to echap of the Pharaoh, Moïse opened a way in the Red See and saved the Hebrews. He received the 10 commandments.

Other prophets

Men:

Josué: Moïse's successor

Samuel: he indicated the two first king of the Israel

Elie: 9th century before the Christ , he was an important prophet

Elisée: Elie's successor

Isad'e: Hebrew's prophet, he was called the „Faith prophet”

Jérémie: author of the Book of the Lamentations

Ezéchiél: he was a prophet during the deportation of Babylone

Daniel: he was famous because the lion didn't hurt him in the pit. God protected him.

Women:

Sara: she was Abraham's wife, she was pregenant at 90 years old

Houldah: she was an important prophetess who lived during the reign of Juda.

2.3.3. Cult (main ceremonies and celebration, architecture of the place of worship)

2.3.3.1. Main Ceremonies

Circumcision (*Brit Milah*) of all baby boys at the age of eight days. This ritual was initiated when God commanded the first Jewish patriarch, Abraham, to circumcise himself, all the male members of his household, and all his descendants as an eternal sign of the Divine Covenant between God and Abraham's progeny, the "chosen people."

The bar mitzvah ceremony formally, publicly marks the assumption of the obligation to observe the commandments, along with the corresponding right to take part in leading religious services, to count in a minyan (the minimum number of people needed to perform certain parts of religious services), to form binding contracts, to testify before religious courts and to marry.

Simchat Bat

Traditionally, the *Simchat Bat* ceremony for baby girls, takes place in the synagogue on the first Shabbat following her birth. During the ceremony, either the father or both parents are called to the Torah for a reading and blessing. Today, many families choose to have the ceremonies in their own homes.

Baby-naming Ceremonies

Simchat Bat

Traditionally, the *Simchat Bat* ceremony for baby girls, takes place in the synagogue on the first Shabbat following her birth. During the ceremony, either the father or both parents are called to the Torah for a reading and blessing. Today, many families choose to have the ceremonies in their own homes.

Bar/Bat Mitzvah

So what does it mean to become a bar mitzvah? Under Jewish Law, children are not obligated to observe the commandments, although they are encouraged to do so as much as possible to learn the obligations they will have as adults. At the age of 13 (12 for girls), children become obligated to observe the commandments. The bar mitzvah ceremony formally, publicly marks the assumption of that obligation, along with the corresponding right to take part in leading religious services, to count in a minyan (the minimum number of people needed to perform certain parts of religious services), to form binding contracts, to testify before religious courts and to marry.

A Jewish boy automatically becomes a bar mitzvah upon reaching the age of 13 years, and a girl upon reaching the age of 12 years. No ceremony is needed to confer these rights and obligations.

Divorce

Although Judaism does not encourage divorce as a solution to marital problems, it recognizes that, when it is impossible for a couple to continue living together as man and wife, a divorce should be offered with as few obstacles as possible. Most Jewish individuals prefer to obtain a religious divorce, a get, from a rabbinical council Bet Din, in addition to a civil divorce. To acquire a get, the couple appears before a Bet Din, a rabbinical court consisting of three rabbis. Most Batei Din will not permit a divorce unless a civil divorce has already been completed. For more information please contact your rabbi.

Marriage

The marriage ceremony is a simcha, celebrating the union between two Jewish individuals. The ceremony takes place under a chuppah, or canopy, and the actual marriage involves exchanging wedding rings while the couple (or just the groom in some congregations) recites the following: "Behold thou art sanctified unto me by this ring according to the law of Moses and Israel."

Mikvaot

According to tradition, the mikvah, a ritual cleansing bath, is

one of the oldest practices in Jewish life. The mikvah is said to endow marital relations with a special religious significance. In Orthodox practice, the wife must immerse herself in the mikvah monthly following her menstrual cycle in order to resume marital relations. Similarly, the mikvah is used when an individual converts to Judaism, celebrating the person's new life as a Jew.

2.3.3.2. Main Celebrations

Chanukah (feast of the light)

Jewish people celebrate Chanukah during 8 days to commemorate the miracle which was made by God at Hasmonaens' time. It is the commemoration of the Maccabi's victory and it symbolize the spiritual resistance of Judaism to the Greece assimilation. Every evening in these 8 days they light one candle in the special chandelier and they pray.

Rosch Hashanah (the new year)

Rosch Hashanah means the new year in Hebrew. Rosch Hashanah is the anniversary of creation of the world. It is not a day of happiness, but the day of prays because the Creation remembers all the creatures of the world to judge them on their merits.

Yom Kippour (the day of atonement)

Yom Kippour is the most important day of the Jewish religious year. On this day God gives his forgiveness to Jewish. During this period, it is prohibited to the Jewish to drink, eat or smoke. The Yom Kippour begins the day before sunset and finishes the next day after sunset.

2.3.3.3 Jewish Arhitecture

The Synagogue

A synagogue is a Jewish house of prayer.

The synagogue is the Jewish place of worship, but it is also used as a place to study, and often as a community centre.

Services which are available in this place are led by a rabbi, a cantor or a member of the congregation.

Traditional Jewish worship needs a minyan (a quorum of ten males adults).

There is an Ark where there is a cupboard which contains the Torah Scrolls and a desk where the Torah is read. The Hebrew words of the Ten Commandments are usually written somewhere above the Ark. Above the Ark, there is an Eternal Light which is always burning. It's the symbol of God's presence. It also represents the pillar of fire that guided the Jewish people on their early journey.

Large Jewish communities wished to show not only their wealth but also their newly acquired status as citizens by constructing magnificent synagogues. These were built across Europe and in the United States in all of the historicist or revival styles then in fashion. Thus there were Neoclassical, Neo-Byzantine, Romanesque Revival, Moorish Revival, Gothic Revival, and Greek Revival. There are Egyptian Revival synagogues and even one Mayan Revival synagogue.



2.3.4. Sacred writings and places

2.3.4.1. Sacred writings

Judaism is both a religion, a philosophy, a culture and the way of life of Jewish people. Jews have many rules and moral values.

The Torah

Judaism's moral values are described in both the oral and the written Torah, which is a part of the larger text known as the Tanakh or the Hebrew Bible. The religion has also oral texts like the Midrash or the Talmud. Judaism's texts, traditions and values influenced many Abrahamic religions, such as Christianity and Islam for example.

According to the tradition, the Torah was written by Moses, following God's teachings. It is involved in the Torah reading ritual.

The Torah is composed of five books. It explains that the world was created in six days, while God stopped creation on the seventh day. This day is called the shabbat.

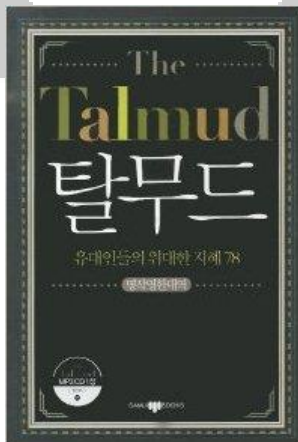
In the Torah, it is said that Jews must eat only „pure” animals (the „kashrut” dietary) and that they must respect the Shabbat. It is also affirmed that Jews must respect and love other people. They must refuse personal enrichment if it makes other people poor. They must refuse excesses too. Jews must love other people as themselves and as God. („Love your neighbour as yourself”). It is said that „children of Israel” will serve God on Canaan only if they follow those teachings. If they don't, they will be cast as Adam was driven from the Garden of Eden.



The Talmud

Also referred to as Shas, it is a central text of Rabbinic Judaism. "Talmud" translates as "instruction" in Hebrew. The entire Talmud consists of 63 tractates and contains the teachings and opinions of thousands of rabbis on subjects as: law, ethics, philosophy, customs and history.

The Talmud is the basis for all codes of Jewish law, having two components: the Mishnah, a written compendium of Rabbinic Judaism's Oral Torah, and the Gemara, an elucidation of the Mishnah.



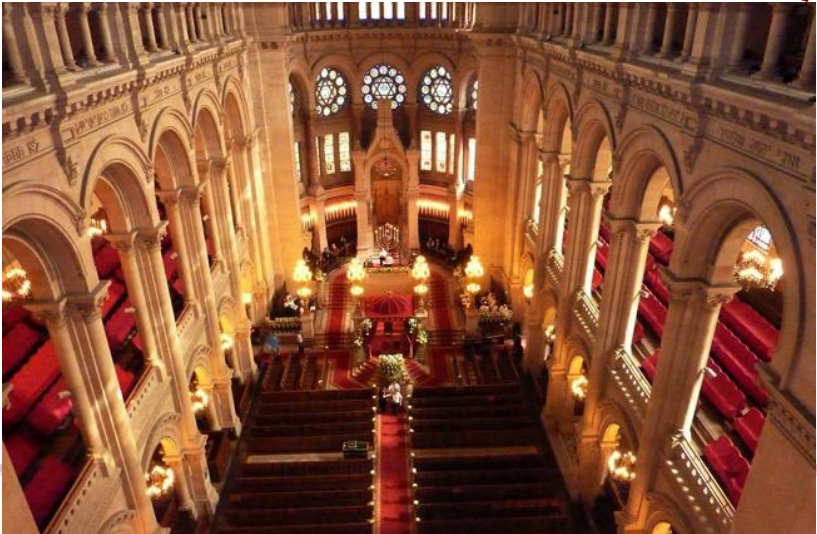
2.3.4.2. Sacred places



The Great Synagogue of Stockholm



The Great Synagogue of Brussels



The Grand Synagogue of Paris

2.3.5. Fundamental principals (prayer, fast, mercy)

Prayers

Jewish prayer are the prayer recitations and Jewish meditation traditions that form part of the observance of Rabbinic Judaism. These prayers, often with instructions and commentary, are found in the siddur, the traditional Jewish prayer book. Jewish men are obligated to conduct tefillah ("prayer") three times a day within specific time ranges (zmanim), while, according to some posekim ("decision makers"), women are only required to engage in tefillah once a day, others say at least twice a day.

Traditionally, since the Second Temple period, three prayer services are recited daily:

- Morning prayer: Shacharit or Shaharit, from the Hebrew shachar or shahar "morning light,"
- Afternoon prayer: Mincha or Minha, the afternoon prayers named for the flour offering that accompanied sacrifices at the Temple in Jerusalem,

- Additional prayer: Arvit ("of the evening") or Maariv ("bringing on night"), from "nightfall."
Jewish respect the Sabbath (Saturday is a rest day, it's forbidden to work).

According to the Talmud, tefillah ("prayer") is a Biblical command: „You shall serve God with your whole heart.” (Deuteronomy 11:13) What service is performed with the heart? This is tefillah.”

In Psalms, David states:

Evening, morning, and noontime, I speak and moan, and He hearkened to my voice. — Psalm 55:18

As in the Book of Daniel:

And Daniel, when he knew that a writ had been inscribed, came to his house, where there were open windows in his upper chamber, opposite Jerusalem, and three times a day he kneeled on his knees and prayed and offered thanks before his God just as he had done prior to this. — Daniel 6:11

Fast

Be glad with Jerusalem, and exult in her, all those who love her; rejoice with her in celebration, all those [who were] mourners over her. Isaiah (66:10)

A ta'anit or taanis is a fast in Judaism in which one abstains from all food and drink, including water. A Jewish fast may have one or more purposes, including:

- A tool for repentance
- An expression of mourning
- Supplication, such as the Fast of Esther or a Ta'anit

Halom (fast over a disturbing dream).

The most well-known and well-observed fast is the fast of **Yom Kippur, the Day of Atonement**. This is the only fast day mentioned in the Torah (Leviticus 23:26-32).

Yom Kippur is a full fast, from sunset to darkness the following night. The other full fast is the Ninth of Av, Tisha B'Av. These fast days carry four additional restrictions - one may not wash his body, wear leather shoes, use colognes, oils

or perfumes, or have sexual relations. Yom Kippur also has all the restrictions of Shabbat and Tisha B'Av has restrictions somewhat similar to a mourner sitting shiva.

The fast of the **Ninth of Av** is one of four fasts that exist, in all or in part, in commemoration of events having to do with the destruction of the Temple. The other three are:

Fast of Gedalia (Tzom Gedalia)

Tenth of Tevet (Asara B'Tevet)

Seventeenth of Tammuz (Shiva Asar B'Tammuz)

The fourth minor fast, observed on the day preceding Purim, is the **Fast of Esther, Ta'anit Esther**, in commemoration of Esther and the Jewish community of Shushan having fasted before she approached the king unbidden.

Additionally, Jewish custom requires firstborn males to observe the day preceding Passover as the **Fast of the Firstborn, Ta'anit Bechorot**. In modern times, however, this fast is rarely observed, as most firstborns opt to attend a siyum (festive meal celebrating the completion of a Tractate of the Talmud) instead. This is considered a legitimate form of "breaking" the fast, and therefore the firstborn may eat during the rest of the day.

Other customary Jewish fasts include:

Yom Kippur Katan (literally, the little Yom Kippur) - which is held on the 29th of Heshvan, Tevet, Shevat, Adar, (Adar Sheni in a leap year), Iyar, Sivan, Tammuz and Av. Special selichot are recited during the mincha service on those days. If the 29th of those months falls on a Friday or a Sabbath, it is observed on the Thursday prior.

BaHaB (a Hebrew acronym for Monday, Thursday, Monday) - which is held on the Monday and Thursday after the first Sabbath of Heshvan and Iyar and the Monday after the second Sabbath of Heshvan and Iyar. Just like 10th Tevet, the Fast of Esther and 17th Tammuz, selichot are recited after the shacharit amidah.

Fast of the Khmelnytsky massacres - which is held on 13th Sivan. As the name suggests, this fast commemorates the Khmelnytsky Massacres.

Twentieth of Sivan which commemorates the massacres of the Jewish years Tach and Tat and the Khmelnytsky Massacres. Selichot are recited after the shacharit amidah.

Fasting is also practiced when a Jewish couple is about to get married. Although it is not recorded in the Talmud, an ancient tradition advises bride and groom to fast on the day of their wedding. (This applies both to those who are marrying for the first time and to those who are remarrying.) They fast from daybreak until after the chuppah, eating their first meal during their yichud seclusion at the end of the ceremony.

It is obligatory for a Jewish community to fast for 40 days within the year if someone in the community accidentally drops a Torah scroll or tefillin. This tradition has been widespread for many hundreds of years.

Taanit Tzadikim (literally, fast of the righteous ones) - these are fasts held on the Hebrew death anniversaries of great people. They are usually only observed by the Chevra Kadishah but others may fast on them too. The main ones are:

Fast of Pilegish Bagiva - on 23rd Shevat

Fast of Moses - on 7th Adar

Fast of Nadab and Abihu - on 1st Nisan

Fast of Miriam - on 10th Nisan

Fast of Joshua - on 26th Nisan

Fast of Samuel - on 28th Iyar

Fast of Aaron - on 1st Av

Traditionally, special prayers called selichot are added in the morning prayer services on many of these days.

Mercy

The Thirteen Attributes of Mercy as enumerated in the Book of Exodus (Exodus 34:6-7) are the Divine Attributes with which, according to Judaism, God governs the world.

According to the explanation of Maimonides these attributes must not be regarded as qualities inherent in God, but as the method of His activity, by which the divine governance appears to the human observer to be controlled. In the Sifre,

however, these attributes are not called "middot," which may mean "quality" as well as "rule" and "measure", but "derakim" (ways), since they are the ways of God which Moses prayed to know and which God proclaimed to him.

The number thirteen is adopted from Talmudic and rabbinic tradition. There are divergent opinions as to which word they begin and with which they conclude. According to some the Thirteen Attributes begin with the first "Adonai," in verse 6, and end with the word "ve-nakeh" in verse 7. The single attributes are contained in the verses as follows:

1. Adonai — compassion before a person sins;
2. Adonai — compassion after a person has sinned;
3. El — mighty in compassion to give all creatures according to their need;
4. Rachum — merciful, that humankind may not be distressed;
5. VeChanun — and gracious if humankind is already in distress;
6. Erech appayim — slow to anger;
7. VeRav chesed — and plenteous in kindness;
8. VeEmet — and truth;
9. Notzer chesed laalafim — keeping kindness unto thousands;
10. Noseh avon — forgiving iniquity;
11. VaFeshah — and transgression;
12. VeChata'ah — and sin;
13. VeNakeh — and pardoning.

2.5. Protestant Religion

2.5.1. Historic development

The more familiar term of "protestant reform" has been enshrined in time; and because the reform was an attempt to return to the original purity of the Christianity of the New Testament, it is wise to continue the use of the term to describe the religious movement of the years 1517 and 1545. The Reformers were eager to develop a theology which is in total agreement with the New Testament, being convinced that this theology will not ever become a reality as long as the Church will be the final authority over the Bible.



The reform is one of the biggest revolution in the history of the world. It was carried out in the sixteenth century and has had some stormy aspects, even violent and brutal. At its close, Christendom of Western Europe was divided into Protestant and Catholics. So deep were the effects of this separation, that the reform can be considered as one of the major turning points of history.

The reform has prefaced the entry in the modern era. As soon as the "forced unity" of the population and of the society has ceased, people started to think for themselves and to create their own destiny. The national groups are beginning to act according to their territorial interests as private individuals. This pluralist diversity has led to a jump of civilization in which the political science, social and economic problems have evolved rapidly to what we consider today the western European civilisation.

Luther has become the leader of the Reform in Germany. For a few years he protested in vain bucking the fact that some priests wandered the country and sold "indulgences" (certificate of forgiveness of certain sins) for money we have come up

then in their treasuries and accursed of the papacy. Luther has guessed very well that such a "forgiveness" hardened in fact the hearts of men and made their state of sin permanent. The possibility of buying the "indulgences" closed the path toward true repentance and forgiveness of the people. The fact which has made Luther get out of patience has been in particular the scandalous activity of a monk called Johan Tetzel. Using a very vulgar language, Tetzel shouted: "I have indulgences for any sin. Even if you have disgraced Virgin Mary, I will be able to sell forgiveness. Come and buy!"

On the date of 31st October 1517, Martin Luther made public on the door of the church in Wittenberg the ninety-five Theses from which the Reform was born. His conflict with Rome had been triggered.

When attacking the problem of corruption in the doctrines and practice of the catholic church, Luther has chosen to go directly to the root of the "problem": TEACHING of salvation and the divine grace.

Luther refused to take into account the historical "tradition" of the theologians as a reference framework and he was anchored only in the text of the Bible inspired by God through the Holy Spirit. "Sola Scriptura!" ("Only the Bible!") has become the motto of all borderline interpretive statements, and "Sola fide!" ("Only through faith!") was proclaimed the fundamental principle which led to the real salvation.

How did the Reformers become Protestants ?

The name "Protestant" comes from a fact spent in the diet from Speer. The Church hierarchy have decided that the reformed movement started by Luther in Germany must be switched off and that all citizens of the country must turn back under the authority of the Church of Rome. The Lutheran "minority" from the diet has compiled signed a formal protest against that edict. They were given for the first time in history the name "Protestants."

The torments of birth were held for the reformers until after the 30 years war through which Carol V has tried to maintain the integrity of the Romano-Catholic Empire and to defeat the

opposition who had risen from the part of the princes from Germany and France. By the treaty of peace signed in Augsburg in the year 1555, Carol V has been obliged to leave each German 'land' (the state) the freedom to choose between Catholicism and Lutheranism. The religion of the state was still imposed by the preferences of the local ruler, but the treaty has given the population freedom to move to the territories in which the existence of the Christian principles were dictated by their own conscience.

At the beginning, the Catholic Church did not realize the intensity of the reform and have believed it just one of the sporadic movements of independence. Very soon, Rome was seen powerless. The Reform spread like fire from one country to another. The Catholic Church tried to dismiss with a movement of renewal from the inside. Between 1545 and 1563, the Council from Trent has launched a few edicts by trying to correct the abuses and return to the ancient evangelical doctrines. But it was too late. Pushed forward by political forces and cultural providential, the reform went on.

The most important attempt against the reform has been " the company of Jesus", known in history under the name of the Jesuit movement. This made its debut in 1534 with Ignatiu Lo]ola, a Spanish noble, which, after a career as a soldier, has become a monk. The order of the Jesuits has been recognized by the pope in the year 1540. A succession of very diplomatic popes has overcome a large part of the abuses which could have caused the triggering of the reform and they minimized its effect in southern European countries.

Today, the Christian movement in Western Europe is still located in the division that produced the freezing of the torments in the end of the XVI century.

What is the difference between Lutheran and Protestant?

Protestant is a term that refers to Christians who are not members of the Roman Catholic Church. Lutheran is a denomination among the Protestants. Protestantism is a movement that began with Martin Luther, the founder of Lutheran.

2.5.2. Teaching of faith

The key doctrine, or material principle, of Lutheranism is the doctrine of justification. Lutherans believe that humans are saved from their sins by God's grace alone (Sola Gratia), through faith alone (Sola Fide), on the basis of Scripture alone (Sola Scriptura).

Lutherans believe that individuals receive this gift of salvation through faith alone. Saving faith is the knowledge of, acceptance of, and trust in the promise of the Gospel. Even faith itself is seen as a gift of God, created in the hearts of Christians by the work of the Holy Spirit through the Word and Baptism.

- **Apostolic Succession - the** transmission of grace of the apostles by bishops and from them by the priests and deacons. Except with Anglicans and few Bishops, this idea is generally rejected. It is more important the emphasis on the continuity of the apostolic teaching, but on direct sequence after grace.

- **The Royal:** The majority of the Protestants must not be unmarried to be elected to the clergy. Many churches practice also the women ordination. The problem of women-bishop is still under debate in the Anglican Church.

- **Eucharist** (meaning): Eucharist as well as baptism is only a symbol of grace. The nature of the sacrifice of the Eucharist is rejected.

- **The presence of Christ in the Eucharist:** bread and wine are symbolic and do not change their substance. However there are several opinions in Protestantism on the subject. (Anglicans sustain the point of view of the catholic Church, the baptists deny it).

- **Receipt of the Holy Eucharist by believers:** Eucharist is offered to all Christians who feel ready to accept. The great majority of the Protestants feel ready to receive the bread and the wine.

- **The Holy Spirit:** the Holy Spirit comes from the Father and the Son. This addition is called Filioque, which means *and the Son*.

- **The Sacraments:** Protestant churches have two mysteries: *the baptism* and *Eucharist* also called Holy Communion or the Lord's Supper.

- **The effect of the Holy Mysteries:** There are many opinions on the Sacraments in the Protestant churches. Yet most protestant theologians see mysteries as symbols or review of the grace that we were already offered.

- **Salvation** is the free gift and undeserved offered by the God to man. This shall be obtained only through faith in Christ. By the sacrifice of Christ we become accepted before God and justified before him.

- **The saints:** All Christians are saints, called upon to follow (to imitate) on Christ. Only Christ is the mediator between man and God.

- **The papal primate:** The Pope is the leader of the Catholic Church, having no right to speak in the name of the Church as a whole.

- **The papal infallibility:** Protestants reject the infallibility of the pope. The only source of infallible teachings is the Holy Scripture.

- **The leadership of the Church:** Some Protestant churches have a hierarchical form of ruling (by bishops) similar to that of the Catholic Church, others have a congregational form. Others have a combination of the two. Protestant churches have a hierarchy less defined.

- **The Purgatory:** The Teaching rejected by the Protestant churches. The death of Christ on the cross is enough for escaping from our sins.

- **Marriage and divorce:** Marriage is a contract but it is not indestructible. Divorce is discouraged but is allowed with

permission for poor human nature. Some denominations allow remarriage in the Church.

- **Maria - Mother of God - the rise in the sky:** Immaculate Conception is rejected as well as the raise in the sky. Maria is not without sin. The only without sin is Christ.

- **Worshiping the Mother of God:** Maria was a holy woman who has been chosen to arouse the Son of God. Her sinless nature as her way to God are denied by Protestants.

- **Divine revelation:** the Holy Scripture is the only infallible guide and the ultimate authority in matters of Christian faith and in putting all these in practice.

- **Grace alone Sola Gratia**

God loves the people of the world, even though they are sinful, rebel against Him and do not deserve His love. He sent Jesus, His Son, to love the unlovable and save the ungodly.



- **Faith alone Sola Fide**

By His suffering and death as the substitute for all people of all time, Jesus purchased and won forgiveness and eternal life for them. Those who hear this Good News and believe it have the eternal life that it offers. God creates faith in Christ and gives people forgiveness through Him.



- **Scripture alone Sola Scriptura**

The Bible is God's inerrant and infallible Word, in which He reveals His Law and His Gospel of salvation in Jesus Christ. It is the sole rule and norm for Christian doctrine.



- **The cult of the church and of the Divine Liturgy:** There are several types of religious worship. The Pentecostal denomination Churches more exuberant, with exaltations, while the Anglican Church has a more traditional worship.

Luther aimed the return to the apostolic revelational purity. He didn't worry too much about the teaching and the life of the Church that has lived and experienced many events. His tendency was a return as close as possible to the Word of God, if not with the mind and heart, then with reform, hoping to save it over time and reconstituting that primitive Christianity, diforming the hierarchy.

In the first moments of its occurrence, the Protestantism was on a contradictory position in relation to the divine revelation; on the one hand, the single doctrinal and moral authority was the Word of God, and on the other hand this Word of God was plagued especially during the time of the hierarchy of English and had to be purified and restored to its apostolic state.

The divine revelation was taken under the wing of the Church and made accessible to everyone.

The Protestantism argues that it did not want to do more than to erase the splitted inventions added by the papacy to genuine thinking of Christ; he wanted to cleanse the dogma and the worship, restoring Christian morality to his real importance, to put the filial piety toward the real road, to raise the value of Scripture that will enrich the spiritual life drained by "devotions associated with superstitions of the Roman Church, to set free the spirit and conscience of each believer, which the Pope disowned by his illegitimate power; with a word, the Protestantism said that it is "the religion of the spirit", while the Roman Church has not ceased to confuse the "religion"of the heart with the practice of the mechanical facts.

The Freedom of doctrine was designed by Luther not only as an issue to shake the doctrinal ballast assigned to the papacy, but also as a "remain in the Word of Christ, after His own teaching; "Stay in my word and you will be truly my disciples,

and you will know the truth and the truth will make you free." This freedom of the truth is designed then by protestantism as a individual doctrinal liberty. The divine revelation was subject to release the protestant exam.

2.5.3. Worship (main ceremonies and celebration, architecture of the place of worship)

2.5.3.1. Main ceremonies

Baptism can be defined as the union of Christians in Jesus Christ's death and resurrection according to Paul's Epistle to the Romans chapter 6, verse 4: "Therefore we are buried with him by baptism into death : that like as Christ was raised up from the dead by the glory of the Father, even so we also should walk in newness of life."

But baptism is also the visible sign of an invisible grace. Grace is manifested through baptism as the baptised starts a new life and becomes part of the New Covenant between God and men. Baptism is a sign of the gift of the Spirit without which there can be no new life. Indeed, "being Christians means having received the Spirit which makes us his children". God's promise, according to John chapter 7, verses 36-38, is that the Holy Spirit lives in believers, reassuring them of their adoption as God's children and permits them to lead a new life.

Baptism is also proof that the Christian becomes part of the Church. God unites himself with all those who make up his people on earth, whatever their race, gender, social status. To symbolise becoming part of the community of believers, if baptism takes place during worship, the pastor, in many Reformed Churches, takes the child in his arms after having baptised him, and after the parents have committed themselves, and presents him to the members of the parish.

Baptism is linked to conversion. Transformation by Jesus Christ is not automatic. It calls us and expects us to change our attitude. Baptism is the sign of a new life, marked by God's and our neighbour's love.

Baptism testifies to the forgiveness of sins.

The Lord's Supper, also called Holy Communion or The Eucharist, is an ordinance of the New Testament, instituted by Jesus Christ; wherein, by giving and receiving bread and wine, according to his appointment, his death is shown forth. Christ is present along with the unchanged reality of the bread and wine.

Luther believed that the words "This is my body, this is my blood" must be interpreted literally as teaching that Christ's body and blood were present in the sacrament "in, with, and under" the elements of bread and wine. Furthermore, he viewed the sacrament as a means of grace by which the participant's faith is strengthened. This still signifies a 'physical' presence of Christ in the Supper, but not in a 'bloody' way.

Lutherans believe that the body and blood of Christ are "truly and substantially present in, with, and under the forms" of the consecrated bread and wine (the elements), so that communicants eat and drink the body and blood of Christ himself as well as the bread and wine in this sacrament.

2.5.3.2. Main celebrations

The Twelfth (also called Orangemen's Day) is an Ulster Protestant celebration held on 12 July. It originated during the late 18th century in Ulster. It celebrates the Glorious Revolution (1688) and victory of Protestant king William of Orange over Catholic king James II at the Battle of the Boyne (1690), which began the Protestant Ascendancy in Ireland.

Reformation Day

October 31

This holiday is celebrated in remembrance of the Reformation. On 31 October 1517, Martin Luther wrote to Albrecht, Archbishop of Mainz and Magdeburg, protesting against the sale of indulgences, also known as the 95 theses.

Martin Luther Day

November 10

The birthday of Martin Luther (1483)

Ascension Day

The fortieth day after Easter, according to Catholics

This is so the Protestants and Catholics can have a celebration together

All Saints Day

November 1

This is so that the Protestants can celebrate the Protestant special saints

All Souls Day

November 2

This is to celebrate the Protestants who have gone to the great beyond

National Day of Repentance

The Thursday prior to Easter

Easter is when the sins of the World were shed by Jesus

2.5.3.3. Protestant architecture

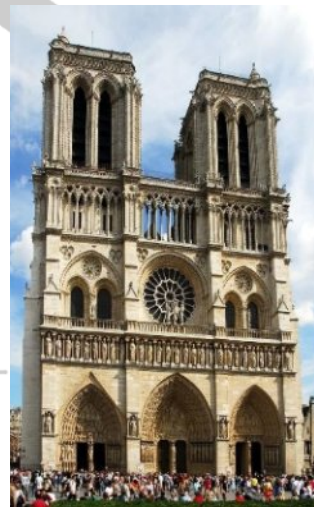
Gothic architecture is a style of architecture that flourished during the high and late medieval period. It evolved from Romanesque architecture and was succeeded by Renaissance architecture. Its characteristics include the pointed arch, the ribbed vault (which evolved from the joint vaulting of Romanesque architecture) and the flying buttress. Other features common to Gothic architecture are large windows which are often grouped, or have tracery; rose windows, towers, spires and pinnacles; and ornate façades. Gothic architecture is most familiar as the architecture of many of the great cathedrals, abbeys and churches of Europe. It is also the architecture of many castles, palaces, town halls, guild halls, universities and to a less prominent extent, private dwellings, such as dorms and rooms.

While many secular buildings exist from the Late Middle Ages, it is in the buildings of cathedrals and great churches that

Gothic architecture displays its pertinent structures and characteristics to the fullest advantage. A Gothic cathedral or abbey was, prior to the 20th century, generally the landmark building in its town, rising high above all the domestic structures and often surmounted by one or more towers and pinnacles and perhaps tall spires. These cathedrals were the skyscrapers of that day and would have been the largest buildings by far that Europeans would ever have seen. It is in the architecture of these Gothic churches that a unique combination of existing technologies established the emergence of a new building style. Those technologies were the ogival or pointed arch, the ribbed vault, and the buttress. The Gothic style, when applied to an ecclesiastical building, emphasizes verticality and light. This appearance was achieved by the development of certain architectural features, which together provided an engineering solution. The structural parts of the building ceased to be its solid walls, and became a stone skeleton comprising clustered columns, pointed ribbed vaults and flying buttresses.



The choir of Reims Cathedral



Notre Dame de Paris



La Chapelle Sainte

2.5.4. Sacred writings and places

2.5.4.1. Sacred writings

Protestants reject deuterocanonical books as being inspired and call them *apocryphal*.

The Protestant Bible is any Christian Bible translation or revision that comprises 39 books of the Old Testament (according to the Jewish Hebrew Bible canon, sometimes known to non-Protestants as the protocanonical books) and the 27 books of the New Testament for a total of 66 books. The Protestant Bible excludes the seven books which Catholics and Eastern Christians believe to be deuterocanonical. Protestants view these as non-canonical.

The Holy Bible: From the Reformation, Protestants have usually excluded the books which Roman Catholics and Orthodox Christians consider to be Deuterocanonical, viewing them as non-canonical. However, prior to an 1825 British and Foreign Bible Society decision, most Protestant Bibles did include these additional books within the same printed bibles. It was usually to be found in a separate section under the heading of Apocrypha and sometimes carrying a statement to the effect that the such books were non-canonical. A surviving quarto edition of the Great Bible, produced some time after 1549, does not contain the Apocrypha although most

copies of the Great Bible bible did. A 1575 quarto edition of the Bishop's Bible also does not contain them. Subsequently, some copies of the 1599 and 1640 editions of the Geneva Bible were also printed without them.

The Hymn: A hymn is a type of song, usually religious, specifically written for the purpose of adoration or prayer, and typically addressed to a deity or deities, or to a prominent figure or personification. Originally modeled on the Psalms and other poetic passages (commonly referred to as "canticles") in the Scriptures, Christian hymns are generally directed as praise to the Christian God. Many refer to Jesus Christ either directly or indirectly.

Since the earliest times, Christians have sung "psalms and hymns and spiritual songs", both in private devotions and in corporate worship (Matthew 26:30; Mark 14:26; Acts 16:25; 1 Cor 14:26; Ephesians 5:19; Colossians 3:16; James 5:13; cf. Revelation 5:8–10; Revelation 14:1–5).

Christian hymns are often written with special or seasonal themes and these are used on holy days such as Christmas, Easter and the Feast of All Saints, or during particular seasons such as Advent and Lent. Others are used to encourage reverence for the Holy Bible or to celebrate Christian practices such as the eucharist or baptism. Some hymns praise or address individual saints, particularly the Blessed Virgin Mary; such hymns are particularly prevalent in Catholicism, Eastern Orthodoxy and to some extent High Church Anglicanism.

A writer of hymns is known as a hymnist or hymnodist, and the practice of singing hymns is called hymnody.

To illustrate Protestant usage, in the traditional services and liturgies of the Methodist churches, which are based upon Anglican practice, hymns are sung (often accompanied by an organ) during the processional to the altar, during the receiving of the Eucharist, during the recessional, and sometimes at other points during the service.

2.5.4.2. Sacred places

Sagrada Família (Barcelona)

The Basilica i Temple Expiatori de la Sagrada Família is a large Roman Catholic church in Barcelona, designed by Catalan Spanish architect Antoni Gaudí (1852–1926). Although incomplete, the church is a UNESCO World Heritage Site, and in November 2010 Pope Benedict XVI consecrated and proclaimed it a minor basilica, as distinct from a cathedral, which must be the seat of a bishop.

The Basilica of the Sagrada Família was the inspiration of a bookseller, Josep Maria Bocabella, founder of Asociación Espiritual de Devotos de San José (Spiritual Association of Devotees of St. Joseph).

While never intended to be a cathedral (seat of a bishop), the Sagrada Família was planned from the outset to be a cathedral-sized building. Its ground-plan has obvious links to earlier Spanish cathedrals such as Burgos Cathedral, Leon Cathedral and Seville Cathedral. In common with Catalan and many other European Gothic cathedrals, the Sagrada Família is short in comparison to its width, and has a great complexity of parts, which include double aisles, an ambulatory with a chevet of seven apsidal chapels, a multitude of towers and three portals, each widely different in structure as well as ornament.



Black Church (Brasov)

Biserica Neagră or Black Church (German: Schwarze Kirche; Romanian: Biserica

Neagră; Hungarian: Fekete templom) is a church in Braşov, a city in south-eastern Transylvania, Romania. It was built by the German community of the city and stands as the main Gothic style monument in the country, as well as being the largest and one of the most important Lutheran (Evangelical Church of Augustan Confession in Romania) places of worship in the region.

According to popular legend, a German child was disturbing the Bulgarian builders or told them that one of the walls was leaning. An annoyed Bulgarian pushed the child off the church tower and then immured his corpse in the church to conceal his crime.

Much of the outside structure was built in friable grit, which caused outer sculptures and masonry elements to deteriorate with time.[2] The oldest features surviving include several sculptures, arches, simpler masonry patterns such as trilobes, as well as numerous portals, while the crowning is imitation Gothic dating from the 18th century.

The cathedral is a major symbol of Braşov, and a museum is open to visitors. A Lutheran service is held each Sunday for the small German community in the city.



The Berliner Dom

Berlin Cathedral (German: Berliner Dom) is the short name for the Evangelical Supreme Parish and Collegiate Church (German: Oberpfarr- und Domkirche zu Berlin) in Berlin, Germany. It is located on Museum Island in the Mitte borough. The current building was finished in 1905 and is a main work of Historicist architecture of the "Kaiserzeit".

The Berlin Cathedral has never been a cathedral in the actual sense of that term since it has never been the seat of a bishop. The bishop of the Evangelical Church in Berlin-Brandenburg (under this name 1945–2003) is based at St. Mary's Church and Kaiser Wilhelm Memorial Church in Berlin.

With no separation of Protestant church and state of Prussia, Wilhelm II officiated as the summus episcopus (Supreme Governor of the Evangelical State Church of Prussia's older Provinces, as it was named since 1875) and the state paid the complete construction cost of 11,5 million Marks. At 114 metres (374 ft) long, 73 metres (240 ft) wide and 116 metres (381 ft) tall, it was much larger than any of the previous buildings and was considered a Protestant counterweight to St. Peter's Basilica in Vatican City. On 27 February 1905 the present building was inaugurated.



2.5.5. Fundamental principles (prayer, fast, mercy)

Prayer

“That they all may be one; as thou, Father, art in me, and I in thee, that they also may be one in us: that the world may believe that thou hast sent me. And the glory which thou gavest me I have given them; that they may be one, even as we are one.”

John 17:21-12

The main prayer is Lord's Prayer.

Fast

In Protestantism, the continental reformers criticized fasting as a purely external observance that can never gain a person salvation. Martin Luther believed that a Christian may choose to fast individually as a spiritual exercise to discipline his own flesh, but that the time and manner of fasting should be left to the individual's discretion, thus he rejected the collective diet rules and prohibitions imposed by the canon law of the Catholic Church. This position was upheld by Lutheran churches, in that collective fasting was not officially enforced, whereas individual voluntary fasting was encouraged. John Calvin argued that instead of relying on designated fasting periods, the entire life of the religious should be "tempered with frugality and sobriety" in such a way

as to produce "a sort of perpetual fasting". He believed that collective public fasting could only be appropriate in times of calamity and grief for the community. Similarly, the Swiss Reformation of the "Third Reformer" Huldrych Zwingli began with an ostentatious public sausage-eating during Lent—though Zwingli himself did not partake of the sausage.

In general, fasting remains optional in most Protestant groups and is less popular than among other Christian denominations. In more recent years, many churches affected by liturgical renewal movements have begun to encourage fasting as part of Lent and sometimes Advent, two penitential seasons of the liturgical year. Members of the Anabaptist movement generally fast in private. The practice is not regulated by ecclesiastic authority. Some other Protestants consider fasting, usually accompanied by prayer, to be an important part of their personal spiritual experience, apart from any liturgical tradition.

As explained above, the Lutheran Churches encourage individual fasting. Certain modern Lutheran communities also advocate fasting during designated times such as Lent. It is also considered to be an appropriate physical preparation for partaking of the Eucharist, but fasting is not necessary for receiving the sacrament. Martin Luther wrote in his Small Catechism "Fasting and bodily preparation are certainly fine outward training, but a person who has faith in these words, 'given for you' and 'shed for you for the forgiveness of sin' is really worthy and well prepared."

2.6. Orthodox Religion

2.6.1. Historic development

Jesus Christ is born in 1 A.D., when historic times begin for the western world. At the age of 30, Jesus starts his public life and action.

At the age of 33 He is crucified and three days later He is resurrected.

The Apostles begin spreading the Christian religion. Paul preaches in Thessaloniki among other places, and later he sends two epistles to the Christians of the cities.

In 313 A.D. the persecution of Christians ends with the Edict of Milan, which officially legalises Christian worship.

Christianity spreads quickly and some problems arise, which are resolved with the Ecumenical Councils, as for example in 325 and 381 AD.

In 1054 AD the Christian Church is formally divided into Eastern Orthodox and Western Catholic (the Great Schism).

In 1453 AD, Constantinople, the center of the Orthodox Church, is sieged by the Ottomans and the number of Christians decreases there dramatically.

Nowadays, there are Orthodox Christians in the following countries: Greece, Romania, Cyprus, Russia, Bulgaria, Moldavia, Belarus, Ukraine and wherever there are immigrants from these countries.



2.6.2. Teaching of faith

- **Apostolic Succession** - the transmission of grace of the apostles to bishops and from them to the priests and deacons: is defining for the Orthodox faith, ensuring continuity of the Church founded by Christ.

- **The Royal:** bishops, priests and hence must be men. The priests and hence they may marry before ordination, but not after. Bishops, on the other hand, must be monks.
- **Eucharist** (meaning): also named *body and blood of the Lord* or the Holy Eucharist. It is the actual sharing of the body and blood of Christ the dead and risen to the forgiveness of sins and to life.
- **The presence of Christ in the Eucharist:** During the Holy Liturgy, the Orthodox Church priest invokes the Holy Spirit to make the Holy Presents (the bread and the wine) become the body and the blood of Christ. The precise method by which this happens is a divine mystery.
- **Receipt of the Holy Eucharist by believers:** Holy Eucharist shall provide the baptize, but only after the confession of sins in the Sacrament of Confession and after they received the confessor's salvation. Christian laymen take at once the body and blood of the Lord and the clerics take it themselves with each of them separatel His body from the Holy Disc and the blood from the Holy Chalice.
- **The Holy Spirit:** is the third Person of the Holy Trinity, coming from His Father, according to its Niceo-Constantinopolitan creed (the Holy Ecumenical Synod of the Romanian Orthodox Church I and II). The father sends the Holy Spirit by the Son.
- **The Sacraments:** The Orthodox Church has 7 Sacred secrets and more ierurgies. These mysteries are: baptism, Holy Chrim Unction, Eucharist, confession, wedding, the Last Rites and Ordination.
- **The effect of the Holy Mysteries:** through the Sacraments, Christians partake of the Grace of God and stiff to make good, having as the last purpose the deification.
- **The salvation:** Salvation is the love expressed by good deeds and is seen as a long process. The highest purpose of a Christian Orthodox *is his deification*. This communion with God is reached from asceticism (leaving of sins, fast, prayer, speech with God, reading of the Holy Scriptures also mentioning the Holy Parents, etc.).

- **The saints:** People with life loved by God which have come to a spiritual high. The saints are people in which God does His job in the easiest way wanted and by which it has worked the salvation of other people. The saints are mediators before God for those on Earth.

- **The papal primate:** The Bishop of Rome has a precedence of honor, when he belongs to the Orthodox Church. At present his authority is not effective for that papacy, but he must comply with the dogma of the Orthodox faith. So the authority of the Pope is nothing more than the one of any bishop in any part of the Church.

- **The papal infallibility:** the papal Infallibility is rejected. The Holy Spirit is the one who guides the entire Church on the path of truth (e.g. through the Holy Synod). The Orthodox Church recognizes the first seven religious Synods (325 - 787) as being infallibles.

- **The leadership of the Church:** The Orthodox Church is made up of several autocephalous churches (The Romanian Orthodox Church, Russian, Bulgarian, Cyprus, etc.), each headed by the meeting of the apostolic (the Holy Synod of the Romanian Orthodox Church). The Holy Synod of each church is guided by the Holy Spirit for making correct decisions. All bishops are equal after grace. The patriarch of the autonomous Church is the president of the Holy Synod, equal after grace with others bishops, but having the specific powers.

- **The Purgatory:** The Teaching rejected by the Orthodox Church. The salvation and the cleansing of their sins shall be made here on earth through repentance, good deeds and sharing of the Sacraments of the Church. The mention of the dead and prayers of forgiveness of sins brought before God in the holy jobs refer only to the sins of a more restricted sins and not the sins of death.

- **Marriage and divorce** the wedding is a mysterious union between man and woman after the model of Christ and the Church. Divorce is accepted only in committing adultery.

- **Mary – God’s Mother - the rise in the sky:** The Orthodox Church claims that the Mother of God was born

by her parents in the human race. She has suffered physical death, like all the people, but the body and soul were raised by Christ to heaven, inside the Holy Trinity.

- **Worshipping the Mother of God:** Mary rightly deserves the respect of being Mother of God (Theothokos), this meaning that Mary gave birth to God incarnated as a man, not only Christ the Man. The two characters of Christ, God and human being, are inseparable.

- **Of divine revelation:** the sources of the revelation are the Holy Scripture and Holy Tradition.

- **The cult of the church and of the Divine Liturgy:** The center of the orthodox spirituality is the Divine Liturgy.

God is one in essence, but triple in person shooters. In other words, God is a Tri-unity, is Tri-hypostatical but all three welfare has equal.

The Son is eternally begotten of the awarded.

The Holy Spirit proceeds from the awarded.

The Son was incarnate by the Holy Spirit and the Virgin Mary and became man.

He was crucified and resurrected, He is complete and perfect God and human.

2.6.3. Worship (main ceremonies and celebration, architecture of the place of worship)

God is one in Essence, but triple in Person. In other words, God is a Tri-unity, is Tri-hypostatical but all three persons are equal.

The Son is eternally begotten of the Father.

The Holy Spirit proceeds from the Father.

The Son was incarnate by the Holy Spirit and the Virgin Mary and became man.

He was crucified and resurrected, He is complete and perfect God and human.

2.6.3. Cult (main ceremonies and celebration, architecture of the place of worship)

2.6.3.1. Main ceremonies

The Holy Liturgy

The Holy Liturgy is the main job and the central part of the Orthodox Church. Most often it employs numerals of the Holy Bible Ioan Gură de Aur, and sometimes the introduction of the holy Vasile the Great and the Presents Liturgy. But there are other Liturgies, as well as the Sfântului Iacov Bible or the Holy Marcus Liturgy.

Divine Liturgy is an eucharistic job . It is composed of three parts: Proskomidia (or Prothesis), the job of preparing the Holy gifts, the Catehumens Bible , also called the introduction of the Word, during which there shall be presented and commented fragments of the Holy Scripture, followed by the mass of believers, sometimes called the introduction of the Eucharistic service conducted, during which the gifts of bread and wine are brought and blessed. The Orthodox Church teaches us that the gifts of the blessed become truly body and blood of the Redeemer Jesus Christ.

The Sacraments

The Sacraments are those works of the divine grace through which man shall enter into the Church and be blessed. The Orthodox Church considers that the Sacraments are left by our Lord Jesus Christ as the work of the holy Spirit promised by Him to his disciples.

The Sacraments are a work of the grace of God in the Church, and through the Church, the living Body of Christ goes in history.

- Under the influence of the Theology School (scholastic), they speak of seven Sacred Secrets: : baptism, Holy Chrism Unction, Eucharist, confession, wedding, the Last Rites and Ordination. Among the works of the Church at

different times, the "Holy" secrets would no longer include: job burial, monasticism (clipping in monahism), the blessing of the waters in Epiphany, the ointing as a monk.

The Holy Ierurgies

Ierurgies are special prayers which shall be made by priests and bishops with the purpose of cleaning, blessing the man, surrounding nature, the churches, objects of worship, houses, household the fruits of the field and all the things which man needs in life to praise God for the salvation of the soul.

The fruits of the ierurgies are the following:

The man becomes again the vessel of the Holy Spirit; passion is at ease;

The foes of escape; diseases are curable; people stiff to the right of the faith and receive the blessing and grace.

Ierurgies differ from Sacraments by saying that the secrets are based directly from the Savior and are mandatory for man's salvation, making the main moments of his life, when ierurgies are ranked by the Church and sanctify them not only on the people and the nature of the surrounding, it is not mandatory for salvation, each of the faithful asking them after the faith and need.

Ierurgies are of two kinds:

1. Ierurgies who sanctify magical persons.
2. Ierurgies which bless and sanctify things and the surrounding nature which man needs on earth.

1. Ierurgies who sanctify magical persons

Ierurgies who sanctify magical persons are divided into three categories:

A) Ierurgies

B) Ierurgies or prayers in connection with the birth of human rights:

The place of woman after birth;

The prayer of release to the name of the sheared;

The prayers of appartenance of the woman and of the sheared 40 days after the birth.

(b) Ierurgies who sanctify magical human life on earth:
Pray for those who are under the curse and under oath;
Prayer of reconciliation of the feuds;
Prayer for all sorts of diseases to children, young and old;
The three yearly visits of Holy Vasile the Great and Holy Ioan the golden mouth;
Order of trimming in monahism and the job of the grand and angelic face (schivnicia).

(c) Ierurgies which relate the end of the human beings on earth:

Straight for the output of the soul;

Burial job;

The prayers of the climax of the fall asleep;

Order of the reading the poles at the dead;

Order of talking about the dead on the count of three, at nine and to forty days;

Order of giving food in requiem for the dead.

2. Ierurgies which bless and sanctify things and the surrounding nature

Ierurgies which bless and sanctify things and the surrounding nature shall be divided into three categories:

A) Ierurgies or jobs dedicated to the objects of worship .

(b) Ierurgies dedicated to water (low booze and booze than at Epiphany) and articles related to the life of man.

(c) Special Ierurgies. Remember here, in particular for those in pain, processions in which they will be carried out on the field and villages of the holy relics and icons, public miracles, in time of war, drought, of diseases, earthquakes and other dangers which threaten the life of man.

2.6.3.2. Main celebrations

Christmas

Christmas state the yearly Christian celebration of the birth of Jesus Christ and also the total of the celebration from the Birth to the Theophany (also called Twelveday). Christmas is celebrated on the 25th of December.

Before the celebration of Christmas there is a forty-day fasting period that starts from the celebration of Apostle Philip (14 November).

Melomakarona and kourampiedes are the most common desserts during the Christmas

On Christmas Eve children sing the Christmas carols.

Easter

Jesus Christ's resurrection from the dead. People celebrate this day by giving Easter eggs – the eggs mean new life. The Easter season is celebrated for fifty days, until Pentecost.

It is celebrated on the first Sunday after the full moon that follows the Spring Equinox on the 21st of March.

The period of Lent: the forty days until the day before Easter Sunday. This is a time of penance and fasting, it is to remember Jesus Christ's forty days of fasting in the wilderness.

The customs that are connected with the celebration of Easter in Greece include a festive dinner on the night of the Resurrection with its main dish being a soup, called magiritsa, and the cracking of red eggs. On Easter Sunday the main dish includes lamb, mostly cooked on the spit, and tsoureki, a traditional Easter cake.

Theophany

We celebrate the revelation of Jesus Christ as the Messiah and the Second Person of the Trinity during His Baptism in the Jordan river by John the Baptist.

During the Service the priest performs the Blessing of the Waters by throwing a cross in a body of water (sea, river, lake or a water tank).

Dormition of the Mother of God

It is celebrated on the 15th of August and commemorates the death of Mary, the Mother of Jesus Christ.

Ascension Day

This day commemorates the bodily ascension of Jesus into heaven 40 days after he appeared to his students on Easter Day.

Pentecost

Pentecost was the occasion of the descent of the Holy Spirit upon the Apostles 50 days after Easter.

2.6.3.3. Byzantine architecture

Byzantine art has developed in the territories of the Byzantine Empire starting with year 476 up to the year 1453.

Byzantine art has developed from the Roman Empire art, which in turn has been influenced by the Antic Greece art. A completely new aesthetic will mark the art of Byzantine hymns. The new aesthetics had as main quality the "abstracting". If the classic art was marked by attempts to create what is real, the Byzantine art seems to abandon these tests in favor of a more symbolic one. Byzantine arts were deeply naturalist with roots that led up to the masterpieces of Fidias, Apelles and Zeuxis.

General characteristics

- *The correlation with the christianity:* byzantine culture and art have constituted the propaganda instrument of the Christian religion, but also of the imperial power, of the authority of the „bazileus”. The art was intended to impress the soul to the deity.

- *The dualism:* there is an official art submitted to the bazileus and elaborated inside the court of Constantinopole and there's a popular component, specific to the environments of monks and ordinary people, who was promoted by the monasteries and the local schools. Between the two directions there were mutual influences.

- *Experiences:* to maintain the rules and canons which determin the stability of the art and its lack of creative freedom

and fantasy. With a few exceptions, byzantine artists are the anonymous, conservatives, keepers of the rules once laid down. Any innovation becomes a rule, which explains the slow evolution and not jumping of the arts.

- *The lack of homogeneity and the unit:* beyond a common denominator, as the iconography and the means of expression in painting, there is a local plan of individualization, specific to the various schools and existing centers on the territory of the empire.

Many changes in the field of architecture occurred during the reign of the emperor Iustinian (527-565). A first innovation which has been changing the plan of the churches of Latin cross (with unequal arms) in Greek cross (arms with equal). Another innovation has occurred from the necessity of having much more spacious and brighter churches. Thus, the byzantine architects from the epoch of A.D. have invented type of church with the dome using an elaborate system for pandantive and buttressed walls that maintained the structure. Another feature of the churches of that period is the presence of secondary rooms, multiple windows, rich mosaic and paintings that charges the interior walls. The first church like that has been San Vitale from Ravenna, Saints Sergiu and Bacchus and Hagia Irene of Constantinople. Over this period has been built the largest masterpiece of Byzantine architecture, Hagia Sofia of Constantinople, the cathedral Constantinopole Patriarchate and the largest church in the world at that time. Among the edifices built or refurbished in this period we shall include the Great Palace of Constantinopol, the walls and Roman fortifications for defending the city and the Sunken Palace.



Hagia Sophia, Trabzon Sant Apollininner

2.6.4. Sacred writings and places

2.6.4.1. Sacred writings

The Holy Scripture

The discovery of the divine above the wires can be found in the Holy Scripture and in the Holy Tradition.

The Holy Scripture or the Bible is a collection of books called the Old and the New Testament, written under the blowing of the Holy Spirit within a period of time of almost 1500 years, i.e. from Moses (approx. 1400 before the Hr.) up to the author of the Revelation (approx. 100 after the Hr.). These books are the the most valuable which God has provided the people. The Church shall keep them as a priceless treasure and use them as water springs from which they teach the divine.

What is the difference between the Holy Scripture and other books ?

1) The Holy Scripture can be read with the greatest benefit of everyone: learned, untaught or from any part of the world. It comprises the saving and useful doctrines. It teaches us to live in a proper manner, i.e. within the highest meaning of that word.

The Holy Scripture does not mind and the Holy Spirit has not cheated the servants, the prophets themselves. The people could not know by their minds so big and divine things , but only through things meant to be to the saints.

2) The Holy Scripture has an establishment. The same divine breath can be felt reading all books, although these distinguish between them by the things they speak about. Given by the Holy Spirit, the Holy Scripture includes the truth. Nothing unfair or pretended is located in it. The Holy Scripture does not contradict itself in the way the schoolmasters and the writings of the heathen lands contradict. If the writings of the prophets are in agreement with the Gospels, it is to ensure that all of them have talked in the name of the Spirit of God.

3) The Holy Scripture has a power the overwhelming the majority of the cheaters and pretenders in saints. The Holy Apostle Paul says about the great power of the Sf. The Scriptures: " The Word of God is alive and sharper than all the sharp sword of both parties and travels up to the separation of the soul and spirit and of which is deeply corrupt and spinal, and it judges the thoughts of the heart". (Heb. IV, 12).



The Holy Tradition

The holy tradition or St. „Predanie” is the Word that God taught to the church and a part of that is fully included in the later writings. As the Holy Scripture, the Holy Tradition includes the discovery necessary to our salvation. It is the life of the Church in the Holy Spirit, it is the current alive in the life of the Church.

Holy Tradition was born before the The Holy Scripture. In his wisdom, God was pleased to transmit the discovery of the divine by word, to be easily understood and received by it. If

the divine teaching had been given in writing, faith would not have spread with the same ease and power, with which all men are endowed. Faith strengthens particularly by word of mouth. St. Apostle PAVEL tells : " faith is of hearing and hearing by the word of God." (Rom. X, 17).

The tradition entrusted to the right of the Holy Apostles bear the name of the apostolic tradition. In this tradition, or with the help of it, has developed the tradition of the Church.

The Holy Scripture is the fruit of the Holy Spirit, increased in the tree tradition. The Holy Scripture is putting in writing only a part of all his learning the date of the Savior by word of mouth, i.e. the Tradition. Thus, between them is a link so tight that one could make a distinction between the contents of one and the other. Their testimonies shall assist each other and both make up the treasure of one and the same benedictine godly human: the Church.

Sf. Rumour has it that the Tradition the Holy Scripture by the correct interpretation. Only the correct interpretation of St. tradition is true, i.e. the prophetic declaration and the apostolic injunction received by the Church, in order to make the text The Holy Scriptures. Secondly, we need to serve the Tradition, for not all the things can be taken from the Scripture. The Holy Apostles have given us some things in Scripture, others in the Tradition.

The text of the Apostle Paul: "So, brothers, stay and hold the „predanii” which they have learned either by word or by our epistle" (2 Thess. II, 15), St. John golden mouth tells us this correct interpretation: "Here it is clear that the Apostle () gave them all in writing, but many unwritten. And the written and unwritten laws are equally worthy of faith that we consider the tradition of the Church worthy of faithful. It's the Tradition, do not search for more".

2.6.4.2. Sacred places

The Cathedral Saint Sofia (Istanbul)

Hagia Sophia has been the cathedral of the Constantinopol Patriarchate, then mosque, today museum in Istanbul, Turkey. On the outside it looks like a rectangle (almost square) 77 x 71,70 m. In front of it has an atrium, a exonartex and a nartex of small proportions compared to the rest of the building. The Inside is subdivided into a central ship, higher, and the other two lateral smaller, over which raise the galleries in two floors. Attention is drawn to the great central dome above the center of the vessel, framed by two semidome and six smaller domes. The central dome is a true architectural wonder, both by its size (diameter 31 m), and height (54 m), thanks to whom it seems suspended in midair, illuminated by the 40 windows at the base.

The Cathedral was a remarkable construction, with only a few centimeters less than Panthéonului dome in Paris, one of the largest buildings. Her dome was the largest of this kind, only the Saint Peter Dome in Rome, built in the 16th century, has got its immensity.

It is said that the jobs held in the Holy Sofia were great, and the participation in one of these jobs has determined delegation of Prince Vladimir I to wish for the Russians baptism by Constantinopol Patriarchate.

The last Christian ceremony was held at the date of May 29th 1453. At present officials of the Ecumenical Patriarchate and of the Holy Seat approach for the refund of the Sofia to the Orthodox Church.



The Saint Mark (Venice)

The basilica of Saint Mark is the largest of the churches of Venice, it is also an illustrative example of byzantine architecture. The church is dedicated to the biblical character Mark. It is known under the name of "Dome of Venice", being the bishop cathedral of this city. The Cathedral is situated in the market with the same name (Piazza San Marco).



The Sfantul Gheorghe (Thessaloniki)

The Church Rotonda, dedicated to the great Holy St. Gheorghe, is part of an architectural system, along with the Arch of Triumph of Galeriu and the Roman Palace. The name of the church comes from its round form.

Initially, the building was erected as the imperial sepulcher to serve as the tomb of the emperor, either as a temple dedicated to Zeus, or to the samotrac God Cabeirus, son of Hephaestus. In the days of the Ottoman occupation, Rotonda has been used as the mosque. One of the minarets that mosque had is kept until today.

Rotonda in Thessaloniki has functioned as the church of Christians for 1200 years until the city has fallen into the hands of the Turks. In the year 1590, the building will be confiscated and turned into the mosque - Mosque of Suleyman Hortaji Effendi – to the old building being added a minaret. The status of the mosque was kept until the year 1912, when the Greeks would relieve the city during the war in the Balkans. Rotonda will be reconsidered church, but minaret will not be torn down, it resists until today.



2.5.5. Fundamental principles (prayer, fast, thanking you)

Prayer

- "and when you ask, not be as hypocrites who like, by synagogues and by the corners of the thou prayest, sitting on his feet, to pray, to show people true; I spoke to you: and have taken their payment. You but when thou prayest, enter into your pantry and closing the door, pray to thy Father which is in secret and thy Father which seeth in secret will reward you. When you pray, say not many as the nations that they think that in their much talk will be followed. So you will not get their similarities, as he knows your father what you had before they ask you to him. So you pray: our father (Matthew 6, 4-15)
The prayer is human conversation with God. It can be public or private, the demand, of contentment or glory.

Fast

- "When fasting, do not be sad as the hypocrites; that they do not show faces, to show people that they are fasting. True I spoke to you and have taken their payment. When fasting, grease your head and wash your face, not show to the people that you fast, but to your Father in secret, and thy Father which seeth in secret will reward you." (Matthew 6, 16-18)
The post consists in abstaining from certain foods for a period to be determined, stonyfaced, different forms, at the black, until lightly with trying to wine and above.
The Orthodox fasting on Wednesdays and Fridays and on the eve of public holidays enlarge (Christmas, Easter).

Thanking you i

- "So, when the charity do not trump before you as the hypocrites in the synagogues and the lanes, to be glorified by people; the truth I spoke to you: and have taken their payment. But meanwhile, when you compassion, not to know your left what makes your right, that your kindness to be in hidden and

thy Father which seeth in secret will reward you." (Matthew 6, 2-4).

The sense of inter-agency communications is one of the conditions of salvation, along with the faith and divine grace, without which the souls may not penetrate in heaven.

Mercy

The parable of the Good Samaritan

In this parable a Jewish is hurt and left to die. A priest and then a Levite pass by and watch without acting, despite the fact that these three people have the same origin and religion. On the contrary, when a Samaritan comes across the Jewish, he helps him despite the differences between the two races. This parable teaches us that we should always love and help each other despite our religion, origin or beliefs, as God wants us to do.

3. Second Chapter - Didactic and pedagogical aspects

3.1. Lesson plans (general aspects)

In the traditional view design work teaching is simply planning and scheduling rigid time the units of instruction and, in parallel, staggering unequivocal matter to be studied form of the calendar plan, system, lesson plan thematic project Lesson - according to the so - called "syllabus".

In the modern view, designing teaching is a complex activity, a deliberative assembly processes and operations to anticipate the functioning of the educational activity - education, mental fixation of the steps that will follow and the relationships between them.

Shares of teaching design is not identical with the development of the activity plans, but are more complex. They consist of thinking, anticipating and foreshadowing the instructive - educational strategies for teaching, learning and assessment, indicative of how they will operate.

Insert the phrase instructional design that requires:

- define learning goals at one or more levels;
- to suggest themes of activity likely to cause learning in the desired direction;
- provide a choice of methods and means of teaching and learning;
- to assume control tools of teaching and learning;
- determine the conditions necessary for a tilt effective learning activities.

Some authors advance a procedural algorithm that correlates four key questions in the following order: What will I do? What will I do? How will I do? How will I know if what had to be done has been done?

The answers to four questions will shape the design stages such teaching. The first question concerns the educational objectives; The second question sent to educational resources at its disposal or must have teacher; Why has the third question demands an answer correctly to establish a coherent and pertinent educational strategies to achieve objectives. The answer to the fourth question comes to outlining a methodology for evaluating the effectiveness activity.

Remember teaching and design stages:

- ◆ Step identifying and sizing the educational objectives of the lesson.
- ◆ Step aimed at establishing educational resources.
- ◆ Step aimed at shaping the optimal teaching strategies.
- ◆ Step aimed at establishing techniques for assessing learning outcomes.

Designing an activity involves making a match between three key points:

→ Objectives - To tending?

→ methods, materials, tools and experiences or learning exercises - How to get there?

→ Evaluation - How will I know when we got?

By correlating the three key points are projected activity in a set of actions carried out in several stages.

Project activity includes an articulation of ideas, scripts of several components that are distributed, usually in two parts:

- Introductory part - minus coordinates information activities: educational subject, topic/theme activity, date, time, class, proposes fundamental, lesson category;

- Part aiming own conduct - actual activity - operational objectives, contents, situations/learning activities, teaching strategies, assessment.

There is no single model, absolutely, to conduct business. You can structure different models of activities,

depending on the objectives, contents, activities, places of work, way of organizing students.

- 3.1.2. Lesson plans - France
- 3.1.3. Lesson plans - Greece
- 3.1.4. Lesson plans - Italy
- 3.1.5. Lesson plans - Romania
- 3.1.6. Lesson plans - Sweden
- 3.1.7. Lesson plans - Turkey

3.1.2. LESSON PLANS - FRANCE

LESSON PLAN 1

Judaism in French secular society

General remarks

School: Lycée général Henri Vincenot, Louhans.

Year group: Year 11

Class: Moral and citizenship education

Topic: secularism

Lesson: the position of Judaism in French secular society

Expected skills:

- Selecting information.
- Comparing and discussing information.
- Answering the issue using a power point presentation.
- Presenting the achieved work to the rest of the group.
(oral presentation)

Cognitive skills:

- Defining the characteristics of secularism.
- Understanding the links between religion and secularism, taking the example of Judaism.

Activities:

- Group work at the school library (research).
- Selecting, comparing and organizing the work in groups.
- Presenting the achieved work to the rest of the group.
- Presenting the work to other groups in the school for the “secularism week”.



	Learning steps	Teacher's activities	Students' activities	Methods	Assessment
1	Organizing the class	organizing the group work (4 students per group)	setting up the groups		
2	Presenting the theme and the topic	<p>* <u>analysing the topic:</u></p> <ul style="list-style-type: none"> - secularism - Judaism <p>* <u>specifying the themes of research :</u></p> <ul style="list-style-type: none"> - group 1: Judaism - group 2: <i>the Jewish people in France</i> - group 3: <i>the Jewish people and society issues.</i> - group 4: secularism and Jewish religious signs 	<p>* Group sharing session: analysing the terms of the topic with questioning</p> <p>* note taking of the answers</p>	<p>Group sharing session.</p> <p>writing down the answers in a "logbook"</p>	checking the logbooks



3	presenting the lesson: organization and schedule	<ul style="list-style-type: none"> * explaining the activities and expectations * explaining the organization and the schedule 	* note taking of the instructions and answers	drawing up a document (individual activity sheet)	checking the logbooks
4	research activities	<p><u>specifying the instructions and expectations of the project</u></p> <ul style="list-style-type: none"> group 1 : Judaism - group 2 : <i>the Jewish people in France</i> - group 3 : <i>the Jewish people and society issues</i> - group 4: <i>secularism and Jewish religious signs</i> ». 	<p><u>group work :</u></p> <ul style="list-style-type: none"> • Web quest • logbook. <p>- group 1: <i>Judaism</i></p> <ul style="list-style-type: none"> * Religious characteristics. * Localizing the different religious places * Organization of the Jewish Community <p>- group 2 : <i>the Jewish people in France</i></p> <ul style="list-style-type: none"> * census of the Jewish 	<p>online research activity</p> <p>selecting information</p> <p>writing down the answers in the logbook</p>	<p>exchanging with the different groups</p> <p>checking the logbooks</p>



			<p>people in France</p> <ul style="list-style-type: none">* census of the Jewish people in Europe and in the World* Organization of the Jewish Community in France* Localizing the main Jewish Communities in France.* localizing the nearest Synagogue <p>- group 3 : <i>the Jewish people and society issues</i> ».</p> <ul style="list-style-type: none">*what is the opinion of the Jewish Community on different issues:* <i>abortion?</i>		
--	--	--	---	--	--



			<ul style="list-style-type: none">* <i>same sex couple marriages</i>* <i>sex equality ?</i>* <i>homosexuality?</i>* how was this opinion expressed?* Has the Jewish Community tried to put pressure on the public opinion <p>group 4: <i>secularism and Jewish religious signs</i></p> <ul style="list-style-type: none">* description of the main religious celebrations and ceremonies* description of the different Jewish religious signs* These religious signs in a secular environment.		
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			* was there a Conflict between the Jewish community and the secular environment and context?		
5	organization of the selected information	<p><u>Instructions:</u></p> <ul style="list-style-type: none"> Organizing information to present the worked-on theme to the rest of the students Creating a PowerPoint presentation with at least one iconographic document 	<p><u>Group Work :</u></p> <ul style="list-style-type: none"> logbook : <ul style="list-style-type: none"> organizing the selected information organizing the power point presentation Creating a PowerPoint presentation 	group work, Power point presentation: 5 minutes	<p>exchanging with the different groups</p> <p>checking the logbooks</p> <p>quality of the Power Point Presentation</p>
6	viewing of the	<p><u>Instructions::</u></p> <ul style="list-style-type: none"> taking down 	<ul style="list-style-type: none"> individual work: completing the sheet for 	individual work and then	assessment sheet

	documents	<p>notes</p> <ul style="list-style-type: none"> assessing the quality of the power point presentation 	<p>each theme .</p> <ul style="list-style-type: none"> individual assessment of the document using the assessment sheet . group sharing writing down a developed answer 	Group sharing session	to be completed by students and teacher
7	<p>creating a powerpoint presentation on <i>Judaism in French secular society</i></p>	<p><u>instruction:</u></p> <p>creating a powerpoint presentation on the main theme using the work done by the students</p>	<ul style="list-style-type: none"> Discussing: any remarks on the documents? Modifying the documents, if necessary drawing up a common document projection of the document 	<p>all the students.</p> <p><u>creating 2 groups :</u></p> <p><u>first group:</u> -creating the power point presentation</p> <p><u>Second Group:</u> -choosing a suitable music for the presentation</p>	to be finished within the allotted time (2 hours).



				all the students.	
8	presentation at the school library.	specifying the expectation of the assessment	students work on their own to present and to answer the other students' questions	oral presentation: one by one. collective answers	oral assessment

LESSON PLAN 2

Fighting against anti-Semitism

General remarks

School: Lycée général Henri Vincenot, Louhans.

Year Group: Year 11

Class: Moral and citizenship education

Topic: secularism

Lesson title: Fighting against anti-Semitism

Expected skills:

- Selecting information
- Comparing and discussing information
- Answering the issue using poetry slam.
- Presenting the achieved work to the rest of the group.
(oral presentation)

Cognitive skills:

- Defining the characteristics of secularism
- Defining anti-Semitism and being able to identify/recognize the different expressions of these attacks

Activities:

- Group work at the school library (research).
- Selecting, comparing and organizing the work in groups.
- Presenting the achieved work to the rest of the group.
- Presenting the work to other groups in the school (slam poetry) for “the National Tolerance Week”



#	Learning steps	Teacher's activities	Students' activities	Methods	Assessment
1	organizing the class	setting up the groups (3 students per group): <ul style="list-style-type: none"> • One secretary. • One Rapporteur. • One “research master”. 	setting up the groups		
2	presenting the theme and the topic	* <u>analysing the topic:</u> - secularism - Judaism - anti-Semitism * <u>Specifying the themes of research :</u> - group1: <i>the Jewish people in France</i> - group 2 : <i>secularism</i>	* Group sharing session: analysing the terms of the topic with questioning * note taking of the answers	Group sharing session. writing down the answers in a “logbook”	checking the logbooks



		<p><i>and Jewish religious signs.</i></p> <p>- group 3: <i>Anti-Semitism</i></p>			
3	presenting the lesson: organization and schedule	<p>* explaining the activities and expectations</p> <p>* explaining the organization and the schedule</p>	* note taking of the instructions and answers	drawing up a document (individual activity sheet)	checking the logbooks
4	research activities	<p><u>specifying the instructions and expectations of the project</u></p> <p>- group 1 : <i>the Jewish people in France</i></p> <p>- group 2 : <i>secularism and Jewish religious signs</i></p> <p>- group 3 : <i>anti-</i></p>	<p><u>group work:</u></p> <ul style="list-style-type: none"> • Web quest • logbook. <p>- <u>groups 1 + 1 A: the Jewish people in France</u></p> <p>* census of the Jewish people in France</p> <p>* * census of the Jewish people in</p>	<p>online research activity</p> <p>selecting information</p> <p>writing down the answers in the</p>	<p>exchanging with the different groups</p> <p>checking the logbooks</p> <p>assessment</p>



		<p><i>Semitism</i></p>	<p>Europe and in the World</p> <ul style="list-style-type: none"> * Organization of the Jewish Community in France * Localizing the main Jewish Communities in France. * localizing the nearest Synagogue <p>groups2+2A: <i>secularism and Jewish religious signs</i></p> <ul style="list-style-type: none"> * description of the main religious celebrations and ceremonies * description of the different Jewish religious signs *. These religious 	<p>logbook</p>	<p>of the group work</p>
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			<p>signs in a secular environment.</p> <ul style="list-style-type: none">* was there a Conflict between the Jewish community and the secular environment and context? <p><u>- groups 3 + 3 A:</u></p> <p><i>Anti-Semitism</i></p> <ul style="list-style-type: none">* defining Anti-Semitism.* Examples of anti-Semitism* Reaction of the State*Reaction of the Jewish Community		
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5	Discussing the selected information	<p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Discussing the information within the groups • Organizing information to present the worked-on theme to the rest of the students (oral presentation) 	<p><u>Group Work :</u></p> <ul style="list-style-type: none"> • logbook: <ul style="list-style-type: none"> - organizing the selected information - organizing the presentation - choosing the rapporteur • collective organization of the presentation 	group work, presentation = 5 minutes	<p>exchanging with the different groups</p> <p>checking the logbooks</p> <p>assessment of the group work</p>
6	giving the presentation	<p><u>Instruction :</u></p> <ul style="list-style-type: none"> • taking down notes • assessing the quality of the presentation 	<ul style="list-style-type: none"> • individual work: completing the sheet for each theme . • individual assessment of the 	individual work and then Group sharing session	assessment sheet to be completed by students and teacher



			<p>document using the assessment sheet .</p> <ul style="list-style-type: none"> • group sharing • writing down a developed answer 		
7	<p>writing a text (slam poetry) “Fighting against anti-Semitism” 1</p>	<p><u>instructions:</u></p> <ul style="list-style-type: none"> • brainstorming analysing some slam poetry to understand the structure and how to write it. 	<ul style="list-style-type: none"> • brainstorming • group sharing session • guided analyse 	<p>group work</p> <p>everybody</p>	<p>checking the logbooks</p> <p>assessment of the group work</p>
8	<p>writing a text (slam poetry) “Fighting against anti-Semitism” 2</p>	<p><u>instructions:</u></p> <ul style="list-style-type: none"> • method and expectations • defining the different parts of the text = dividing the work (groups of 3) 	<ul style="list-style-type: none"> • active involvement of the students for the creation of the structure of the text, and to organize the work and to create the assessment sheet. • note taking. 	<p>the whole class</p>	<p>oral involvement</p> <p>checking the logbooks</p>

		<ul style="list-style-type: none"> • creating an assessment sheet 			
9	writing a text (slam poetry) “Fighting against anti-Semitism” 3	<p><u>instruction:</u></p> <ul style="list-style-type: none"> • method and expectations • mentoring and advice 	<ul style="list-style-type: none"> • writing out the text. 	group work	<p>assessment of the group work</p> <p>checking the logbooks</p>
10	reciting the poems	<p><u>instructions:</u></p> <ul style="list-style-type: none"> • expectations • assessment . 	<ul style="list-style-type: none"> • group sharing session • analysing the works • Remediation. • Finalizing the text. 	the whole class	assessment of the group work
11	reciting the poems at the school library for the Week For Tolerance	<p><u>putting the students at ease</u></p>	reciting the poem in front of an audience	the whole class	oral assessment (bonus)

LESSON PLAN 3

Judaism

General data:

School: Lycée Henri Vincenot (Louhans, France)

Class: 2nde

Subject: Religion

Subject area: Man and society

Lesson title: Judaism in France

Lesson type: building, transmission and assimilation of new knowledge

Operational objectives:

At the end of the lesson the students will be able:

O1: to specify and analyze elements of Judaism

O3: to understand those elements in the context of a secularism system like French society

O4: to understand that integration is possible despite hostility and intolerance

Educational objectives:

O1: to show respect and acceptance towards those of other religions;

O2: to show interest for developing their religious knowledge

Didactic strategy:

Methods and procedures: lecture, conversation, explication, debate, exposure, exercises, group work

Learning instruments: work sheets, power-point presentation.



Nr. Crt	Lesson steps	Teacher activity	Students activity	Methods	Evaluation
1.	Organizing the class	Gives orders and explications about lesson and what is expected from students	Listening	Conversation	
2.	Announcing the lesson title and objectives . Verification and updating the previous knowledge	The teacher asks a student to create a table on the blakboard with the following headings: <ul style="list-style-type: none"> - General data about Judaism - History - Sacred writings - Teachings - Places of worship - Important celebration. These headings will be completed by the students, in rotation.	The students follow the instructions given by the teacher, answer the quetions and complet the table on their notebooks.	Conversation Explication Exercise	Oral evaluation
3.	Team building	The teacher let student building works groups Then the teacher give students worksheets	The students are building works groups The students receive their worksheets.	Conversation Explination	



4	Working in groups	The teacher give advices and help	Students are working to product a powerpoint about the thematic which was attribuate.		Oral évaluation Good working team
5	Working in groups	Lestoning and asking	Students presents their work in front of the othe students	Explication	Oral évaluation Good working team Level of information

3.1.3. LESSON PLANS - GREECE

LESSON PLAN 1

TOPIC: **The Orthodox Dogma**

The Nicene Creed -The Symbol of Faith

AIM:

- To raise students' awareness of the Greek Orthodox dogma
- To be informed about the historical frame in which the text of Credo was formed.

MATERIALS: Photocopies of the The Nicene Creed

Age group: 1st Grade of senior High school (9th graders)

Duration: two 45-minute periods.

Procedure

Lead – in

Write the word Credo on the board and ask students what it refers to. (Nicene Creed).

Elicit any information about it from the class, such as its historical reference.

Hand in the text

Hand the students the text and divide them to 5 groups. Assign a part of it to each group and allocate some time to them in order to read it, translate it into modern Greek and discuss the meaning.

When they finish, all the groups take turns to translate, discuss and explain the meaning of the allocated text with the help of the teacher, who adds any information relevant to it and explains specific words/phrases.

While discussing, they will

Look for common words/ phrases among the three persons of the Holy Trinity.

Look for differences among the persons of the Holy Trinity.

There will be reference to the creation and importance of the Church.

Complete analysis of the dogma.

Discussion about the main differences in the Greek Orthodox and the Catholic dogma.

LESSON PLAN 2

TOPIC: Judaism

AIMS: To raise students' awareness of the Jewish religion. They will learn about

- their history.
- the main holy books - customs – celebrations
- important figures and their teaching
- contemporary history and
- its connection to the history of Thessaloniki.

MATERIALS:

- A map of Palestine and Israel.
- A list of famous Jewish people around the world.
- A video from the Synagogue in Thessaloniki.

Age: 1st Grade of Senior High School

Time: two 45-minute periods

Relevant Vocabulary:

Bible/Torah/Synagogue/David's Star/Prophets/Holy
Sacraments (Circumcision Bar Mitzvah – Bat
Mitzvah/Celebrations Pessah/Jewish
Diaspora/Holocaust/Modern history of Israel.

Skills: To connect their past knowledge about the Jewish religion with the new information they will acquire.

To express thoughts and emotions.

Procedure:

- Students will be asked about their previous knowledge on the Old Testament: what they have learnt

in the previous school years about God/the prophets and what they have said / the Jewish people. At the same time they will see the map of Palestine and Israel to identify the places they will be talking about (Jerusalem/Jericho/Nazareth...)

- Then with the help of a ppt on the Synagogue of Thessaloniki and pictures from books, they will be presented with vocabulary related to Judaism: (Torah/holy sacraments (circumcision/bar Mitzvah/Bat Mitzvah etc)/celebrations (day of the Atonement, Pessah, etc)

- Reference will be made to their contemporary history in the 2nd World War (the holocaust) and what happened to the Jews in Thessaloniki during that period.

- Students will be given a list of names of people, streets, buildings of Jewish origin in the city of Thessaloniki and will be asked if they know anything about them (Modiano, Karaso, Allatini, etc.)

- Finally, they will be given a list of Famous Jewish people from around the world and will be asked to give any information they know about them (Biblical figures: Abraham, Moses/Contemporary figures: Einstein, Woody Allen, Noam Chomsky, Sigmund Freud...)

Final aim: To learn to appreciate everyone, to tolerate different religions and cultures.

After-class suggestions: To watch the films *La vita est bella* and *The Sintler's List*.

LESSON PLAN 3

TOPIC: **Saint Demetrius Church**

AIMS: Students will be informed about the Church of Saint Demetrius. They will

- Be able to distinguish among different architectural types of churches.
- Be informed about the different sections of a church and their role
- Be informed about the decoration, the artistic features and the position of the holy figures in the church
- learn about the different periods in the church's history
- learn about the Crypt and the shrines within the church /the entombment of important people within the church.
- The importance of the patron saint for the city.

MATERIALS:

- A set of pictures presenting different architectural types of churches.
- A ppt presenting the Saint Demetrius church.
- Touristic guides and cards of Thessaloniki.
- A poster from the Demetria festival.

Age: 1st Grade of Senior High School (9th grade)

Duration: 1 teaching hour in class. Extra time allocated to a visit in the church.

Main information:

1. Saint Demetrius' biography.
2. The first foundation of the church.
3. Construction of the church and its cultural-economic role for the city (Visitors from the Balkans and other European countries).
4. Importance of the celebration of his name day (26th October) and its connection with the liberation of the city from the Ottomans (26th October 1912)

5. Position of the church.
6. Architectural style/temple/column capitals/mosaics/icons/the Crypt/shrines
7. The church during the Ottoman occupation
8. The church is destroyed by a fire in 1917 and later on it is reconstructed.
9. High number of visitors still today.

Skills:

- To recall previous knowledge from History and Religion and match it with the topic.
- To reflect about the role of the Saint in the past and today.

Procedure:

The students will be shown pictures from different architectural styles of churches and will be given the names and the features of each style.

Then they will be presented with the ppt of Saint Demetrius church and a discussion will follow on Saint Demetrius' biography, the history of the church, and its characteristics (architectural style/temple/columns and their capitals/iconography /mosaics/ the crypt/the relics)

In the next meeting students will visit the church and they will be divided in three groups.

Group 1 will focus on the church's architectural features and will find differences between Saint Demetrius church and the one in their neighbourhood. They will be given a worksheet to complete information using the knowledge they have acquired during the previous lesson and what they see in the church during their visit.

Group 2 will focus on changes the church has undergone in the course of history. They will compare new and old icons and mosaics they can see in the church, which show that the church was not completed in one period, but in many different stages. The same applies to other features, as for example the roof and the columns.

The third group will deal with the crypt. They will be asked to identify what they can see in it and provide information about them in a worksheet.

3.1.4. LESSON PLANS - ITALY

LESSON PLANS

School: IIS Nelson Mandela secondary school,
Castelnovo ne' Monti

Class : 2T (second year, technical school for tourism)

Subject: Religion

Subject area: History of Christianity

Lesson title: **Christianity**

Lesson type: transmission and assimilation of new knowledge

Operational objectives:

At the end of the lesson the students will be able to:

- Find out the differences between Christianity and other religions;
- Know the reasons that lead to the creation of the first christian communities (the Church's origins);
- Approach the Christian symbolism;

Educational objectives:

At the end of the lesson the students will be able to:

- Meditate on the strength and the originality of the Gospel's message;
- Recognize christian values in our society;

Didactic strategy:

Methods and procedures: lectures, conversation/debate, teacher's explanations, debate, personal presentations, exercises, GROUP WORK, BRAIN STORMING.

Learning instruments: religion book, notebooks, blackboard, power-point presentations.



TEACHING SCENARIO

Lesson number	Lesson steps	Teacher activity	Students activity	Methods	Evaluation
Premises	First assessment (sort of entry test) and updates on previous knowledge	The teacher asks the students to divide into small groups and to write on a paper all the things they know about Christianity (date of start, principles, Jesus, prophets, Church and so on)	The students follow the teacher's instructions and write on their paper what he asked them to write	Debate and brainstorming method	Oral evaluation



Lesson 1	Subject title and goals of the activities	<p>The teacher displays the topic, the goals to be achieved..</p> <p>He asks the students to follow their book (a particular page) and starts explaining how/when Christianity was born. He uses a power point presentation to be clear and immediate.</p>	<p>The students open the book (appropriate page), they listen to the teacher's words and examples, they make notes. They also ask questions and start a didactic/critical debate.</p>	Conversation, presentation, explanation	Oral evaluation
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Lesson 3	Group works' presentation	The teacher asks the students to hang posters up on the walls and display their powerpoints	Every group shows their powerpoint; an interactive lesson takes place	Conversation, display, presentation	Oral evaluation
Lesson 3	Group works' presentation	The teacher asks the students to hang posters up on the walls and display their powerpoints	Every group shows their powerpoint; an interactive lesson takes place	Conversation, display, presentation	Oral evaluation

1.1.5. LESSON PLANS – ROMANIA

DIDACTIC PROJECT 1

General data:

School: Technological School „Dacia” Pitesti

Class : a XI-a B

Subject: Religion

Subject area: Man and society

Lesson title: **Architectural Styles**

Lesson type: recapitulation and systematization

Lesson duration: 50 de minuts

Operational objectives:

At the end of the lesson the students will be able:

O1: to know the history of the first places of worship;

O2: to give the etymology of the word church”;

O3: to identify the three representative architectural styles;

O4: to present the characteristics of the byzantine, romance and gothic styles;

O5: to offer examples of churches considered representative for the three studied architectural styles;

O6: to complet the cross-word given by the teacher.



Didactic strategy:

Methods and procedures: conversation, explication, exercises, Jigsaw technique, didactic game, observation, problem solving.

Learning instruments: Holy Bible, work sheets, Cross-word, blackboard, power-point presentation, educational software.

Forms of organization: individual, frontal and in groups

Bibliography:

- The Holy Bible;
- Liturgical Book, by Ene Braniste, EIBMBOR Publisher, Bucharest, 1984;
- Theological Dictionary, by Ioan Mircea, EIBMBOR Publisher, Bucharest, 1980;
- Religion Didactic Auxiliary for students, by Corneliu Muha, Saint Mina Publisher, Iasi, 2009.



Teaching scenario

No	Lesson steps	Teacher activity	Students activity	Methods
1.	Organizing the class	Gives greetings the prayer „Our Father” Notes the absentees Ensures the necessary climate for the lesson.	Respond to the teachers greetings Say the prayer with their teacher Prepare themselves for the lesson.	Conversation
2.	Announcing the title of the lessons that are to be recapitulated	Today we will recap what we learn about the emergence and development of places of worship. We will also characterize the most popular architectural styles. In this sense we will construct and complete a table, and also solve a crossword puzzle every thing you know on the subject.	The students pay attention to the explications given by the teacher.	Explication



3.	Recapitulation, systematization and synthesis of knowledge	<p>The teacher calls a student to the board to draw table based on which the recapitulation of the lesson will be done. The table includes the following items:</p> <ul style="list-style-type: none"> - the name of the architectural style; - the religion for which that style is representative; - the time in the History when that style appeared; - the construction plan; - the material of construction; - representative churches. <p>Before we gone on to complete this table, I propose we play a game in order to recap the lesson caled „Places of worship. Occurrence and development”.</p> <p>Lets make four teams. Each team has a lider and that lider will communicate the team answer to my question. When</p>	<p>A student draws the table on the board.</p> <p>Students listen to the indications given by the teacher.</p> <p>They form four teams and they choose their lider.</p> <p>Students answer:</p> <ul style="list-style-type: none"> -church; -in the houses of wealthy 	<p>Exercise Individual and frontal activity</p> <p>Conversation</p> <p>Didactic game</p> <p>Set of questions</p> <p>Group</p>
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		<p>you find out the answer, please raise your green dot.</p> <ul style="list-style-type: none"> - What is the name for the Christians place of worship? - Where did Christians gathered, after the Ascension of the Savior, to celebrate the "breaking of bread", ie Saint Sacrament of the Eucharist? - When were the first churches built? - With the Roman persecution, Christians are forced to go underground to conduct divine worship. Where did they retreat? - Who and when granted freedom to Christianity? -What were the consequences of this act, in terms of development of places of worship? - Where does the name "church" comes from? 	<p>Christians;</p> <ul style="list-style-type: none"> -in the third century; -in catacombs; -Emperor Constantine the Great in 313, through the Edict of Milan; -it is the beging of the construction of churches; -from the latin „basilia”, pagan imperial edifice used as a place of judgment; - orientation toward the east; raising on high places, rectangular shaped boat; round roof, use of stone as a building material, decorating with 	<p>activity</p> <p>Problem solving</p> <p>PPT images Conversation</p>
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		<p>- What were the characteristics of the churches at that time?</p> <p>Now, lets fill in the table we have on the board.</p> <p>I saw that you know that are representative churches for the architectural styles were learned about. Lets see now if you can and recognize them. Look at the following pictures and tell me, please, the name of the churches you see.</p> <p>- What are the elements you recognize them after, as belonging to a style or another?</p> <p>In the end I propose to you a</p>	<p>carvings; division cross interior.</p> <p>Students go to the board and fill in the table.</p> <p>Students look at the PPT images</p> <p>- Students answer, with reference to the main features related to the interior, the exterior and the structure of churches.</p> <p>Students receive a work sheet with the cross-word puzzle</p> <p>Students read the definitions.</p>	<p>Argumentation</p> <p>Cross-word puzzle Work sheets</p> <p>Conversation</p> <p>Exercise</p> <p>Conversation</p>
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		<p>cross-word puzzle You have 2-3 minutes to read the definitions.</p> <ul style="list-style-type: none"> - How many definitions are there? - Which is the first? - What is the answer? <p>The teacher calls a different student to write the answer on the board.</p> <ul style="list-style-type: none"> - What is the second definition? - What is the answer? <p>Tell me which solution did you obtain on the verbal.</p>	<p>- 20 definitions. A student reads the first definition. "houses". A student fills in the table at the board, and the rest of them do the same on their sheets. Students read the definitions The students give the correct answer.</p>	
4.	Assessing student work	<p>The teacher makes general and individual assessments for the students work. Those who participated in the lesson are being graded.</p>	Students listen to the teachers assessment.	



5.	Homework	The teacher presents to the students the educational software „A different method to learn Religion”. He gives each student a CD and asks them to use it in order to prepare, for next week, a short characterization of architectural styles in our country.	Students receive the CD and note down the homework for the next week.	
	End of activity	Says a prayer to Virgin Mary. Gives greetings. Exits the classroom.	Say the prayer with the teacher Respond to the teachers greetings	



DIDACTIC PROJECT 2

General data:

School: Technological School „Dacia” Pitesti

Class : a XI-a C

Subject: Religion

Subject area: Man and society

Lesson title: **Christianity**

Lesson type: transmission and assimilation of new knowledge

Operational objectives:

At the end of the lesson the students will be able:

O1: to specify and analyze elements of Christianity;

O2: to identify the similarities and differences between Christianity and other religions;

O3: to argue the importance of knowing the Christian history and teachings;

O4: to compare the defining elements of Christianity to those of other religions.

Educational objectives:

O1: to show respect and acceptance towards those of other religion;

O2: to show interest for developing their religious knowledge, in order to improve their spiritual growth.



Didactic strategy:

Methods and procedures: lecture, conversation, explication, debate, exposure, exercises, group work, LOTUS thenique, cube method.

Learning instruments: work sheets, religion heand-book, blakboard, power-point presentation.

Bibliography:

- The Bible;
- Churh universal histoy, Ioan Rămureanu, EIBMBOR Publisher, Bucharest, 2004;
- Foundation of the Orthodox Christian faith, EIBMBOR Publisher, Bucharest, 2000.

Teaching scenario

Nr. Crt	Lesson steps	Teacher activity	Students activity	Methods	Evaluation
1.	Organizing the class	Gives greetings Sais the prayer „Our Father” Notes the absentees Ensures the necessary climate for the lesson.	Respond to the teachers greetings Say the prayer with their teacher Prepare themself for the lesson.	Conversation	
2.	Verification and updating the	The teacher asks a student to create a	The students follow the instructions given by	Conversation Explication	Oral evaluation



	<p>previous knowledge</p>	<p>table on the blackboard with the following headings:</p> <ul style="list-style-type: none"> - General data about Judaism - History - Sacred writings - Teachings - Places of worship - Important celebration. <p>These headings will be completed by the students, in rotation.</p>	<p>the teacher, answer the questions and complete the table on their notebooks.</p>	<p>Exercise</p>	
<p>3.</p>	<p>Announcing the lesson title and objectives</p>	<p>Today we will continue our discussion on the world's great religions, and we will find out more about Christianity.</p> <p>For this lesson, as the subject it is not a new one for you, I</p>	<p>The students write in their notebooks the lesson title and objectives and listen to the teachers' explanations.</p>	<p>Conversation</p>	



		<p>propose we use a method based on learning by teaching, called the Lotus thenique. You will receive worksheets that you will have to complete after I'll give you the necessary instructions.</p> <p>The teacher draws on the blakboard the scheme for the Lotus tehniqe and gives the students the worksheets he prepared for them.</p>	<p>The students receive their worksheets.</p> <p>The first diagrams are completed with the teachers help.</p>	<p>Explination</p>	
4.	<p>Presentation of the new content</p>	<p>After the first diagrams were completed with the lessons main ideeas,</p>	<p><u>First group</u> Writes on the blakboard the informations about the general data on</p>	<p>Work on groups Lecture</p>	



		<p>the teacher divides the class in 4 work groups, each group having the task to extract 4 ideas about the lesson subject.</p>	<p>Christianity: <u>General data:</u></p> <ul style="list-style-type: none"> - It is a monotheistic religion; - It is based on the Divine Revelation; - It was founded by Jesus, the Saviour; - Its name come from the name of Christ; - It has its roots in Judaism; - It began in Jerusalem; - Through Baptism one can become Christian. <p><u>Second group</u> Writes on the blakboard the informations about <u>The Holy Bible:</u></p> <ul style="list-style-type: none"> - It is the spring of the Divine 	<p>Explination</p> <p>Debate</p> <p>Exposure</p>	
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			<p>Revelation;</p> <ul style="list-style-type: none">- It has 2 parts: Old Testament and New Teastament;- It is a colection of holy writings;- It was written by the holy Profets and Apostles under the inspiration of the Holy Spirit. <p><u>The third group</u></p> <p>Writes on the blakboard the informations about <u>Teachings of Christianity</u>:</p> <ul style="list-style-type: none">- They are included in the Creed, the Orthodox Simbol of Faith;- They gravitate on the idea of the Holy Trinity;		
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			<ul style="list-style-type: none">- God in One Being, in 3 Persons;- Jesus Christ the Saviour is true God and true human, but without sin;- The Holy Spirit is the third Person of the Holy Trinity, equal in honor with the Father and the Son;- The Virgin Mary is Theotokos, Mother of the Son of God;- The Church is a divine-human institution;- The Second Coming of Christ will be at the end of time, when the dead will be resurrected.	
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			<p><u>The fourth group</u></p> <p>Writes on the blakboard the informations about <u>the history of Christianity</u>:</p> <ul style="list-style-type: none">- The first christian community appeared as a result of the Saint Peter's preaching;- The beginings of Christianity were marked by the roman persecutions;- The Christian religion became legal in 313, when Constantin the Great gave the Edict from Milan;- The Christian Teachings were established during 7	
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			<p>Ecumenical Sinods, conducted between 325 – 878;</p> <ul style="list-style-type: none">- In 1054 occurred the Great Schism, which separated Christians in Catholics and Orthodox;- In the XVIth century within the Catholic Church emerges the Protestant Church, as a result of the religious reform initiated by;- During the past century was formed the Ecumenical Council, that wishes to unite all christian churches into one.	
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5.	Fixing knowledge	It is done using the cube method. The teacher asks the students to draw on the blackboard a cube. One student at a time will complete the 6 faces of each cube, writing essential data about the lesson theme.	The students draw on the blackboard and listen the teachers explanations. They complete the faces of the cube.	Conversation Explanation Exercise	Oral evaluation
6.	Appreciation , association and generalization	The teacher appreciates the way in which his students participated during the educational process and grades them.		Conversation	
7.	Homework	For next time you will have to read about Islam from your books.			



8.	End of activity	Sais a prayer to Virgin Mary. Gives greetings. Exits the classroom	Say the prayer with the teacher.		
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DIDACTIC PROJECT 3

General data:

School: Technological School „Dacia” Pitesti

Class: a XI-a

Subject: Religion

Subject aria: Man and society

Lesson title: **Mass and philanthropy; Love of God and love of neighbor**

Lesson tipe: lecție de verificare și evaluare a cunoștințelor

Lesson duration: 50 de minuts

Operational objectives:

At the end of the lesson the students will be able:

O1: to defin notions like „mass” and „philanthropy”;

O2: to know whom the „neighbor” is and what our attitude towards him should be, according to the religious law;

O3: to list the acts of mercy for the spirit and body of our neighbor;



O4: to correctly respond to the test items regarding Mass and philanthropy; Love of God and love of neighbor.

Educational objectives:

O1: to recognize the importance of the Holy Communion for the Christians unification with God;

O2: to acquire the habit to share the Holy Communion during the four fasts around the year;

O3: to appreciate the need to love God and neighbor, according to the divine command: "Love the Lord your God with all your heart and with all your mind, and your neighbor as yourself!"

O4: to commit acts of bodily and spiritual mercy, as manifestations of love for others.

Didactic strategy:

Methods and procedures: conversation, explanation;

Learning instruments: evaluation sheets;

Forms of organization: individual and frontal

Bibliography:

- The Holy Bible;

- Religion textbook for the 11th grade, by Vasile Timis, „Dacia” Publisher, Cluj-Napoca, 2004;

- Christian morality, by Ioan Zagrean, „Renasterea” Publisher, Cluj-Napoca, 2006;

- Foundation of the Orthodox Christian faith, EIBMBOR Publisher, Bucharest, 2000.



Teaching scenario

No	Lesson steps	Teacher activity	Students activity	Methods
1.	Organizing the class	Gives greetings Saings „Christ is Risen” Notes the absentees Ensures the necessary climate for the lesson.	Respond to the teachers greetings Sing with their teacher Prepare themselves for the lesson.	Conversation
2.	Announcing and explaining the lesson objectives	Today you will receive a test for which you will have 30 minutes to complete. This is not a new thing for you, and the test itmes do not go over your level of knowledge. Before that we shall, oce more explain what is the meaning of „mass”, „philantropy” and „neighbor”.		
3.	Checking knowledge	You have 2-3 minutes to prepare your responses. The teacher calls for a students to define the notion of „mass”.	The students read the notions A student gives the	Conversation Explanation



		<p>answer.</p> <p>-Yes, this is correct. Those facts are call acts of bodily and spiritual mercy. Please give such examples.</p> <p>Now you will receive an evaluation sheet. The teacher distributes the evaluation sheets. The teacher asks a student to read the test items. The teacher supervises students At the end of the test he collects the tests and gives the correct answers.</p>	<p>ethny, nationality, religion, social status, vocational training etc.</p> <p>A student answers: acts of bodily and spiritual mercy. The students respond. -Acts of bodily mercy: feeding, sheltering -Acts of spiritual mercy: forgiveness, counsel , prayer</p> <p>A student reads the test items. Solve the test.</p>	<p>Explanation</p> <p>Evaluation sheets</p>
	Results	The oral responses are graded. The		



	appreciation	tests are corrected.		
	Conclusions	The teacher examines the work.		
	Homework	Make an essay on the theme of sacrificing love of one of the Christian martyrs.	The students note done their homework	
	End of activity	Sais a prayer to Virgin Mary. Gives greetings. Exits the classroom	Say the prayer with the teacher Respond to the teachers greetings	



3.1.6. LESSON PLANS – SWEDEN

LESSON PLAN 1

KONFLIKTS THAT ARE CAUSED OUT OFF RELIGION OR ARE USED IN THE "NAME OF A RELIGION" 1990-2016

Students brainstorm in groups of 3.

All students can present in there groups there brainstorming by hanging tha sheet that they wrote this on on the wall.

All groups decide witch conflict they would like to look more into1. how it started and ended and the effect off the conflict that you can see still today or not.

LESSON PLAN 2

What religion has your own country had and have today and how can this be expressed in the culture/every day life?

You will make a short presentation 2 sheets and in front off the class.

LESSON PLAN 3

Debate different subjects about why we should have a church and what it should be used for?

Topics

Should all have the ability to get married in the church?

Schools graduations should it be held in Church?

Is religion something that is in your way when getting a work or in a favour?

Students can come with 3 topics to add to this depeate. One student per group will be the monitor leader of the debate and you will all get a “ special opinion that you have out of the once that we can see excist while preparing for this debate.That way it doesn’t have to be your opinion and you have a chance to “get in to someone else wiew”.

3.1.7. LESSON PLANS – TURKEY

LESSON 1

SCHOOL: Çanakkale Anatolian High School

CLASS: 9

SUBJECT: Religious Culture and Moral Knowledge

THEME: **What is sacrifice? Why is an animal sacrificed for God?**

DURATION: 80 minutes.

OPERATIONAL OBJECTIVES: At the end of the lesson the students will be able to:

- 1- find out the importance of sacrifice worship in the way of social cooperation.
- 2- get the importance of social participation, friendship and brotherhood, love and respect, responsibility, generosity and sharing.

EDUCATIONAL OBJECTIVES: At the end of the lesson the students will be able to:

- 1- find out the meaning of sacrifice worship.
- 2- recognize Islam values and worships in our society.

DIDACTIC STRATEGY:

Methods and procedures: Question answer, concept map, deduction.

Learning instruments: Koran, Turkish Dictionary, Course Book, Smart Board, Presentation.

History of Sacrifice

Prophet Abraham couldn't have a child. He took a vow: If he has a son, he will sacrifice his son for the God. After a while Prophet Ismail was born. It is said to Prophet Abraham to sacrifice his son for the God in his dream. He told his son. Prophet Ismail told Prophet Abraham that he should do what the God ordered him. While Prophet Abraham was sacrificing his son whom he loves too much, God ordered him to sacrifice an animal instead of his son and stated that it was a test. Prophet Abraham sacrificed the animal which God sent him as present.



TEACHING SCENARIO

Lesson number	Lesson steps	Teacher activity	Students activity	Methods	Evaluation
Premises	First assessment	The teacher asks the students what sacrifice is and why an animal is sacrificed for God? And gives time to them to think.	The students tell their ideas.	Debate and brainstorming method	Oral evaluation
Lesson 1	Subject title and goals of the activities	The teacher displays the topic, the goals to be achieved. The teacher asks the students on which prophet time sacrifice worship started and what their observations about sacrifice are. Which animals can be cut as sacrifice. The teacher draw a chart for answers on the board.	The students tell their ideas and observations. They answer the questions. The students read the history of sacrifice on their books.	Conversation, Explanation Debate and brainstorming method	Oral evaluation



Lesson 2	Work organization	The teacher tells the importance of sacrifice workshop related to social cooperation and helping. The teacher asks questions. The teacher wants students to draw charts to show the importance of sacrifice and the qualities of the person who cuts a sacrificed animal.	The students answer the questions and they draw the concept map and the chart on the paper. They do this activity in their groups.	Question-Answer, Explanation Group work	
Lesson 3	Group works' presentation	The teacher asks the students to display their works.	Every group shows their works.	Conversation, display,	Oral evaluation

LESSON 2

SCHOOL: Çanakkale Anatolian High School

CLASS: 9

SUBJECT: Religious Culture and Moral Knowledge

THEME: **The importance of sharing and helping in Islam**

DURATION: 80 minutes.

OPERATIONAL OBJECTIVES: At the end of the lesson the students will be able to:

- find out the importance of the importance of sharing and helping in Islam.
- get the importance of social participation, friendship and brotherhood, love and respect, responsibility, generosity and sharing.

EDUCATIONAL OBJECTIVES: At the end of the lesson the students will be able to: recognize social values.

DIDACTIC STRATEGY:

Methods and procedures: Question answer, deduction, brainstorming.

Learning instruments: Koran, Turkish Dictionary, Course Book.



TEACHING SCENARIO

Lesson number	Lesson steps	Teacher activity	Students activity	Methods	Evaluation
Premises	First assessment	The teacher asks the students a Turkish proverb that means a modest present but given with best of intentions. And gives time to them to think.	The students tell their ideas.	Debate and brainstorming method	Oral evaluation
Lesson 1	Subject title and goals of the activities	The teacher asks the students if there are any orders and advice about sharing and helping in Islam. Teacher tries to get Islamic Alms as an answer. Then explain the Islamic Alms (sadaka, fitre, zekat)	The students tell their ideas and observations. They answer the questions. The students read the examples from verses and hadiths about sharing and helping on their books.	Conversation, Explanation Debate and brainstorming method	Oral evaluation



Lesson 2	Work organization	The teacher asks the importance of sharing and helping in society. The teacher asks questions about this and wants students to do brainstorming. The teacher gives some examples in Islam history and our prophet's life. The teacher draws the concept map with the help of students on the board. Then the teacher chooses five students and wants them to perform a drama about sharing and helping in society.	The students answer the questions and they draw the concept map and the chart on the paper. They do this activity in their groups.	Question-Answer, Explanation Group work brainstorming	
Lesson 3	Group work	The teacher asks the students to perform their drama.	Students perform their drama.	Display	Oral evaluation

1.2. WORKING METHODS (GENERAL ASPECTS)

Educational methods are the ways that students arrive in the learning process, coordinated by educators to acquire knowledge, skills, develop intellectual capacities and harnessing specific skills.

Characteristics of teaching methods:

1. executive act are theoretical approaches to teaching and learning that ensures effective development and completion of the educational process
2. are both investigative steps (scientific knowledge), documentary and experimental applicative contributing to the development of pedagogical theory and practice
3. they include and energize theoretical and pedagogical elements
4. develops and implements are correlated with:
 - degree and education profile
 - with the specific disciplines
 - the nature and specifics of teaching activities
 - with the preparedness of learners
5. are developed and applied in close contact with other components of the educational process
6. are developed and applied depending on age and individual peculiarities of pedagogical agents act
7. contribute to the objectives of teaching
8. have dynamic (remove the "obsolescence" and adopt new, open processing)
9. contribute to achieving effective teaching and learning (some serve a greater extent the teacher's work in teaching; others serve mainly student learning)
10. are effective if used properly combine and teacher and creator.

Classifications of educational methods:

1. From the historical point of view:

a) classical or traditional methods:

- exposure
- conversation
- the exercise
- demonstration

b) methods of more recent or modern:

- questioning
- exposure accompanied by technical means
- shaping
- algorithmic
- training scheduled

2. Depending on the method main prezenlare knowledge:

a) verbal methods - based on written or spoken word;

b) intuitive methods - based on direct observation, concrete-sensory objects and phenomena of reality or their substitutes;

or:

a) oral comunicare methods:

- Expository methods: - story
 - exposure
 - lecture
 - explanation
 - the description

- Interrogative methods:

- heuristic conversation;
- methods that require discussion and debate - questioning
 - Brainstorming;

b) methods based on contact with reality- demonstration, modeling, experiment

3. The employment of students after the lesson:

a) methods expository or passive-focus on memory and passive listening;



b) methods active and participative - favors personal exploration and interaction with fellow

4. After the organization of labor:

a) individual methods - addressed to each student;

b) teaching-learning groups of students (homogeneous or heterogeneous);

c) front methods - actually applied to the whole class activities;

d) methods combined - alternation/joints between of the above

5. Teaching position after Main:

a) teaching and communication;

b) fixing methods and consolidation;

c) methods of assessment results and school activity

6. According to the axis learning: - by receiving (learning the mechanics) - through learning by discovery (learning conscious)

a) methods based on learning through reception:

- exposure

- demonstration character expository

b) methods that belong mainly directed discovery:

- heuristic conversation

- observation conducted

- training scheduled

- case study etc.

c) methods of discovery itself - independent observation

- heuristic exercise

- problem solving

- brainstorming etc.

Main teaching methods:

1. Exposure teaching

2. Didactic conversation

2.1. heuristic conversation

2.2. The conversation examiners (catechetical)

2.3. In actuality conversation

3. Method Demonstration

3.1. The demonstration objects

- 3.2. The demonstration shares
- 3.3. The demonstration with substitutes
- 3.4. The demonstration combined
- 3.5. Demonstration with technical means
- 4. The method of observation
- 5. Working with manual
- 6. Method exercise
- 7. algorithmization
- 8. Modeling Teaching
- 9. Problem
- 10. Training scheduled
- 11. Case Study
- 12. simulation methods
- 13. Learning by discovery

- 3.2.1. Working methods – France
- 3.2.2. Working methods – Greece
- 3.2.3. Working methods – Italy
- 3.2.4. Working methods – Romania
- 3.2.5. Working methods – Sewden
- 3.2.6. Working methods – Turkey

3.2.1. WORKING METHODS – FRANCE

3.2.1.1.

Nr. Crt.	Lesson steps	Students activity	Methods
1.	Organizing the class	Listening	Conversation
2.	Announcing the lesson title and objectives . Verification and updating the previous knowldge	The students follow the instructions given by the teacher, answer the quetions and complet the table on their notebooks.	Conversation Explication Exercise

3.	Team building	The students are building works groups The students receive their worksheets.	Conversation Explanation
4	Working in groups	Students are working to product a powerpoint about the thematic which was attribute.	
5	Working in groups	Students presents their work in front of the othe students	Explainaition



3.2.1.2. JUDAISM IN FRENCH SECULAR SOCIETY

Students' activities	Methods	Assessment
setting up the groups		
* Group sharing session: analysing the terms of the topic with questioning * note taking of the answers	Group sharing session. writing down the answers in a "logbook"	checking the logbooks
* note taking of the instructions and answers	drawing up a document (individual activity sheet)	checking the logbooks
<u>group work :</u> <ul style="list-style-type: none"> • Web quest • logbook. - group 1 : Judaism <ul style="list-style-type: none"> * Religious characteristics . * Localizing the different religious places * Organization of the Jewish Community - group 2 : <i>the Jewish people in France</i> <ul style="list-style-type: none"> * census of the Jewish people in 	online research activity selecting information writing down the answers in the logbook	exchanging with the different groups checking the logbooks



France

- * * census of the Jewish people in Europe and in the World
- * Organization of the Jewish Community in France
- * Localizing the main Jewish Communities in France.
- * localizing the nearest Synagogue

- group 3 : ***the Jewish people and society issues*** ».

*what is the opinion of the Jewish Community on different issues :

- * *abortion ?*
- * *same sex couple marriages*
- * *sex equality ?*
- * *homosexuality ?*

* how was this opinion expressed ?

* Has the Jewish Community tried to put pressure on the public opinion

group 4 : ***secularism and Jewish***



<p><i>religious signs</i> ».</p> <ul style="list-style-type: none"> * description of the main religious celebrations and ceremonies * description of the different Jewish religious signs *. These religious signs in a secular environment. * was there a Conflict between the Jewish community and the secular environment and context? 		
<p><u>Group Work :</u></p> <ul style="list-style-type: none"> • logbook: <ul style="list-style-type: none"> - organizing the selected information - organizing the power point presentation • Creating a PowerPoint presentation 	<p>group work,</p> <p>Power point presentation : 5 minutes</p>	<p>exchanging with the different groups</p> <p>checking the logbooks</p> <p>quality of the Power Point Presentation</p>
<p>individual work: completing the sheet</p>	<p>individual work</p>	<p>assessment</p>



<p>for each theme .</p> <ul style="list-style-type: none"> • individual assessment of the document using the assessment sheet . • group sharing • writing down a developed answer 	<p>and then Group sharing session</p>	<p>sheet to be completed by students and teacher</p>
<ul style="list-style-type: none"> • Discussing : any remarks on the documents? • Modifying the documents, if necessary • drawing up a common document • projection of the document 	<p>all the students.</p> <p><u>creating 2 groups:</u> <u>first group:</u> -creating the power point presentation</p> <ul style="list-style-type: none"> • <u>Second Group :</u> -choosing a suitable music for the presentation <p>all the students.</p>	<p>to be finished within the allotted time (2 hours).</p>
<p>students work on their own to present</p>	<p>oral presentation : one by one.</p>	<p>oral</p>



and to answer the other students' questions	collective answers	assessment
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3.2.1.3. Fighting against anti-Semitism

II° Methode

Students' activities	Methods	Assessment
setting up the groups		
* Group sharing session: analysing the terms of the topic with questioning * note taking of the answers	Group sharing session. writing down the answers in a "logbook"	checking the logbooks
* note taking of the instructions and answers	drawing up a document (individual activity sheet)	checking the logbooks
<u>group work :</u> <ul style="list-style-type: none"> • Web quest • logbook. <u>- groups 1 + 1A: the Jewish people in France</u>	online research activity selecting information writing down the answers in the logbook	exchanging with the different groups checking the



<ul style="list-style-type: none"> * census of the Jewish people in France <ul style="list-style-type: none"> * * census of the Jewish people in Europe and in the World * Organization of the Jewish Community in France * Localizing the main Jewish Communities in France. * localizing the nearest Synagogue - groups 2+2A : <i>secularism and Jewish religious signs</i> ». <ul style="list-style-type: none"> * description of the main religious celebrations and ceremonies * description of the different Jewish religious signs *. These religious signs in a secular environment. * was there a Conflict between the Jewish community and the secular environment and context? - <u>groups 3 + 3 A</u> : <i>Anti-Semitism</i> <ul style="list-style-type: none"> * defining Anti Semitism. 		<p>logbooks</p> <p>assessment of the group work</p>
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<ul style="list-style-type: none"> * Examples of anti-Semitism * Reaction of the State * Reaction of the Jewish Community 		
<p><u>Group Work :</u></p> <ul style="list-style-type: none"> • logbook : <ul style="list-style-type: none"> - organizing the selected information - organizing the presentation - choosing the rapporteur • collective organization of the presentation 	<p>group work, presentation = 5 minutes</p>	<p>exchanging with the different groups</p> <p>checking the logbooks</p> <p>assessment of the group work</p>
<ul style="list-style-type: none"> • individual work: completing the sheet for each theme . • individual assessment of the document using the assessment sheet . • group sharing • writing down a developed answer 	<p>individual work and then Group sharing session</p>	<p>assessment sheet to be completed by students and teacher</p>



<ul style="list-style-type: none"> • brainstorming • group sharing session • guided analyse 	<p>group work</p> <p>everybody</p>	<p>checking the logbooks</p> <p>assessment of the group work</p>
<p>active involvement of the students for the creation of the structure of the text, and to organize the work and to create the assessment sheet.</p> <ul style="list-style-type: none"> • note taking 	<p>the whole class</p>	<p>oral involvement</p> <p>checking the logbooks</p>
<ul style="list-style-type: none"> • writing out the text. 	<p>group work</p>	<p>assessment of the group work</p> <p>checking the logbooks</p>
<ul style="list-style-type: none"> • group sharing session • analysing the works • Remediation. • Finalizing the text. 	<p>the whole class</p>	<p>assessment of the group work</p>
<p>reciting the poem in front of an audience</p>	<p>the whole class</p>	<p>oral assessment (bonus)</p>

3.2.1.4. Starburst

Children seated in a semicircle propose addressed. The big star to write or draw the central idea. - On 5 stars write one question like what, who, where, why, when, and five children in the group extracted one question. Every child in the may 3-4 elects colleagues organized themselves into five groups. Groups cooperate to develop questions. At the end, the children return to circle around star-say big questions developed either individually or representative of the group. Children other groups respond to questions or formulate questions to questions

3.2.1.5. Cluster

Steps:

- Write a word or draw an object in the middle or top of the plate/sheet of paper
- children individually or in small groups, brainstorm words or designs, chips, relate to the topic
- it makes connections from title to children's work, they can make line from core contributions or groups of children
- is well known that the proposed topic is children, especially when carried out individually.

3.2.1.6. Mosaic

STEPS:

1. Establishing the theme and subthemes division 4-5
2. Organizing learning groups
3. Setting up groups of experts
4. Initial learning teamwork
5. Evaluation

3.2.2. WORKING METHODS - GREECE

3.2.2.1.Exercises – Activities

Choose the correct answer:

The word “Amen” means:

- a.Fortunately
- b.I wish
- c.I demand

In article 9, Catholic refers to:

- a. the Papal Church
- b. the Eastern Church
- c. the Christian church as a whole

In article 9, “And one, holy, catholic, and Apostolic Church”, the word “holy” means that:

- a. Inside the church all the members are sanctified
- b. Jesus Christ, as the Head of the Church, sanctifies the church
- c. the faithful are saints

In article 2, Begotten, not made indicates that

- a. Jesus was born from Mary
- b. He was made from God (the Father)
- c. was God’s Son by nature

3.2.2.2.Exercises – Activities

Having studied the dogma from the Credo text, do you think the following sentences are True or False:

1. “I believe” means “I trust and accept”.
2. The Nicene Creed was completed in the 3rd century A.D.
3. In article 5, the word Scriptures refer to the Old Testament.
4. In article 4, reference is made to the name of Pontius Pilatus to verify historically Jesus’ Crucifixion.
5. The word Christ means “the one who saves”.
6. According to the Orthodox dogma, God is Triadic. The three persons are equal and of the same substance.

7. The three persons of the Holy Trinity are: the Father, the Son and Virgin Mary.
8. The Orthodox Church forbids the depiction of holy people.

3.2.2.3. Exercises – Activities

Choose the correct answer:

1. Jewish people congregate in:
 - a. the Mosque
 - b. the Synagogue
 - c. the temple of Solomon
2. The Holy book of Judaism is:
 - a. the Torah
 - b. the New Testament
 - c. the Koran
3. One of the most important celebrations of the Jews:
 - a. Ascension
 - b. Ramadan
 - c. Atonement
4. The symbol of Jewish religion is:
 - a. David's star
 - b. David's cross
 - c. David's crescent
5. Circumcision is performed on the of a boy's life.
 - a. 8th day
 - b. 8th month
 - c. 8th year

3.2.2.4. Exercises – Activities

True or False?

1. Judaism is the first monotheistic religion.
2. The Hebrew Bible took its present form in the 2nd century B.C.
3. The word Messiah is the equivalent to the word “anointed”.
4. Jewish people scattered in different countries after the destruction of Jerusalem.



- 5. Jewish people who found themselves in other countries quickly integrated with the local people.
- 6. The second most important holy text is the Babylonian Talmoud.
- 7. The destruction of Jerusalem and of the Solomon Temple took place in 150 B.C.

Fill the gaps with the suitable words

- 1..... study and explain the holy books of the Jews.
- 2. The books which are common in the Jewish and Christian religion are
 - a).....and b).....
- 3. Celebrations with a common name between Christianity and Judaism are:
 - a).....and b).....

3.2.2.5. Exercises – Activities

True or False?

- 1. We celebrate Saint Demetrius on the 28th October.
- 2. The church contains shrines dedicated to other saints.
- 3. The first small church was built in 313 A.D.
- 4. Saint Demetrius, according to tradition was executed in the crypt of the present church.

3.2.2.6. Exercises – Activities

After having studied the information about the saint Demetrius ‘Church, fill the gaps with the suitable words:

- 1. The architectural style of Saint Demetrius church is that of a
- 2. One of the most recent destructions of the church was during the fire in.....
- 3..... Festival is a cultural event connected to the memory of the Saint in recent years.
- 4. The church is decorated with very old remarkable.....



- 5.The church is divided in..... aisles.
- 6.The sanctuary is separated from the rest of the church with a temple.
- 7.The church is divided in aisles with columns which end in remarkable
- 8.During the Ottoman ocupation the church was turned into a.....

3.2.3. WORKING METHODS - ITALY

3.2.3.1. BRAINSTORMING

It's an approach that gives the opportunity to explore an issue by means of a totally free discussion.

The people involved can participate by suggesting ideas, possible solutions or even references to

other related topics without any problems: almost every kind of approach to the brainstorming activity is allowed.

A potentially critical phase can take place, guided by the organizers, as a following step – after the brainstorming session.

The students, divided into small groups, write on their notebook everything they know about Christianity (when it began, prophets, apostles, the Bible, the Gospel, birth of the church...). Half an hour before the end of the lesson the teacher collects the information and starts a class/group discussion.

3.2.3.2. GROUP WORK/COOPERATIVE LEARNING APPROACH

The students get divided into small groups.

Every group has its:

- secretary (the person who supervises on documents and presentation)

- leader (who coordinates the work)
- graphic designer (who manages the poster and the presentation's graphic/creative aspects)
- scribe (the person who actually make notes on the research process and writes down the presentation)
- presenter (who will display the whole work to the class) appointed.

This way everyone gets involved in the project and feels responsible for its development; no one could avoid working and collaborating by delegating his/her task to another person.

Every group has its own topic to develop.

3.2.3.3. INQUIRY-BASED LEARNING

The Inquiry-based learning is a teaching method that focuses on student investigation and selfawareness in learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process.

Students have to think about their feelings of love, friendship and also about sad events such as and illness and death; then, they'll have find a way to turn these sad feelings into positive vibrations.

3.2.3.4. PROBLEM SOLVING OR CASE STUDIES

Problem-solving is a process in which we start from what we know in order to discover what we don't know. It involves: overcoming obstacles by generating hypo-theses, testing predictions, and reaching satisfactory solutions. It develops successfully only if students accept to take on some of the responsibilities for their own learning and take personal action to solve problems or conflicts, discuss alternatives and focus on thinking.

Students have to imagine a difficult situation in which they (or their friends or parents) are involved and imagine how they should behave.

3.2.3.5. ROLE PLAY

The role-play is a special type of exercise that makes participants play, for a limited time, the role of "actors", that is represent some roles in interaction with each other, while other participants act as "observers" of the content and of the processes that get performed. A situation or an accident are put in place, and they give participants the opportunity to re-examine their own behavior, to practice and experiment with new attitudes, to emphasize different points of view and to receive feedback on their behavior.

The characteristics of this method provide multiple stimula to learning through imitation and action, through the observation of others people's behavior, through the analysis of the entire process.

3.2.3.6. ACT IN REALITY

Students go to a hospice or to shelter to concretely help people in need. Hospice kids have the task of helping the elderly to walk, to eat and to talk or play cards or do gymnastics with them in order to make them happy for a while.

Those who go to the shelter may have the task of distributing hot meals to the many poor people attending the place, who do not have enough money to get food for themselves.

This experience is designed to raise awareness among students so that they realize that the help we give can mean so much to others.

3.2.4. WORKING METHODS - ROMANIA

3.2.4.1. THE JIGSAW METHOD

It is a method based on team learning, each student having a studding task, in which he should became an expert, ready to share his knowldge with the others.

The steps of the method:

1. The teacher divides the work theme into five subthemes;
2. For each of the five subthemes he establishes the main elements;
3. Each team receives an expert working sheet;
4. The five groups of students is form of five students;
5. Each student has a number from one to five;
6. They become experts in one subtheme;
7. They leave the initial group and form expert groups;
8. In the expert discussion phase, the students present an individual report of what they have studied;
9. The students go back to the initial group and report to the team;
10. In the end the teacher organizez a frontal evaluation.

Advantages:

- Develops the creative thinking, the power of reflection and problem solving;
- Improves the students communication skills;
- Develops communication and cooperation inside the group;
- Leads students to engage in the learning process.

Example:

We use the Jigsaw method during the lesson about Architectural styles, as a recapitulation method.

The teacher forms five groups of students. Each student receives a number from one to five.

- Those with number one are to become experts on the subtheme of: The history of the church;
- Those with number tow are to become experts on the subtheme of: The features of the Byzantine style;
- Those with number three are to become experts on the subtheme of: The features of the Romance style;



- Those with number four are to become experts on the subtheme of: The features of the Gothic style;

- Those with number five are to become experts on the subtheme of: Representative churches for the Byzantine, Romance and Gothic styles;

1. The students work individual, using their expert working sheets to find the main elements of the subtheme they are responsible for.

2. In the second phase the students form new groups, the groups of experts, and they compare their findings.

3. In the third phase they go back in their initial group and each student presents what they have learned.

4. The teacher is using a set of questions to evaluate the level of accomplishment of the recapitulation tasks:

- What is the name for the Christians' place of worship?

- Where did Christians gather, after the Ascension of the Savior, to celebrate the "breaking of bread", i.e. the Sacrament of the Eucharist?

- When were the first churches built?

- With the Roman persecution, Christians are forced to go underground to conduct divine worship. Where did they retreat?

- Who and when granted freedom to Christianity?

- What were the consequences of this act, in terms of development of places of worship?

- Where does the name "church" come from?

- Which are the features of the Byzantine style?

- Can you name three churches built on this style?

- Which are the features of the Romance style?

- Can you name three churches built on this style?



- Which are the features of the Gothic style?
- Can you name three churches build on this style?

3.2.4.2. THE DIDACTIC GAME METHOD

It is a didactic method based on simulating actions, facts, using the students imagination, in order to make the learning process a more attractive and interesting one. For this method to be a success, the subject for the game has to be familiar for the students and the teacher must establish game rules, that are understood and accepted by students.

The steps of the method:

1. The teacher announces the name of the game and its rules;
2. The roles for the game are divided;
3. The teacher offers a demonstration;
4. The phase for correcting the mistakes;
5. Final evaluation, given by the teacher.

Advantages:

- Make learning a more attractive activity;
- Stimulates the active participation of students in the learning process;
- Ensures the assimilation of new knowledge;
- Develops the students verbal communication skills;
- Improves critical thinking;
- Activates the whole class.

Example:

We use the Didactic game method during the lesson about Architectural styles, as a recapitulation method.



The teacher calls a student to the board to draw a table based on which the recapitulation of the lesson will be done. The table includes the following items:

- the name of the architectural style;
- the religion for which that style is representative;
- the time in the History when that style appeared;
- the construction plan;
- the material of construction;
- representative churches

The teacher demonstrates for the first round of the game.

The name of the architectural style	The religion for which that style is representative	The time in the History when that style appeared	The construction plan	The material of construction	Representative churches
Byzantine style	Orthodox	IV-V century	cross	brick	Saint Sofia – Istanbul; Saint Marcu – Venice; Saint George – Thessalonik.

The students come to the board and complete the table.

The name of the architectural style	The religion for which that style is representative	The time in the History when that style appeared	The construction plan	The material of construction	Representative churches
Romance	Catholic	VIII-IX century	Latin cross	stone	Canterbury Chatedral – England;

					Worms Chatedral – Germany; The holy grave Church – Jerusalim.
Gothic	Protestant	XII century	vessel	cement	Notre- DameChatedral – Paris; Sagrada Familia – Barcelona; Black Church – Brasov.

3.2.4.3. LOTUS THENIQUE

It deducts connections between ideas, concepts , based on a central theme . The problem or the central theme determines 4 secondary ideas that are built around the main one, like Lotus flower petals.

The 4 secondary ideas are passed around the central theme and will then in turn they become major themes for other lotus flowers. For each of these new central themes will be built ideas. So, based on a central theme, they generated new areas of study that need to be developed for new connections and new concepts.

The steps of the method:

1. Building the chart;
2. Writing the main theme in the center of the diagram;
3. The students think of ideas or applications related to the main theme;
4. They are written in the 4 "petals" (circles) surrounding the central theme, A to H, clockwise, present the results of the group and secure new ideas;



5. Stage building new connections of the 4 new core themes and their record in the chart;
6. The assessment phase, in which the outcomes in terms of quality and quantity are evaluated. Original ideas can be used as a source of new applications and topics of study in future lessons.

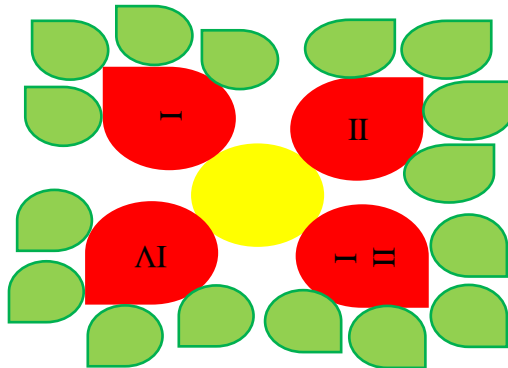
Advantages:

- Lotus technique stimulates collaborative team work and creative effort of each member of the group in resolving the given task.
- There is a certain competition between the groups, in order to find the most appropriate ideas.
- The central purpose is the participation of all students in a creative exercise and, in some cases, to find a solution to a given problem.
- Students work with pleasure in this technique, especially if the groups were chosen preferentially.
- The entire class of students can be arranged in the shape of the Lotus flower; so each group can occupy the site of a petal around the central theme.

Example:

We use the Lotus technique during the lesson about Christianity, as a method for presenting the new lesson content.

The teacher draws on the blackboard the scheme for the Lotus technique and gives the students the worksheets he prepared for them, with texts on the Christian Religion.



After the first diagrams were completed with the lessons main ideas, the teacher divides the class in 4 work groups, each group having the task to extract 4 ideas about the lesson subject.

First group

Writes on the blackboard the informations about the general data on Christianity:

General data:

- It is a monotheistic religion;
- It is based on the Divine Revelation;
- It was founded by Jesus, the Saviour;
- Its name come from the name of Christ;
- It has its roots in Judaism;
- It began in Jerusalem;
- Through Baptism one can become Christian.

Second group

Writes on the blackboard the informations about The Holy Bible:

- It is the spring of the Divine Revelation;
- It has 2 parts: Old Testament and New Testament;

- It is a collection of holy writings;
- It was written by the holy Profets and Apostles under the inspiration of the Holy Spirit.

The third group

Writes on the blakboard the informations about Teachings of Christianity:

- They are included in the Creed, the Orthodox Simbol of Faith;
- They gravitate on the idea of the Holy Trinity;
- God in One Being, in 3 Persons;
- Jesus Christ the Saviour is true God and true human, but without sin;
- The Holy Spirit is the third Person of the Holy Trinity, equal in honor with the Father and the Son;
- The Virgin Mary is Theotokos, Mother of the Son of God;
- The Church is a divine-human institution;
- The Second Coming of Christ will be at the end of time, when the dead will be resurrected.

The fourth group

Writes on the blakboard the informations about the history of Christianity:

- The first christian community appeared as a result of the Saint Peter's preaching;
- The beginings of Christianity were marked by the roman persecutions;
- The Christian religion became legal in 313, when Constantine the Great gave the Edict from Milan;
- The Christian Teachings were established during 7 Ecumenical Sinods, conducted between 325 – 878;
- In 1054 occurred the Great Schism, which separated Christians in Catholics and Orthodox;

- In the XVIth century within the Catholic Church emerges the Protestant Church, as a result of the religious reform initiated by;
- During the past century was formed the Ecumenical Council, that wishes to unite all christian churches into one.

3.2.4.4.CUBE METHOD

It is used when we want to explore a subject or a situation from multiple perspectives, as it offers the opportunity to develop the necessary skills for a complex and integrative approach.

The steps of the method:

1. Carry out a cube whose sides note the words: DESCRIBE, COMPARE, ANALYZE, ASSOCIATE, APPLY and ARGUE;
2. Announce the theme or the subject in question;
3. Divide the group into six subgroups, each subgroup solving one of the requirements listed on the faces of the cube;
4. Give the whole group, final form of writing;
5. The final form can be carried on board or on white sheets.

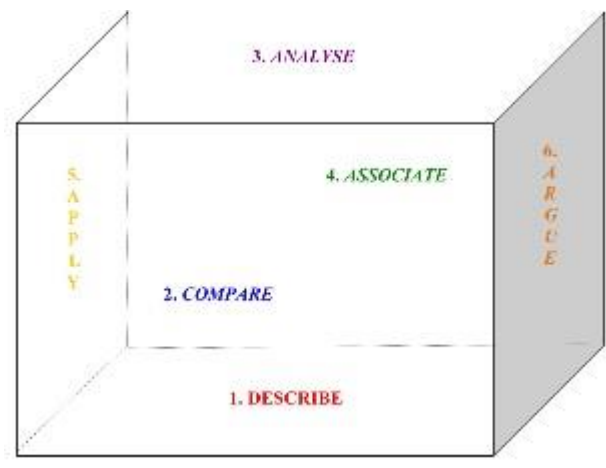
Advantages:

- It determines the conscious participation of students through maximum involvement in the settlement of the tasks;
- Allows differentiation of learning tasks;
- Generates intellectual work habits;
- Stimulates the students logical thinking;
- Increases student responsibility towards their own learning;
- Increases the effectiveness of learning - students learn from each other;
- Develops communication skills and cooperation.

Example:

We use the Cube method during the lesson about Christianity, in order to ensure the understanding and to fix the new information given to the students.

The teacher draws on the blackboard the scheme for the CUBE and divides the class into 6 groups, each having a task corresponding to the 6 faces of the cube.



First group: Describes the Christian Religion, its main teachings;

The second group: Compare Christianity and Judaism, revealing the similarities and the differences between the two;

The third group: Analyses the main events in the history of Christianity, the political and social context of those events;



The fourth group: Associates the general data given about Christianity to other religions studied up until now;

The fifth group: Applies the teachings contained in the Creed to a Christian life, in terms of behavior and good deeds;

The sixth group: Argues the possibility of unification between all Christian religions.

3.2.4.5. THE METHOD OF HEURISTIC CONVERSATION

It is also called discussion or dialogue between teacher and student. The teacher asks successive questions to stimulate learning, fixation, assimilation and evaluation of knowledge to his students.

His questions should be: precise, clear, accessible and varied, grammatically correct, simply put, presented in a logical order, differentiated in relation to the characteristics of students. During the dialogue the teacher should encourage students to find correct answers, so he should not intimidate, rout or offend them.

To make it more attractive, the teacher could use a little ball.

The steps of the method:

1. The teacher asks a question and throws the ball to a student;
2. The student that gets the ball has to give the answer;
3. He asks a different question;
4. He throws the ball to another student;
5. The student receiving the ball answers the question;
6. The game continues until all the contents of the lesson are evaluated.

Advantages:

- Develops the productive intelligence, spontaneity and curiosity of students;
- Students learn to solve problems;
- Develops logical thinking;
- The questions and answers clarifies and supplements the knowledge;
- Develops responsible participation of students during the lesson;
- Facilitates the development of thinking operations.

Example:

We use the heuristic conversation method during the lesson about Mass and philanthropy, as an evaluation method.

The teacher asks the students to define the notion of „mass”. He throws the ball to a student.

The first student catches the ball and answers: - The holy mass is a ceremony done every Sunday and on each holy celebration, focused on the Eucharistic sacrifice. Then he throws the ball to another student asking: What is that you understand by „Holy Communion”?

The second student catches the ball and answers: - The Holy Communion is one of the seven sacraments of the Church, established by God, our Savior, at the Last Supper, through Christians share the Body and Blood of the Lord. Then he throws the ball to another student asking: - Who is our neighbor?

The third student catches the ball and answers: - Our neighbor is every man, no matter the age, gender, race, ethny, nationality, religion, social status, vocational training etc. Then he throws the ball to another student asking: What is the name of the facts through which we manifest our love to others?



The fourth student catches the ball and answers: - Those facts are call acts of bodily and spiritual mercy. Then he throws the ball to another student asking: Which are the acts of bodily mercy?

The fifth student catches the ball and answers: - The acts of bodily mercy are: feeding, sheltering, attending, supporting those in need. Then he throws the ball to another student asking: Which are the acts of spiritual mercy?

The sixth student catches the ball and answers: - The acts of spiritual mercy are: forgiveness, counsel , prayer, good example for those in need.

3.2.4.6. THE REFLEXIVE DIARY

It is an interactive method of evaluation through which students are asked to reflect on their own learning process, a dialogue with themselves, that develops the mental processes of students.

This method helps to: adjust the process of learning; control the actions undertaken during the learning process and control the obtained knowledge.

The steps of the method:

1. The teacher offers students support questions;
2. The students create their own reflexive diary starting with the support questions;
3. They read their reflections in front of the class.

Advantages:

- The student is free to expres his expectations and dissatisfaction;
- The teacher gets to know which are the subjective aspects of the learning process;
- It enhances the quality of the training;
- It improves the relationship between teacher and students.

Example:

We use the reflexive diary method during the lesson about Mass and philanthropy, as an evaluation method.



The teacher asks the students to answer the following questions:

1. What did you learn?
2. How did you learn?
3. Which of the ideas discussed during the lesson you found interesting?
4. What difficulties did you encounter?
5. How do you feel about the lesson?
6. Did the lesson satisfied your expectations?
7. If you could change something, what would that be?
8. If necessary, make extra comments.

3.2.5. WORKING METHODS – SWEDEN

3.2.5.1. BRAINSTORMING

A) Students brainstorm in groups of 3

B) All students can present in there groups there brainstorming by hanging tha sheet that they wrote this on on the wall.

C) All groups decide witch conflict they would like to look more into1 how it started and ended and the effect off the conflict that you can see still today or not.

Advantages:

- Team work and practice in this methods
- To have a debate and a written task gives students two way of giving their knowledge.

-brainstorming as a methods open up everyone's thoughts and the teacher can see students pre knowledge about a subject and the groups ideas if they differ or are alike.

Example: We use the DIALOG as the takin during the lesson about religion as a method for presenting the new lesson content as well as develop a critical thinking about different religions



The Group Works și a important moment and the democracy to get all to be able to express themself the group have a team leader and a monitor will be choicen for the final debate

3.2.5.2. PRESENTATION

What religion has your own country had and have today and how can this be expressed in the culture/every day life?

You will make a short presentation 2 sheets and in front off the class.

3.2.5.3. DEBATE

Debate different subjects about why we should have a church and what it should be used for?

Topics

Should all have the ability to get married in the church?

Schools graduations should it be held in Church?

Is religion something that is in your way when getting a work or in a favour?

Students can come with 3 topics to add to this depate.

One student per group will be the monitor leader of the debate and you will all get a special opinion that you have out of the once that we can see excist while preparing for this debate. That way it doesn't have to be your opinion and you have a chance to "get in to someone else wiew".

3.2.5.3. TEACHING - LEARNING FROM EACH OTHER

It can be applied both in free games and the work front (story, reading the image, memory, etc.)

1. Summary of the synthesis expose text or image reading contemplated for 5-7min. (Summary)

2. Implementation of questions analyzes text or image group then formulates questions using the blades with questions (questioningly)



3. Clarification datelor- identify words, expressions, behaviors, etc. and find answers together – elucidating
4. Specification (forecasting) - analyze the text, image and predicts what will happen, expressing the most unexpected ideas, facts and diviners.

3.2.5.4. THINKING HATS

Blue hat - is the leader, he leads. It hat responsible for supervising discussions, draw conclusions - clarifies/choosing the right solution

White hat - has information about the topic under discussion, make connections, provide raw data as received - informs

Red hat - expresses emotions, feelings, sorrow compared to the characters encountered, not justified - says he feels **Black hat** - is the critic, presents potential risks, dangers, mistakes the proposed solutions only express negative judgments - identifies mistakes

Green hat - offers alternative solutions, new ideas and innovative look alternative {What to do?} - generate new ideas

3.2.5.5. VENN DIAGRAM

Steps:

1. The communication of the task
2. Activity in pair or group
3. Front activity

3.2.5.6. DOUBLE BUBBLE

Double bubble technique droups similarities and differences between two objects, processes, phenomena, ideas and concepts. Double bubble is shown graphically by two large circles where sits image naming subject. Examples: animals, birds, children, parents, fruit and vegetables are placed in small circles. Between two large circles, draw or place symbols representing similarities between key terms.

Circles located outside the right and left key terms fall characteristics, particularities or differences.

3.2.6. WORKING METHODS – TURKEY

3.2.6.1. BRAINSTORMING

Brainstorming is a process for generating a lot of ideas on a given topic or problem *without* stopping to talk about or evaluate ideas as they are written down. Brainstorming is appropriate any time a group needs to come up with a list of ideas. It can be used when analyzing an issue, envisioning a desired goal, or coming to a solution.

Advantages of Brainstorming

The advantages of brainstorming are many--as cited by teachers and students who have used the technique. According to experienced users of the procedures, brainstorming:

1. Is stimulating and provides a varied instructional approach. It generates enthusiasm and eagerness to join in by its open invitation to participate and its rapid, free-wheeling approach.
2. Is highly motivating. Students who usually allow their verbal, articulate classmates to dominate question-and-answer periods get the urge to participate. They are not "put down" or degraded for "wrong answers" and feel a real sense of contribution as their suggestions are noted on the project sheets. On the other hand, those who dominate traditional classroom situations are also stimulated to get their ideas out and on the record.
3. Increases "task focus." The brainstorming group is kept on target with very little pressure from the group leader because of the structure and ground rules. Editorializing, personal commentary, rejoinders,



- eloquent speeches, and the other destructive activities of committees are eliminated in this process.
4. Promotes spontaneity and creativity. The members of the group begin to link ideas and "bounce suggestions off the group" in a sounding-board procedure that gathers momentum as the session continues. Mental power is fully unleashed in this positive atmosphere.
 5. Is efficient and productive. Scores of ideas and suggestions or problems and obstacles can be listed in a few minutes. Parallel suggestions and obstacles lead the group toward sound "next steps."
 6. Involves participants in the ownership of ideas. The participants feel greater kinship for their product as they assume group ownership of their ideas and suggestions. Problem solving is made much easier when communal commitment is guaranteed.
 7. Provides a permanent record and aids in developing solutions to problems. The results of the sessions can easily be reproduced or reused to design alternate procedures and programs for solving problems or meeting objectives. The production of the group takes on value as a permanent evaluation record and as testimony to individual and group effort.

3.2.6.2. CONCEPT MAP

What is a concept map?

A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.

Why use a concept map?

- It helps children organize new information.
- It helps students to make meaningful connections between the main idea and other information.
- They're easy to construct and can be used within any content area.

How to use a concept map

There are several ways to construct concept maps. Most include the following steps:

1. Model how to identify the major ideas or concepts presented in a selection of text as you read.
2. Organize the ideas into categories. Remind students that your organization may change as you continue to read and add more information.
3. Use lines or arrows on the map to represent how ideas are connected to one another, a particular category, and/or the main concept. Limit the amount of information on the map to avoid frustration.
4. After students have finished the map, encourage them to share and reflect on how they each made the connections between concepts.
5. Encourage students to use the concept map to summarize what was read.

In our lessons we use this technique to organize students ideas and summarize the subject.

3.2.6.3. DEBATE TECHNIQUE

What is debate?

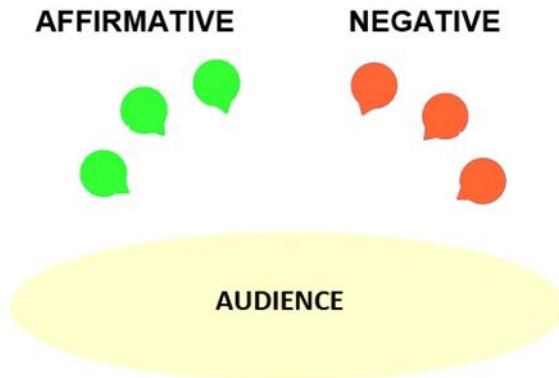
Debating is structured way of exploring the range of views on an issue. It consists of a structured contest of argumentation, in which two opposing individuals or teams defend and attack a given proposition.

Why use debate?

Debate engages learners in a combination of activities that cause them to interact with the curriculum. It:

- forces the participants to consider not only the facts of a situation, but also the implications
- encourages participants think critically and strategically about both their own and their opponent's position
- encourages engagement with and a commitment to a position, by its competitive nature
- encourages students to engage in research
- develops listening and oratory skills
- provides a method for teachers to assess the quality of students' learning.

Debates are also an opportunity for peers to be involved in evaluation.



How can debate be used to evaluate students' learning?

The following can be assessed through debating:

- knowledge of content
- social skills in working with others
- contextual understanding
- speaking and listening
- research skills

3.2.6.4. DISCUSSION

What is discussion?

An effective discussion moves towards one or two major points, but unlike the Lecture, this process is not controlled by one individual presentation. Rather, the teacher must walk a fine line between controlling the group and letting its members speak.

Why use discussion?

Discussion lets class members work actively with the ideas and the concepts being pursued, and discussion sessions can be an extremely effective in changing behaviour or attitudes. Consequently, teachers use them frequently in instructional situations where the goal is to:

- develop problem-solving or critical thinking skills or
- enable students to articulate a position or an informed opinion.

Discussion is a method that we use in our lessons. Students can Express their ideas freely during the discussion parts.

3.2.6.5. STATION TEACHING

What is station teaching?

Station teaching is the process of teaching several lessons at one time. Students move from one station to the next within a specific time frame, to engage in all activities.

Types of Stations

- a- Teacher assisted station
- b- Independent station

Planning and teaching roles

- Both teachers are responsible for sharing ideas and engaging in the planning process!



- Both teachers are responsible for a station unless it is decided otherwise!
- Some teacher's may be asked to rotate with a group that needs extra assistance.

Advantages of station teaching

Teachers

- Both educators are involved equally through the teaching experience.
- Each role is clearly defined.
- Lesson planning and teaching responsibility is shared.
- Ability to “fit in” extra lessons each day.
- Ability to work with those students who need extra help more efficiently.

Students

- Collaborate with fellow students to work on a project.
- Engage in multiple activities during a period of time.
- Learn organizational skills
- Gain small group instruction time with teacher(s).
- Typically enjoy station time!

Disadvantages of Station teaching

Teachers

- Noise level
- Un-organization of classroom
- Fear students will become unmanageable

Students

- Confusion
- Inability to stay on task during independent station

We use this technique in our lessons when we ask our students to write a poem, composition etc.



3.2.6.6. ROLE PLAYING

Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in cooperative groups and/or students can maintain the persona of their role throughout the class period. Students are more engaged as they try to respond to the material from the perspective of their character.

Advantages of role playing

- Students immediately apply content in a relevant, real world context.
- Students take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries.



- Students can transcend and think beyond the confines of the classroom setting.
- Students see the relevance of the content for handling real world situations.
- The instructor and students receive immediate feedback with regard to student understanding of the content.
- Students engage in higher order thinking and learn content in a deeper way.
- Instructors can create useful scenarios when setting the parameters of the role play when real scenarios or contexts might not be readily available.
- Typically students claim to remember their role in these scenarios and the ensuing discussion long after the semester ends.

Most of the time we use roleplaying technique. Students write their own roleplays and act them out at the end of the lesson.

4. THIRD CHAPTER - APPLICATIONS

4.1. Tests

Evaluation is, alongside teaching and learning, an operational component, basic education process. It is the regulatory element and self-regulating, reverse connection, through the education system seen as cybernetic. In light of systemic correlations between teaching, learning and assessment, assessment informs us of the effectiveness of strategies and methods of teaching and learning yet the correctness of the operational objectives and to measure they are found in educational outcomes.

Docimologic test is an assessment tool complex consists of a set of workloads (test questions - called items) for measuring and assessing the readiness of students and the level of training and development of skills and competencies various natures. Docimologic test result highlights the progress/regress in the pupil a time, constituting an indicator of efficiency of work of teachers. Item types of items represent constituent of the test and can be defined in a narrow sense and in a broad sense:

- narrowly, the item is question, problem or task to be done;
 - broadly, the question and answer item is expected from students.
- "item = + answered questions expected."

Docimologic is accompanied by a test scale (a scale correction and grading), which provides a quantitative rating for the correct solution of each item.

Items are classified according to two criteria:

I. After the type of behavior required for the production response can be distinguished two types of items:

1. items "closed" (pre-coded) - which requires the selection of a response from a number of choices offered (binary answer questions, multiple choice questions pair, ordering questions, short answer questions, etc.);

2. The items "open" - which calls for the construction, producing a response without being offered variants of answers (items essay, problem solving, reasoning items, items of interpretation).

II. The degree of objectivity in scoring assured, there are three categories of items:

1. items objective;
2. semiobjective items;
3. items subjective.

Items objective - are specific assessments of progress because they allow rapid and accurate measurement of learning outcomes; have high objectivity; constructed simple; They are easy to quantify.

Items semiobjective - asks the student to build all or part the answer to the loading defined in items. Are typically completing items (like sentence incomplete) or ordering items. Items are a combination of objective and those with open response (built).

Items open topic requires a response. They are intended for activation Creativity, originality and student opportunities to transfer knowledge.



Test 1

1. What is the name for a believer in Islam? 1 p
 - a) Jew
 - b) Orthodox
 - c) Muslim
 - d) Catholic
 - e) Protestant
2. Orthodox religions, Muslim, Jewish, Catholic and Protestant, have jointly "The 10 Commandments"? 1 p
 - a) yes
 - b) no
3. What did soldiers with Jesus shirt? 1 p
 - a) they broked it
 - b) they played dice shirt
 - c) they sold it
 - d) they threw it
4. How many hours stayed Jesus on the cross? 1 p
 - a) 10
 - b) 3
 - c) 5
 - d) 6
5. Which of the 12 apostles is commonly referred to as "infidel"? 1 p
 - a) Marcu
 - b) Toma
 - c) Matei
 - d) Ioan
6. Compare Catholic and Muslim religions from the point of view of fundamental principles.

Test 2

Circle version of truth corresponding to the following statements:

1. According to the doctrine of faith of Catholicism, all the clergy must be male. 1 p

- a) true
- b) fals
- c) it doesn't knows

2. Islam appeared in the 7th century. 1 p

- a) true
- b) fals

3. Scripture can be read with the greatest benefit of everyone. 1 p

- a) fals
- b) true

Circle the correct answer to the following statements:

4. Worship Church focus on Missa in religion: 1 p

- a) Islam
- b) Chatolic
- c) Orthodox
- d) Jewish
- e) Protestant

5. "The Twelfth" is the main celebration of religion: 1 p

- a) Islamic
- b) Chatolic
- c) Orthodox
- d) Jewish
- e) Protestant





6. Byzantine art was developed from the year 476 until: 1 p

- a) 1567
- b) 1492
- c) 1453
- d) 1682



7. Associate symbols from column A with religions of column B:

1 p

A	B
	Jewish
	Catholic/Orthodox
	Protestant
	Islam

8. Complete the following statement:
Protestants called the deuterocanonical books 1 p

Test 3

Circle version of truth corresponding to the following statements:

1. Saint Sophia Cathedral (Istanbul) is a Muslim cathedral: 1 p
a) true
b) false
2. Faith (Iman) in Islamic belief (Aqidah) is often represented as the six articles of faith, especially out in Shahad. 1 p
a) false
b) true

Circle the correct answer to the following statements:

3. St. Tradition was born: 1 p
a) before St. Scripture
b) after St. Scripture
4. "Pillars of Islam" are numbered: 1 p
a) 3
b) 7
c) 5
5. Sagrada Familia (Barcelona) is a cathedral: 1 p
a) Catholic
b) Islam
c) Jewish
d) Protestant
e) Orthodox
6. Whose religion belongs following quote? *"And when you pray, do not be like the hypocrites who love the synagogues and in the streets, standing to pray, to show others; truly I say to you: have their reward. But when you pray, enter into your room and shut the door, pray to thy Father which is in secret, and your Father who sees in secret will reward you. When you pray, do not say that many nations, that they believe in their much talk will be heard. So do not be like them, for your Father knows that what you need before you ask Him. So you just pray ye: Our Father"* (Matthew 6: 4-15) 1 p
a) Catholic



- b) Islam
- c) Jewish
- d) Protestant
- e) Orthodox

7. During which celebration Jews light candles in special candles each evening for eight days to pray? 1 p

- a) Rosch Hashanah (the new year)
- b) Yom Kippour (the day of atonement)
- c) Chanukah (fast of the light)

Complete the following statement:

8. religion starts with Adam and Eva. 1 p
9. The holy book of Islam was revealed to the Prophet..... 1 p

Test 4

Circle version of truth corresponding to the following statements:

1. The first Islamic birth rite is the adhaan, a prayer. 1 p

- a) true
- b) fals

2. „All Souls Day” is a holiday celebrated by Jews. 1 p

- a) true
- b) fals

3. Tradition entrusted downright Apostles called Apostolic Tradition. 1 p

- a) true
- b) fals

4. A synagogue is a Muslim house of prayer. 1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. The special cloth called the kafan used for funeral to wrapped in the deceased's body is used in: 1 p



- a) Orthodoxism
- b) Judaism
- c) Islamism
- d) Protestantism
- e) Catholicism

6. At which religion the couple (or just the groom in some congregations) recites the following during the wedding ceremonies „Behold thou art sanctified unto me by this ring according to the law of Moses and Israel.”? 1 p

- a) Orthodox
- b) Islamic
- c) Jewish
- d) Protestant
- e) Catholic

Complete the following statement:

7. is one of the conditions subjective salvation, along with faith and divine grace, without which souls can not enter heaven. 1 p

8. Listed below „The Pillars of Islam”. 2 p

.....

Test 5

Circle version of truth corresponding to the following statements:

1. The head of the Catholic Church worldwide is Pope. 1 p

- a) true
- b) fals

2. The Mass or Eucharist is the central act of divine worship in the Islamic Church. 1 p

- a) true
- b) fals

3. The key doctrine, or material principle, of Orthodox is the doctrine of justification. 1 p



- a) true
- b) fals

4. According to Islam religion, Bishops, priests and deacons must be male. 1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. According whose religion Father sends the Holy Spirit through the Son? 1 p

- a) Orthodoxism
- b) Judaism
- c) Islamism
- d) Protestantism
- e) Catholicism

6. According whose religion the prophet Adam is the first man that Allah created? 1 p

- a) Orthodox
- b) Islamic
- c) Jewish
- d) Protestant
- e) Catholic

Complete the following statement:

7. Most Muslims are of one of two denominations:..... 1 p

8. The word „Dogma” comes from the greek verb „dokein”, which means 2 p

Test 6

Circle version of truth corresponding to the following statements:

1. Mass is the central and main service of the Orthodox Church. 1 p

- a) true
- b) fals

2. The first Protestantism birth rite is the adhaan, a prayer. 1 p



- a) true
- b) fals

3. The word „Dogma” comes from the greek verb „dokein”, which means „have an opinion, think, believe”. 1 p

- a) true
- b) fals

4. Most Protestants do not have to be celibate clergy to be elected.

1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. According whose religion divorce is accepted only if canonical impediments to the marriage to continue. In this case can provide a cancellation.

1 p

- a) Orthodoxy
- b) Judaism
- c) Islamism
- d) Protestantism
- e) Catholicism

6. According whose religion Mary was born her parents in human form? 1 p

- a) Orthodox
- b) Islamic
- c) Jewish
- d) Protestant
- e) Catholic

Complete the following statement:

7. Divine Liturgy is composed of three parts: 1 p

8. According to Protestant religion the only sinless is.....2 p

Test 7

Circle version of truth corresponding to the following statements:

1. First of all Jewish's religion began with ADAM and EVE. 1 p
 - a) true
 - b) fals
2. Protestants reject papal infallibility. 1 p
 - a) true
 - b) fals
3. Most Jews theologians see Mysteries symbols and reminders have already grace offered to us. 1 p
 - a) true
 - b) fals
4. Baby-naming Ceremonies/Simchat Bat is an Islamic Ceremonies. 1 p
 - a) true
 - b) fals

Circle the correct answer to the following statements:

5. Whose religion belongs Circumcision? 1 p
 - a) Orthodoxism
 - b) Judaism
 - c) Islamism
 - d) Protestantism
 - e) Catholicism
6. Whose religion belongs Shahada? 1 p
 - a) Orthodox
 - b) Islamic
 - c) Jewish
 - d) Protestant
 - e) Catholic

Complete the following statement:

7. To Orthodox, Religious services are of two kinds:1 p



8. When the Islamic people celebrate the Laylat al Raghaib Laylat al Raghaib? 2 p

Test 8

Circle version of truth corresponding to the following statements:

1. Purgatory is a place of preparation and cleaning for entering the kingdom of heaven. 1 p

a) true

b) fals

2. Muslim reject the Christian doctrine of the Trinity and divinity of Jesus. 1 p

a) true

b) fals

3. Jewish people celebrate Chanukah during 5 days. 1 p

a) true

b) fals

4. The Twelfth (also called Orangemen's Day) is an Ulster Protestant celebration held on 17 July. 1 p

a) true

b) fals

Circle the correct answer to the following statements:

5. Whose religion belongs Dormition of the Mother of God Celebration? 1 p

a) Orthodoxism

b) Judaism

c) Islamism

d) Protestantism

e) Catholicism

6. Whose architecture style belong The choir of Reims Cathedral? 1p

a) Byzantine

b) Gothic

c) Romanesque Revival



Complete the following statement:

7. Byzantine art was developed in Byzantine Empire territories since: 1 p
8. A Protestant Bible is any Christian Bible translation or revision that comprises books of the Old Testament and the books of the New Testament. 2 p

Test 9

Circle version of truth corresponding to the following statements:

1. In 1054 AD the Christian Church is formally divided into Eastern Orthodox and Western Catholic (the Great Schism). 1 p
- a) true
b) fals
2. Islam approaches marriage as a social contract, rather than addressing it in terms of a sacred and lasting union. 1 p
- a) true
b) fals
3. Epiphany is a Jewish Celebration. 1 p
- a) true
b) fals
4. The Black Church (Brasov) is a Catholic Church. 1 p
- a) true
b) fals

Circle the correct answer to the following statements:

5. Whose religion belongs this prayer: “That they all may be one; as thou, Father, art in me, and I in thee, that they also may be one in us: that the world may believe that thou hast sent me. And the glory which thou gavest me I have given them; that they may be one, even as we are one.” John 17:21-12 1 p
- a) Orthodox
b) Jewish
c) Islam
d) Protestant



- e) Catholic
6. Whose religion belongs Pentecost Celebration? 1 p
- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. For Islamic funeral, Pre-funeral prayers include the
and the 1 p
8. The Berlin Cathedral is based at St. Mary's Church and
..... Memorial Church in Berlin. 2 p

Test 10

Circle version of truth corresponding to the following statements:

1. Immaculate Conception is celebrating on 6th December. 1 p
- a) true
- b) fals
2. The Torah is a Protestant Sacred writings. 1 p
- a) true
- b) fals
3. Day of Arafa is a Orthodox Celebration. 1 p
- a) true
- b) fals
4. One of the characteristics of Byzantine architecture is correlation
with Jewish. 1 p
- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion belongs The Berliner Dom? 1 p
- a) Orthodox
- b) Jewish



- c) Islam
 - d) Protestant
 - e) Catholic
6. Whose religion belongs The Great Synagogue of Brussels? 1 p
- a) Orthodox
 - b) Jewish
 - c) Islam
 - d) Protestant
 - e) Catholic

Complete the following statement:

7.'s resurrection from the dead. 1 p
8. A missal is a liturgical book containing all instructions and texts necessary for the celebration of 2 p

Test 11

Circle version of truth corresponding to the following statements:

1. Holy Spirit proceeds from the Father and the Son. This addition is called Filioque, which means also from the Son. 1 p
- a) true
 - b) fals
2. Allāh is the term with no plural or gender. 1 p
- a) true
 - b) fals
3. Dogma, in protestant opinion, is declared inviolable, untouchabled, irreformable. 1 p
- a) true
 - b) fals
4. The name "Protestant" comes from something that happened in the Diet of Speer. 1 p
- a) true
 - b) fals



Circle the correct answer to the following statements:

5. According whose religion The Divine Liturgy is the central and main service of the Church? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. According whose religion humans are saved from their sins by God's grace alone (Sola Gratia), through faith alone (Sola Fide), on the basis of Scripture alone (Sola Scriptura)? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. Ordinance commemorating the dead, three, nine and forty days is one of religious services concerning..... 1 p

8. measn transmission priesthood grace of the apostles to the bishops and from them by the priests and deacons 2 p

Test 12

Circle version of truth corresponding to the following statements:

1. The Religious services which sanctify human life on earth refers to prayers for those who are under a curse and oath. 1 p

- a) true
- b) fals

2. The Nazi regime, came to power in 1933. 1 p

- a) true
- b) fals

3. The Day of Ashura is an Jewish celebration. 1 p



- a) true
- b) fals

4. In 1054 there was a big split that created the Catholic Church and the Orthodox Church, the Great Scisma. 1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion belongs ceremony *îmbisericire* to the woman and infant to 40 days after birth? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. Whose religion belongs National Day of Repentance celebration? 1p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. From the Reformation, Protestants have usually excluded the books which Roman Catholics and Orthodox Christians consider to be 1 p

8. Noe had threesons: 2 p

Test 13

Circle version of truth corresponding to the following statements:

1. What today is known as Islamic architecture was influenced by Roman, Byzantine and all other lands which the Muslims conquered in the 7th and 8th centuries. 1 p
 - a) true
 - b) fals
2. Abraham was a nomad, a cattle breeder. 1 p
 - a) true
 - b) fals
3. Protestantism is a movement that began with Martin Luther, the founder of Lutheran. 1 p
 - a) true
 - b) fals
4. Protestants accept papal infallibility. 1 p
 - a) true
 - b) fals

Circle the correct answer to the following statements:

5. Whose religion they belong to bless and sanctify religious services and things surrounding nature? 1 p
 - a) Orthodox
 - b) Jewish
 - c) Islam
 - d) Protestant
 - e) Catholic
6. Whose religion belongs All Souls Day celebration? 1 p
 - a) Orthodox
 - b) Jewish
 - c) Islam
 - d) Protestant
 - e) Catholic



Complete the following statement:

7. Bread and wine actually changed into the Body and Blood of Christ, and this change is called 1 p
8. A synagogue is a Jewish house of 2 p

Test 14

Circle version of truth corresponding to the following statements:

1. According to tradition, the mikvah, a ritual cleansing bath, is one of the oldest practices in Jewish life. 1 p
- a) true
b) fals
2. Reformation Day celebrates the birthday of Martin Luther (1483). 1 p
- a) true
b) fals
3. A synagogue is a Muslim house of prayer. 1 p
- a) true
b) fals
4. Sacraments are those exquisite works of divine grace by which man, comes to Church and he consecrates. 1 p
- a) true
b) fals

Circle the correct answer to the following statements:

5. Whose religion belong The Torah? 1 p
- a) Orthodox
b) Jewish
c) Islam
d) Protestant
e) Catholic
6. Whose religion belongs Reims Cathedral? 1 p
- a) Orthodox
b) Jewish



- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

- 7. According to the Orthodox Church, the sacraments are in number 1 p
- 8. Orthodox church architecture is 2 p

Test 15

Circle version of truth corresponding to the following statements:

- 1. Sacraments are instituted by Christ and given to the Church, through that eternal life is given to us. 1 p
 - a) true
 - b) fals
- 2. Islamic architectural types are: the Mosque, the Tomb, the Palace and the Fort. 1 p
 - a) true
 - b) fals
- 3. Large Jewish communities wished to show not only their wealth but also their newly acquired status as citizens by constructing magnificent synagogues. 1 p
 - a) true
 - b) fals
- 4. From the Reformation, Protestants have usually included the books which Roman Catholics and Orthodox Christians. 1 p
 - a) true
 - b) fals

Circle the correct answer to the following statements:

- 5. Whose religion belong Theophany? 1 p
 - a) Orthodox
 - b) Jewish



- c) Islam
- d) Protestant
- e) Catholic
- 6. Whose religion belongs Hagia Sophia, Trabzon? 1 p
- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

- 7. has an overwhelming power, through many sinful souls pretended and still turne into saints. 1 p
- 8. On 8th December Catholics celebrating 2 p

Test 16

Circle version of truth corresponding to the following statements:

- 1. Sunnah is a liturgical book containing all instructions and texts necessary for the celebration of Mass throughout the year. 1 p
- a) true
- b) fals
- 2. A missal is the verbally transmitted record of the teachings, deeds and sayings, silent permissions (or disapprovals) of the Islamic prophet Muhammad. 1 p
- a) true
- b) fals
- 3. According to protestant point of view, the religion has also oral texts like the Midrash or the Talmud. 1 p
- a) true
- b) fals
- 4. Holy Tradition or St. Tradition is the verbally teaching of God to Church from which a part of It was set in writing later. 1 p
- a) true



b) fals

Circle the correct answer to the following statements:

5. Whose religion belong The Missral? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. Whose religion belongs Reformation Day celebration? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. was the cathedral of Constantinople Patriarchate, then a mosque, now a museum in Istanbul, Turkey. 1 p

8. According to Muslim belief, was the best exemplar for Muslims. 2 p

Test 17

Circle version of truth corresponding to the following statements:

1. The Catholic Bible is composed of the 46 books of the Old Testament and the 27 books of the New Testament. 1 p

- a) true
- b) fals

2. A mosque is a place where Jewish worship and pray to God. 1 p

- a) true
- b) fals

3. Circumcision is a Protestant ceremony. 1 p



- a) true
- b) fals

4. The Twelfth (also called Orangemen's Day) is an Ulster Protestant celebration held on 19 July.

1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion belong St. Mark's Basilica?

1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. Whose religion belongs The Great Synagogue of Brussels? 1p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. argued that instead of relying on designated fasting periods, the entire life of the religious should be "tempered with frugality and sobriety" in such a way as to produce "a sort of perpetual fasting".

1 p

8. is the central religious text of Islam.

2 p

Test 18

Circle version of truth corresponding to the following statements:

1. Sacred Tradition or Holy Tradition is a theological term used in some Muslim traditions.

1 p

- a) true



- b) fals
2. The Berlin Cathedral has never been a cathedral in the actual sense of that term since it has never been the seat of a bishop. 1 p
- a) true
- b) fals
3. According to Jewish religion, Noah is regarded as one of the messengers of God. 1 p
- a) true
- b) fals
4. In the Cathedral Saint Sophia (Istanbul) last Christian ceremony was held on May 29, 1453. 1 p
- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically Byzantine architectural style? 1 p
- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic
6. Whose religion belongs Day of Arafat celebration? 1 p
- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. Jewish prayer is the prayer recitations and Jewish meditation traditions That form part of the observance of 1 p
8. says he does not want to do anything but delete successive inventions of the papacy added to authentic thinking of Christ. 2 p

Test 19

Circle version of truth corresponding to the following statements:

1. All of the teachings of the Catholic Church come from either Tradition or Scripture, or from the magisterium interpreting Tradition and Scripture. 1 p

- a) true
- b) fals

2. Belief in angels is fundamental to the faith of Islam. 1 p

- a) true
- b) fals

3. Dogma has the status of a reveled truth, or a formula which express perfectly the content of the revelation. 1 p

- a) true
- b) fals

4. Gothic architecture is a style of architecture that flourished during the high and late medieval period. 1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically the fact that Charity is one of the conditions subjective salvation, along with faith and divine grace, without which souls can not enter heaven? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. Whose religion belongs Ascension Day? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic



Complete the following statement:

7. is the short name for the Evangelical Supreme Parish and Collegiate Church (German: Oberpfarr- und Domkirche zu Berlin) in Berlin, Germany. 1 p
8. According to Protestant religion, is a type of song, usually religious, specifically written for the purpose of adoration or prayer, and typically addressed to a deity or deities, or to a prominent figure or personification. 2 p

Test 20

Circle version of truth corresponding to the following statements:

1. Apostolic succession is defining the Orthodox faith, ensuring continuity with the Church founded by Christ. 1 p
- a) true
b) fals
2. A missal is a liturgical book containing all instructions and texts necessary for the celebration of Mass throughout the year. 1 p
- a) true
b) fals
3. After its exile in Babylon, Juda's kingdom became a province of Persian Empire, Yehoud: the Judea. 1 p
- a) true
b) fals
4. According to Othodox religion, at the age of 33 Jesus Christ is crucified and three days later he is resurrected. 1 p
- a) true
b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically the fact that Christian hymns are often written with special or seasonal themes and these are used on holy days such as Christmas, Easter and the Feast of All Saints, or during particular seasons such as Advent and Lent? 1 p



- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. Whose religion belongs Shahada ceremony?

1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. At the age of, Jesus starts his public life and action.

1 p

8. commemorates the bodily ascension of Jesus into heaven 40 days after he appeared to his students on Easter Day.

2 p

Test 21

Circle version of truth corresponding to the following statements:

1. According to Catholic religion Holy Spirit proceeds from the Father and the Son.

1 p

- a) true
- b) fals

2. According to Jewish religion Abraham is the father of the prophets and the friend of God.

1 p

- a) true
- b) fals

3. Jews do not eat pork, as written in the Holy Book, the Quran.

1 p

- a) true
- b) fals

4. At the conclusion of the Reformation in the sixteenth century, Western European Christianity was divided into Protestants and Catholics.

1 p



- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically the fact that the priests and deacons can marry before ordination, but not after? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. Whose religion belongs the doctrine of justification? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. The name of celebration that Protestants celebrate the November 10th is: 1 p

8. Salat, the most well-known Muslim practices performed five times a day: 2 p

Test 22

1. According to Catholic religion we are saved by grace and through the merits we obtain deeds pleasing to God. 1 p

- a) true
- b) fals

2. Sunnah is the verbally transmitted record of the teachings, deeds and sayings, silent permissions (or disapprovals) of the Jews. 1 p

- a) true
- b) fals



3. The Quran is the central religious text of Islam, which Muslims believe to be a revelation from God. 1 p
- a) true
 - b) fals
4. The Black Church is a major symbol of Braşov (Romania). 1 p
- a) true
 - b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically the fact that fasting as a purely external observance can never gain a person salvation? 1 p
- a) Orthodox
 - b) Jewish
 - c) Islam
 - d) Protestant
 - e) Catholic
6. According whose religion Holy Synod of each Church is guided by the Holy Spirit to make the right decisions? 1 p
- a) Orthodox
 - b) Jewish
 - c) Islam
 - d) Protestant
 - e) Catholic

Complete the following statement:

7. Marriage is the union between man and woman as the union between: 1 p
8. Lutherans believe that humans are saved from their sins by: 2 p

Test 23

Circle version of truth corresponding to the following statements:

1. What today is known as Islamic architecture was influenced by Roman, Byzantine and all other lands which the Muslims conquered in the 7th and 8th centuries. 1 p

- a) true
- b) fals

2. In XV century Martin Luther gave birth to Protestantism by giving birth to the Reform. 1 p

- a) true
- b) fals

3. "Sola Scriptura!" means „Only by faith!" 1 p

- a) true
- b) fals

4. "Sola fide!" means Bible text inspired by God through the Holy Spirit. 1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. In which religion the Torah was written by Moses, following God's teachings? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. According whose religion the key doctrine is the doctrine of justification? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic



Complete the following statement:

7. According to Islam, the process by which the divine message comes to the heart of a messenger of God is 1 p
8. The most important attempt was the Counter "Society of Jesus", known in history as the 2 p

Test 24

Circle version of truth corresponding to the following statements:

1. In 1054 there was a big split that created the Catholic Church and the Orthodox Church, the Great Scisma. 1 p
- a) true
b) fals
2. A synagogue is a place where Muslims worship and pray to God. 1 p
- a) true
b) fals
3. According to tradition, the mikvah, a ritual cleansing bath for Muslims. 1 p
- a) true
b) fals
4. „The Protestant Reformation” took place between 1517 and 1545. 1 p
- a) true
b) fals

Circle the correct answer to the following statements:

5. In which religion saving faith is the knowledge of, acceptance of, and trust in the promise of the Gospel? 1 p
- a) Orthodox
b) Jewish
c) Islam
d) Protestant
e) Catholic



6. In which religion Divine Liturgy is made up of three parts: Proskomidi (or Prothesis), Liturgy of the catechumens (called the Liturgy of the Word) and Liturgy of the Faithful? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. Between 1545 and 1563, has released some edicts which was meant to correct the abuses and return to the ancient doctrine evangelical. 1 p

8. According to Catholic, sources of Revelation are: 2 p

Test 25

Circle version of truth corresponding to the following statements:

1. According to Catholics, Purgatory is a place where punishment for venial sins can be atoned. 1 p

- a) true
- b) fals

2. The prophet Noah is the first man that Allah created. 1 p

- a) true
- b) fals

3. According to Orthodox, Houldah was an important prophetess who lived during the reign of Juda. 1 p

- a) true
- b) fals

4. „Filioque” means from Father, too. 1 p

- a) true
- b) fals



Circle the correct answer to the following statements:

5. Whose religion Holy Spirit proceeds from the Father and the Son? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. In which religion all Christians are saints, called to follow (imitate) Christ. Only Christ is the mediator between man and God? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. Mary gave birth to in human form, not just man-Christ. 1 p

8. The first Islamic birth rite is the 2 p

Test 26

Circle version of truth corresponding to the following statements:

1. Moses is considered to be one of the great messengers of Allah. 1 p

- a) true
- b) fals

2. Muhammad was visited by the Archangel Gabriel who first revealed the Quran to him at the age of 40. 1 p

- a) true
- b) fals

3. Most Protestant theologians see Mysteries symbols and reminders of the grace that was given to us already. 1 p



- a) true
- b) fals

4. Papal infallibility is rejected. It is the Holy Spirit who guides the whole Orthodox Church. 1 p

- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically the fact that Mary was born without sin and could give birth to Christ without guilt? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. In which religion the Simchat Bat ceremony for baby girls, takes place in the synagogue on the first Shabbat following her birth? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7..... is the central and main service of the Orthodox Church. 1 p

8. At the age of, Jewish children become obligated to observe the commandments. 2 p

Test 27

Circle version of truth corresponding to the following statements:

1. Noe is the fifth descendant of ADAM and EVE. 1 p

- a) true



- b) fals
2. Allāh is the term with no plural or gender used by Muslims and Arabic-speaking Christians and Jews to reference God. 1 p
- a) true
- b) fals
3. The Catholic Church has the same Sacraments as in the Orthodox Church just that they called Chrismation Confirmation, and is not done immediately after Baptism, but after the age of 7 years. 1 p
- a) true
- b) fals
4. For Protestants, the bread and wine are symbolic and do not change their substance. 1 p
- a) true
- b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically the fact that before the celebration of Christmas there is a forty-day fasting period that starts from the celebration of Apostle Philip (14 November)? 1 p
- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic
6. In which religion the Confirmation is done after the age of 7 years? 1 p
- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. One of the „Pillars of Islam” is 1 p
8. Circumcision (Brit Milah) means..... 2 p

Test 28

Circle version of truth corresponding to the following statements:

1. The principal Islamic architectural types are: the Mosque, the Tomb, the Palace and the Fort. 1 p

a) true

b) fals

2. Protestant is a term that refers to Christians who are not members of the Roman Catholic Church. Lutheran is a denomination among the Protestants. 1 p

a) true

b) fals

3. For Catholics, Pope is the Vicar of Christ on earth visible head of the Church and spiritual successor of the Apostle Peter. 1 p

a) true

b) fals

4. Byzantine art was intended to impress and ascend the soul to divinity. 1 p

a) true

b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically Romanesque style? 1 p

a) Orthodox

b) Jewish

c) Islam

d) Protestant

e) Catholic

6. Whose religion is specifically Sunnah? 1 p

a) Orthodox

b) Jewish

c) Islam

d) Protestant

e) Catholic



Complete the following statement:

7. The word "Quran" occurs some times in the text of the Quran. 1 p
8. The authority of interpreting authentically the Word of God written or transmitted only entrusted to the living teaching office of the Church is called 2 p

Test 29

Circle version of truth corresponding to the following statements:

1. Traditionally, the Simchat Bat ceremony for baby girls, takes place in the synagogue on the first Shabbat following her birth. 1 p
- a) true
b) fals
2. According to tradition, the mikvah, a ritual cleansing bath, is one of the oldest practices in Jewish life. 1 p
- a) true
b) fals
3. Sola Fide means that God loves the people of the world, even though they are sinful, rebel against Him and do not deserve His love. He sent Jesus, His Son, to love the unlovable and save the ungodly. 1 p
- a) true
b) fals
4. The Catholic Bible is composed of the 46 books of the Old Testament and the 27 books of the New Testament. 1 p
- a) true
b) fals

Circle the correct answer to the following statements:

5. Whose religion is specifically Alms tax (zakat)? 1 p
- a) Orthodox
b) Jewish
c) Islam



- d) Protestant
- e) Catholic
- 6. Whose religion is specifically Torah? 1 p
 - a) Orthodox
 - b) Jewish
 - c) Islam
 - d) Protestant
 - e) Catholic

Complete the following statement:

- 7. Ascension Day commemorates the bodily ascension of Jesus into heaven days after he appeared to his students on Easter Day. 1 p
- 8. is the teaching given verbally by God to Church. 2 p

Test 30

Circle version of truth corresponding to the following statements:

- 1. A missal is a liturgical book containing all instructions and texts necessary for the celebration of Mass throughout the year. 1 p
 - a) true
 - b) fals
- 2. From the first moments of its occurrence, Protestantism was on an adversarial position against divine revelation. 1 p
 - a) true
 - b) fals
- 3. Prayer is conversation with God. 1 p
 - a) true
 - b) fals
- 4. A Jewish boy automatically becomes a bar mitzvah upon reaching the age of 9 years. 1 p
 - a) true
 - b) fals

Circle the correct answer to the following statements:

5. What religion celebrates National Day of Repentance? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

6. What religion celebrates Day of Arafat? 1 p

- a) Orthodox
- b) Jewish
- c) Islam
- d) Protestant
- e) Catholic

Complete the following statement:

7. Associate symbols from column A with religions of column B: 3 p

A



B

Jewish

Orthodox

Protestant

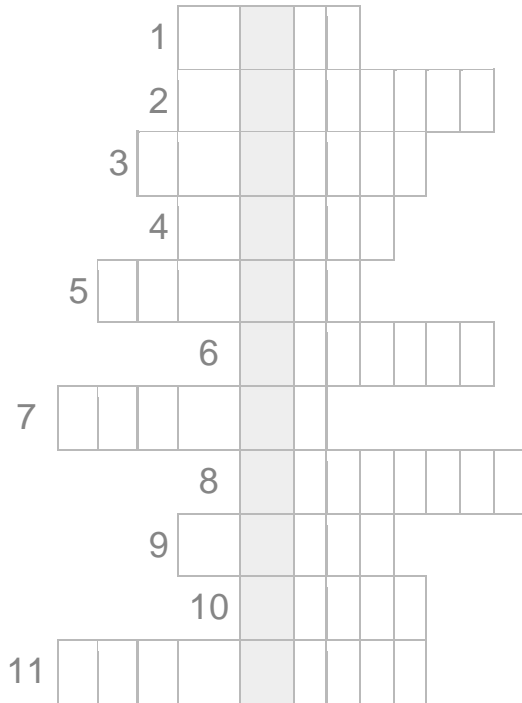
Islam

Catholic

4.2. Crosswords

1. HOLY PLACES

A



B

Rezolvati rebus

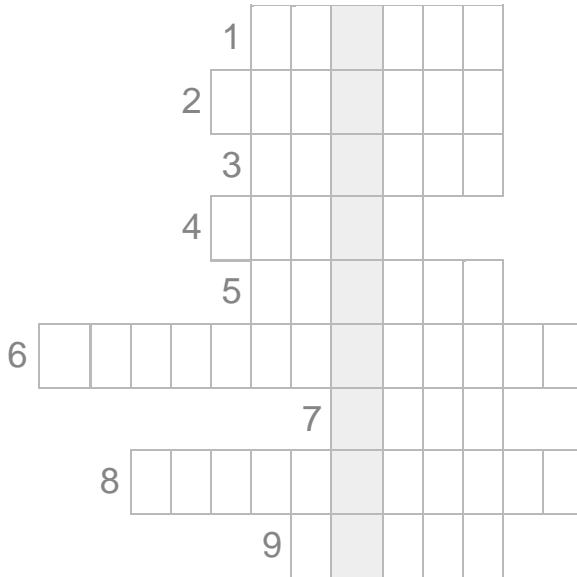
1. Vergin Mary's tomb is there
2. The hill where Jesus was crucified
3. The site of the martyrdom of Hussein ibn Ali
4. Jews celebrate their liberation from there
5. The burial place of Mahomet
6. Ecclesiastical state ruled by the Bishop of Rome



7. The cradle of Judaism
 8. Birth place of Jesus Christ
 9. Birth place of Mahomet
 10. The place where Moses received the Ten Commandments
 11. The wall of cries is there
- AB:

2. PROPHETS

A



B

Rezolvati rebus

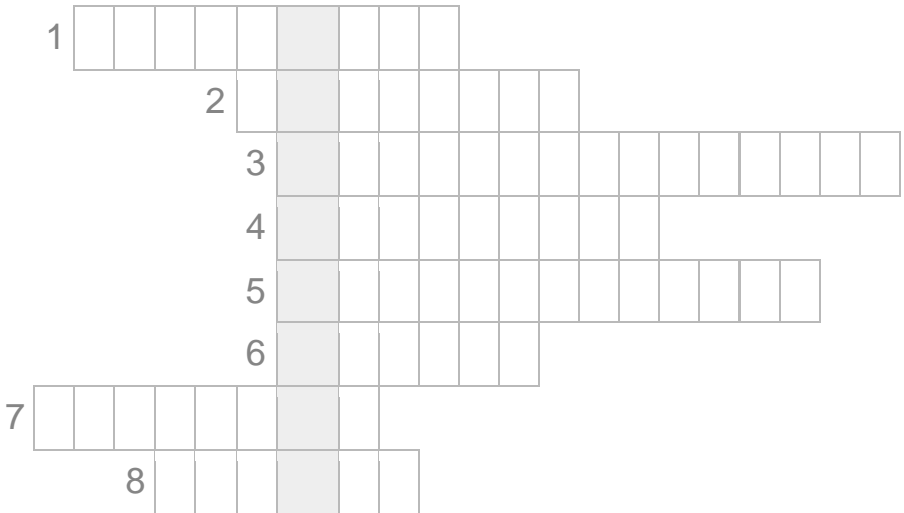
1. The father of the Protestant Church
2. The founder of Islamism
3. He started the Protestant Reform in Geneva and France
4. He received the 10th Commandments from God
5. The ancestor of the Hebrew people



- 6. He used baptism as the central sacrament of his messianic movement
 - 7. He saved the world with an ark
 - 8. Died crucified for the sins of the world
 - 9. Is considered to be the first pope
- AB:

3. CELEBRATIONS

A



B

Rezolvati rebus

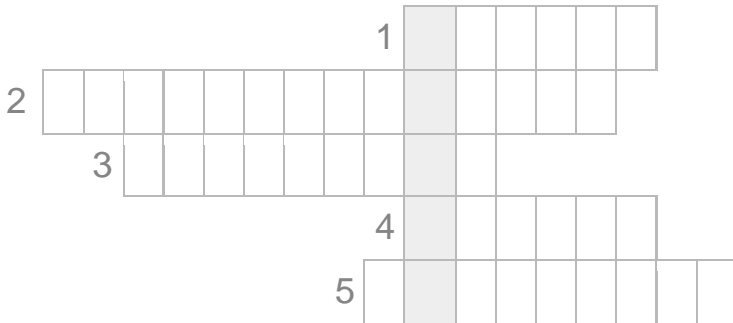
- 1. The birth of the Sun of the Father
- 2. The holiest day of the year for Jews
- 3. The meaning of Easter for Christians
- 4. Marks the end of Ramadan, the month of fasting
- 5. The bodily taking up of the Virgin Mary into Heaven
- 6. Festival of lights for the Jews



5. The sacred book in Christianity.
 6. The Book of Psalms for the muslims
 7. It contains the life, death and resurrection of Jesus, along with the subsequent teachings of his followers
 8. The oral Torah
 9. Is a record of the words and deeds of the Muhammad, his family, and his companions
 10. Contains the teachings given by Jesus Christ to the Apostles and passed on in the Church
 11. Is the verbally transmitted record of the teachings of Mahomet
- AB:

5. PLACES OF WORSHIP

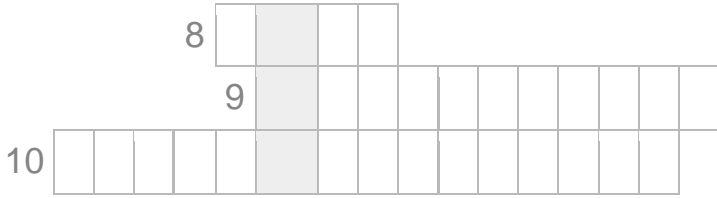
A



B

Rezolvati rebus

1. Place of worship for muslims
 2. Was the Holy Temple built by Jews in Jerusalem
 3. The domestic quarters and workplaces of monastics, monks or nuns
 4. Used for Christian religious activities, particularly worship services
 5. Is a Jewish house of prayer
- AB:



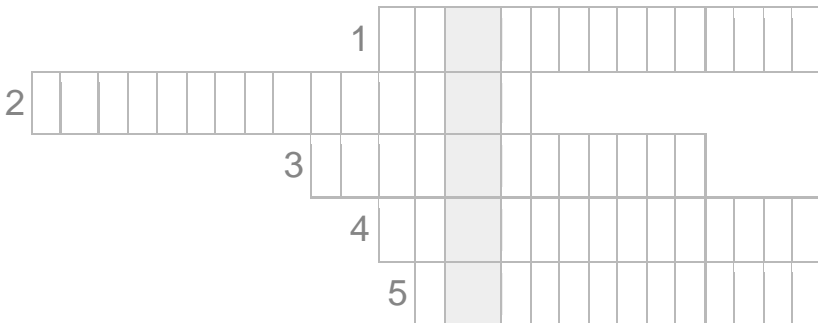
B

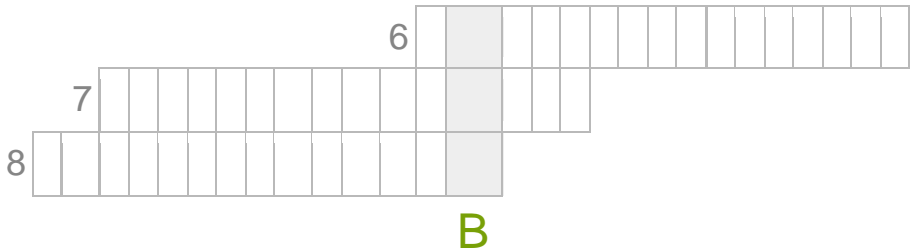
Rezolvati rebus

1. Cross with a representation of Jesus' body hanging from it
 2. The symbol of the Holy Ghost
 3. Also called the Star of David, representative for the Jews
 4. The symbol of papacy, an upside-down Latin Cross
 5. Islamic symbol for the name of the God, the Most Gracious, the Most Merciful
 6. Greek name for fish, used as a symbol of Jesus Christ
 7. Palm-shaped amulet used in jewelry in the Middle East
 8. It is a flower, the symbol of Virgin Mary
 9. Is the symbol of peace, mentioned after Noah's Flood
 10. It is a metaphor for the rule of the Islamic empire
- AB:

9. HISTORICAL FACTS

A



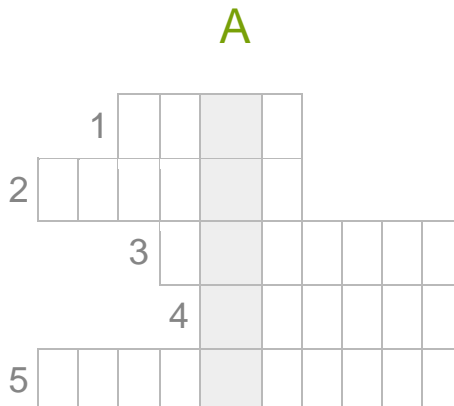


Rezolvati rebus

1. Muslims remember the year 632
2. Happened in 164 b.c. and it is commemorated on Hanuka
3. Proclamation that established religious toleration for Christianity within the Roman Empire, issued in 313
4. Muslims remember the year of 570 for its meaning
5. Protestantism began in 1517 with this
6. It happened in the year 70 and it represents a painful memory for the Jews
7. Muslims celebrate the year 622, because of what it represents
8. It was the separation between Catholic and Orthodox Church in 1054

AB:

10. RELIGIOUS CLOTHIN (1)





B

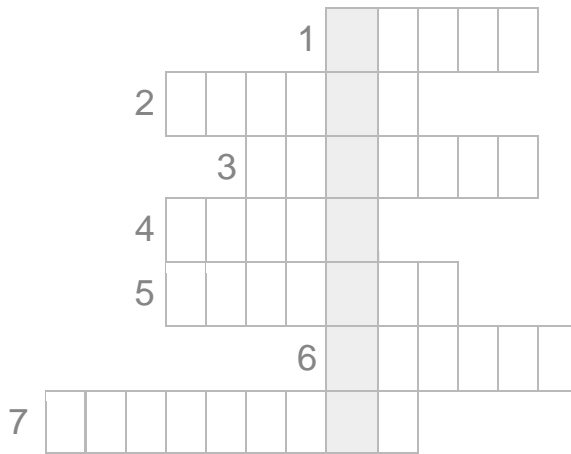
Rezolvati rebus

1. Round cap worn by Muslim men
2. Thin round cap traditionally worn by Jewish men
3. Square cap with 3 or 4 peaks worn by Catholic and Lutheran clergy
4. Scarf worn over the shoulders by Protestant priests
5. Long garment, usually white, worn by Orthodox clerics

AB:

11. RELIGIOUS CLOTHIN (2)

A



B

Rezolvati rebus

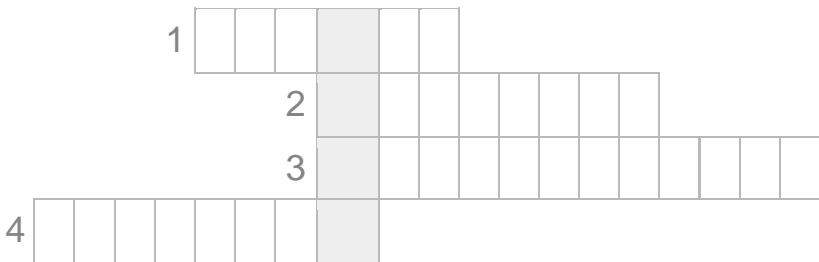
1. Traditional veil worn by Muslim women
2. Long robe worn by Protestant clerics



- 3. Liturgical vestment used in the Catholic Church
 - 4. Looks like an imperial crown and it is worn by all Orthodox bishops
 - 5. Long black silk coat worn by Jewish men
 - 6. Prayer shawl used at the synagogue
 - 7. Traditional garment for Muslim men
- AB:

12. RELIGIOUS TEACHINGS (1)

A



B

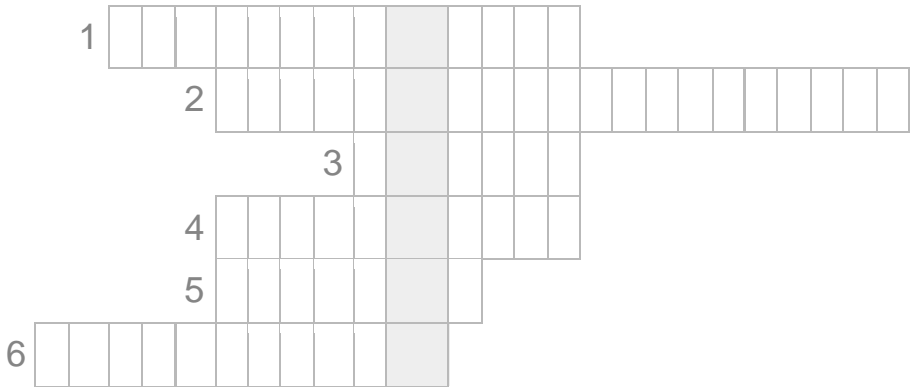
Rezolvati rebus

Bottom of Form

- 1. Islamic teaching about God's unity
 - 2. Jewish teaching about after life
 - 3. Catholic teaching about the leader of the church
 - 4. Protestant teaching about faith as sole justification for forgiveness
- AB:

13. RELIGIOUS TEACHINGS (2)

A



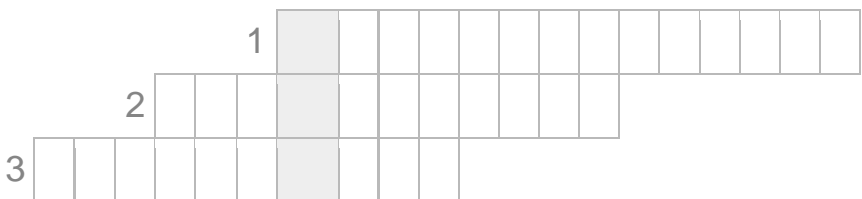
B

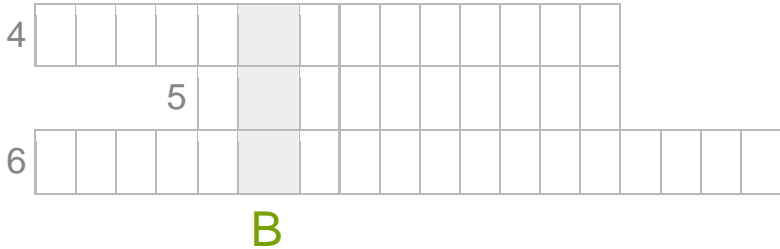
Rezolvati rebus

1. Protestant teaching about the Bible being the sole source of infallible truth
 2. Catholic teaching about the conception of Virgin Mary, free from the original sin
 3. Islamic teaching about the five pillars for Muslims, with regard to the second one
 4. Islamic teaching about helping those in need
 5. Jewish teaching about the day of God, a day for pray and rest
 6. Orthodox teaching according to which God is 3 consubstantial persons: the Father, the Son and the Holy Spirit
- AB:

14. RELIGIOUS MONUMENTS (1)

A





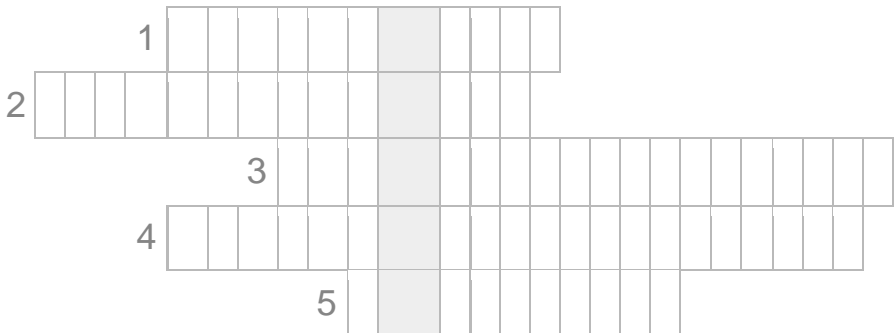
Rezolvati rebus

1. Roman Cathedral in the oldest city in Germany
2. Greek Orthodox that became an imperial mosque and now is a museum in Istanbul
3. Also called Sultan Ahmet Mosque, is a historic mosque located in Istanbul
4. Roman Catholic church in Barcelona, designed by Antoni Gaudi
5. Gothic Church and headquarters of the Archdiocese of Paris
6. The church of the Roman Catholic Archdiocese of Venice, an example of the Byzantine architecture

AB:

15. RELIGIOUS MONUMENTS (2)

A





B

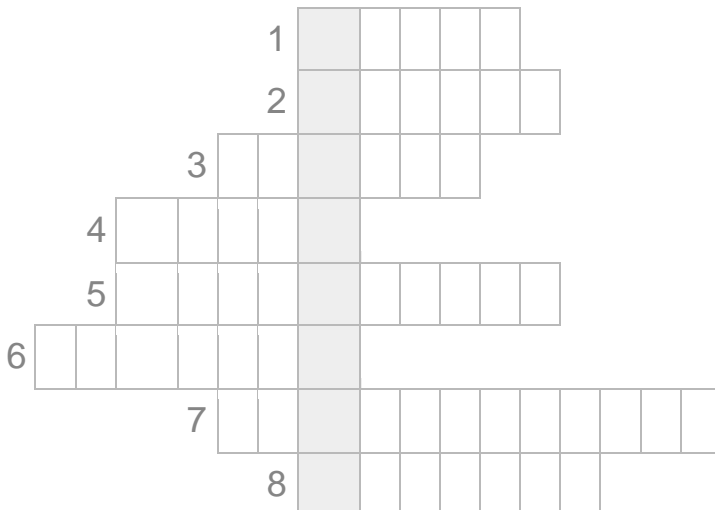
Rezolvati rebus

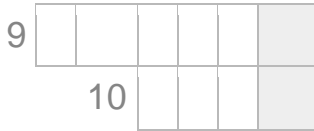
1. Is a church in Brasov, Romania, an example of Gothic arhitecture
2. Historic synagogue located in Jerusalem, founded in the early 18th century
3. Italian Renaissance church in Vatican City, the papal enclave within the city of Rome
4. Also called the Church of the Holy Sepulchre, it contains the tomb of Christ
5. One of the oldest mosques in the world, situated in Medina
6. Is one of the oldest and most famous Christian structures in England

AB:

16. ARCHITECTURAL FEATURES (1)

A





B

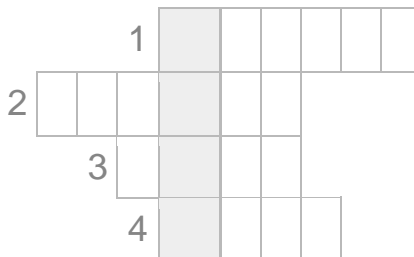
Rezolvati rebus

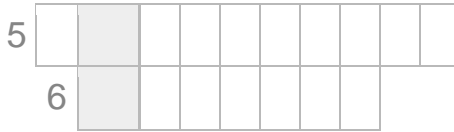
1. Most sacred place inside an orthodox church
2. It is used to support the vault of the roof in large cathedrals
3. Opening in a wall, under an arch that rests on columns
4. Main material use for building Romanesque churches
5. Are present in the Gothic churches and they are representations of saints
6. Muslim tower built next to a mosque
7. Decorative panel used as ornamentation for windows
8. Is an architectural element typical of Byzantine basilicas consisting of the entrance or lobby area, located opposite the altar
9. Piece of image made from the assemblage of small pieces of colored glass or stone, used as interior decoration
10. Is the central aisle of a basilica church, or the main body of a church between its western wall and its chancel

AB:

17. ARCHITECTURAL FEATURES (2)

A





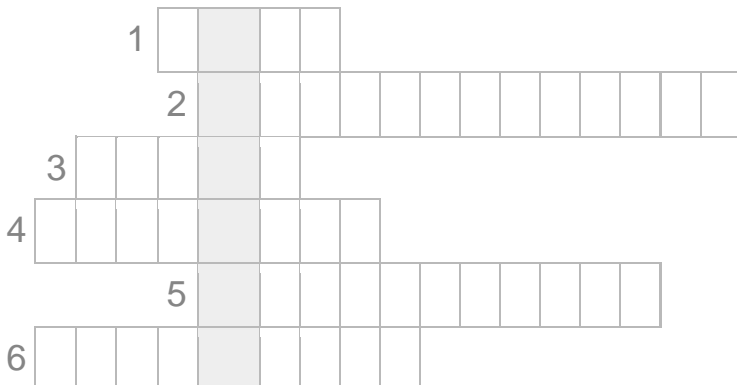
B

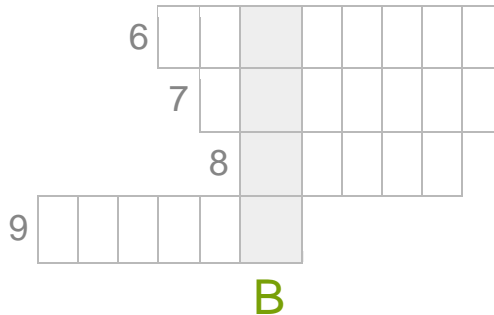
Rezolvati rebus

1. Is a technique of mural painting, specific for Byzantine architecture
 2. Semicircular niche in the wall of a mosque that indicates the direction of the Kaaba in Mecca
 3. Elevated platform on which the rabbi reads the Torah
 4. Architectural element that resembles the hollow upper half of a sphere
 5. Gothic architectural element applied to a divided window
 6. Open space outside a mosque, that is mainly used for praying
- AB:

18. ARCHITECTURAL FEATURES (3)

A



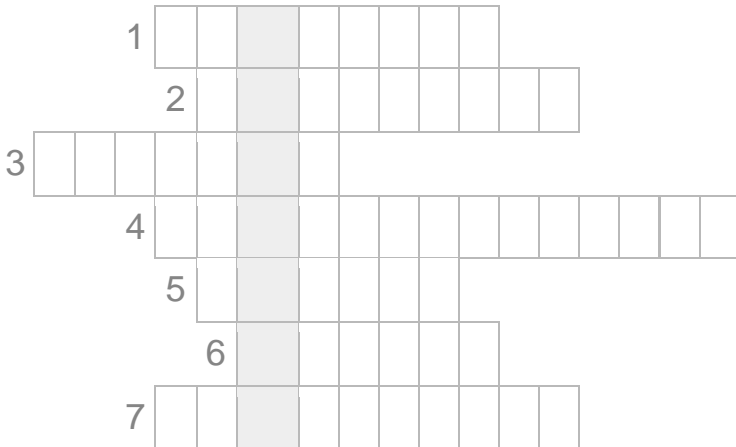


Rezolvati rebus

1. Liturgical implement used to distribute Holy Communion during the Divine Liturgy
 2. It is the lance that pierced the side of Jesus as he hung on the cross
 3. Jewish item use to hold in the Torah scroll
 4. Keyboard catholic instrument of one or more pipe divisions
 5. Small piece of white linen, marked with a cross in the center, used by the priest in the celebration of Mass
 6. Set of small black leather boxes containing scrolls of parchment inscribed with verses from the Torah
 7. A set of sterling silver finials, used to decorate the top ends of the rollers
 8. Geometrical figure consisting of two intersecting lines or bars, usually perpendicular to each other
 9. It is an ignitable wick embedded in wax, used during Christian ceremonies
- AB:

20. RELIGIOUS OBJECTS (2)

A



B

Rezolvati rebus

1. Metal vessel, used in the Catholic and Protestant Churches to store the sacrament of Holy Communion
2. Small loaf of leavened bread used in Orthodox and Catholic liturgies
3. Piece of parchment inscribed with specified Hebrew verses from the Torah
4. Muslim prayer beads
5. Also known as the Thurible, is used at solemn occasion to incense the bread and wine after the offertory
6. Anglican prayer beads, also known as the Anglican chaplet
7. Beautiful gates in the central doors of the iconostasis in an Orthodox Church

AB:



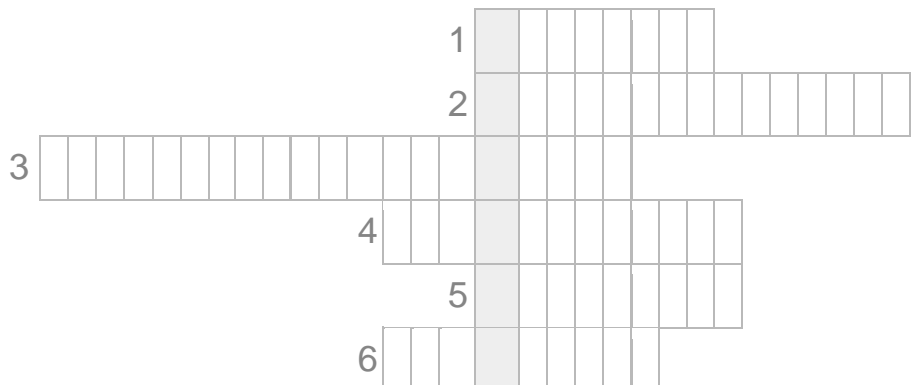
Rezolvati rebus

1. A type of pitcher or jug that is shaped like a vase and that was used in the past for holding water
2. An instrument or implement having a bent or curved part, as a shepherd's staff hooked at one end or the crosier of a bishop or abbot
3. Inscribed box with the Hebrew word literally meaning justice or righteousness but commonly used to signify charity
4. Sometimes called an eight-branch candle tree, is a candle holder used in synagogues
5. Physical remains of a saint or the personal effects of the saint, preserved for purposes of veneration
6. According to the Hebrew Bible, was the portable earthly meeting place of God with the children of Israel
7. Water that has been blessed by a member of the clergy

AB:

24. CELEBRATIONS (2)

A





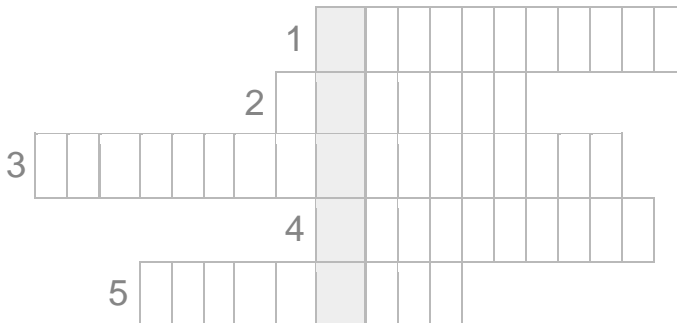
B

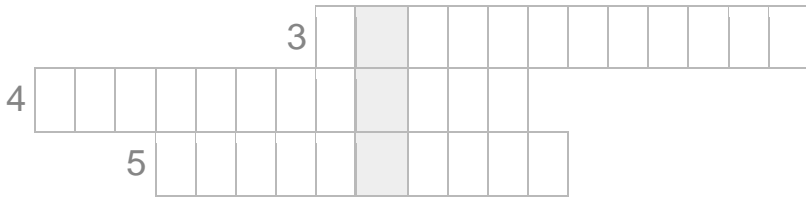
Rezolvati rebus

1. Is a Christian feast day that celebrates the revelation of God in his Son as human in Jesus Christ
 2. Shortened to the Assumption according to the beliefs of the Catholic Church, was the bodily taking up of the Virgin Mary into Heaven at the end of her earthly life
 3. According to the teaching of the Catholic Church, was the conception of the Blessed Virgin Mary in the womb of her mother, Saint Anne, free from original sin
 4. Is the Jewish New Year, sometimes translated as the Feast of Trumpets
 5. Is the 10th day of Muharram, the first month of the Islamic calendar
 6. Protestant holiday celebrated fifty days after Easter Day
 7. Is the day that marks the beginning of a new Islamic calendar year, and is the day on which the year count is incremented
- AB:

25. RELIGIOUS TEACHINGS (2)

A





B

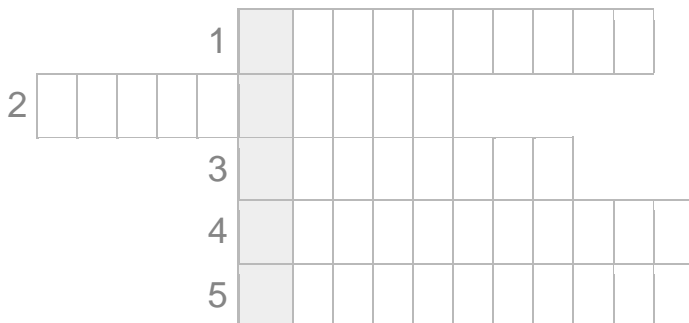
Rezolvati rebus

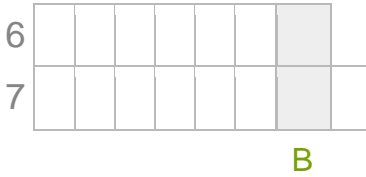
1. Religious and social practice of female seclusion prevalent among some Muslim communities
2. Catholic exhibition, particularly during the Christmas season, of art objects representing the scene of the birth of Jesus
3. Jewish tradition, part of the brit milah ritual, to be performed on the eighth day of a newborn boy
4. Protestant practice of baptizing only those who are able to make a profession of faith
5. Catholic and Orthodox practice of abstaining from animal meat on the day of the week when Christ was crucified

AB:

27. RELIGIOUS TREDITIONS (2)

A

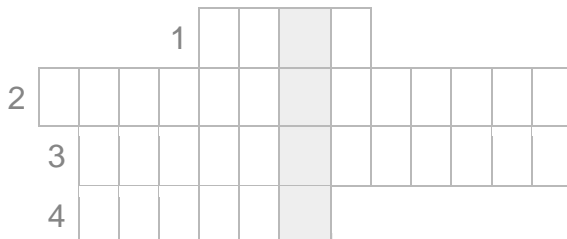


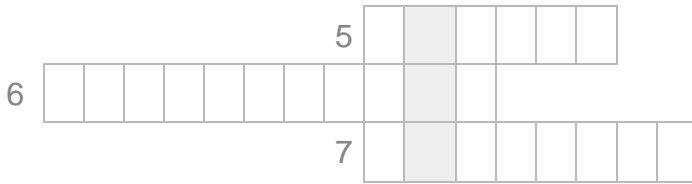


1. Mostly known as Brita, is a Jewish naming ceremony for newborn girls
 2. Is a lifestyle characterized by abstinence from worldly pleasures, often for the purpose of pursuing spiritual goals
 3. Jewish practice consisting in tearing one's clothing over the heart if the deceased is a parent, or over the right side of the chest for other relatives
 4. Decorated eggs, symbolizing the empty tomb of Jesus, from which Jesus resurrected
 5. Islamic practice that involves giving to others as an act of virtue, either materially or in the sense of providing capabilities for free
 6. Judaism's day of rest and seventh day of the week, in the memory of the Biblical creation of the heavens and the earth in six days and the Exodus of the Hebrews
 7. Muslim practice according to which, based on the Koran a man may have up to four legal wives at any one time
- AB:

28. FUNDAMENTAL PRINCIPLES

A





B

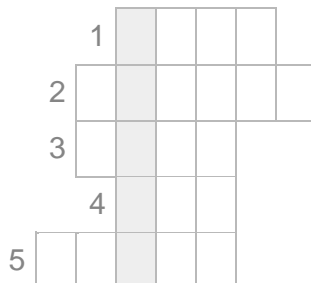
Rezolvati rebus

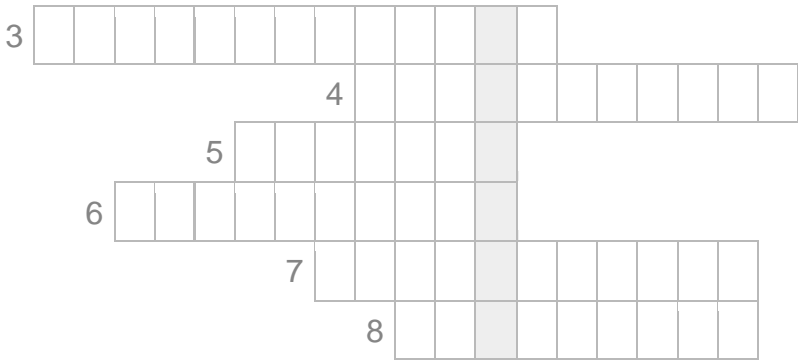
1. Is the second obligatory prayer of the five daily prayers offered by practising Muslims
2. Jewish way of fasting consisting in abstinence from all food and liquid
3. Also called the Our Father, is the prayer taught by Jesus to his disciples
4. Is a form of alms-giving treated as a religious tax and/or religious obligation in Islam
5. Is the afternoon prayer for Jews
6. Christian practice involving an act of confession to God or to a priest
7. Religious devotee referring to the state of voluntarily being unmarried, sexually abstinent

AB:

29. PROPHETS (2)

A





B

Rezolvati rebus

1. Is the law that defines the foods that are fit for consumption for a Jew
2. Hebrew word referring to the 613 commandments given in the Torah at biblical Mount Sinai and the seven rabbinic commandments instituted later for a total of 620
3. Christian ritual performed by a parish priest who sprinkles holy water inside a house to protect its inhabitants
4. Part of a Christian Wedding ceremony, referred to the fact that the priest also joins the couples right hands together while praying for their marriage
5. Islamic ritual performed for those who are dying to ensure they are spiritually ready for the journey into death
6. Is a journey or search of moral or spiritual significance, also called hajj in the Islamic culture
7. Is the Greek Orthodox equivalent of the confirmation ceremony in the Roman Catholic Church, except that it is not separate from baptism
8. In Christianity, are the last prayers and ministrations given to many Catholics when possible shortly before death

AB:

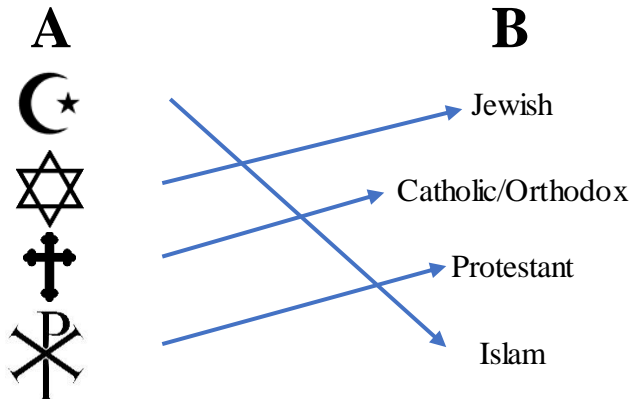
4.2.1. Tests solutions

Test 1

1. c) muslim
2. b) no
3. b) they played dice shirt
4. d) 6
5. b) Toma

Test 2

1. a) true
2. a) true
3. b) true
4. b) Catholic
5. e) Protestant
6. c) 1453
- 7.



8. apocryphals

Test 3

1. b) fals
2. a) fals
3. a) before St. Scripture
4. c) 5
5. d) Protestant
6. e) Orthodox
7. c) Chanukah (fast of the light)
8. Jewish
9. Mohamed

Test 4

1. a) true
2. b) fals
3. a) true
4. b) fals
5. c) Islamism
6. c) Jewish
7. Charity
8. the creed (shahadah), daily prayers (salat), almsgiving (zakah), fasting during Ramadan, the pilgrimage to Mecca (hajj) at least once in a lifetime.

Test 5

1. a) true
2. b) fals
3. b) fals
4. b) fals
5. a) Othodoxism
6. b) Islamic
7. Sunni and Shia
8. „have an opinion, think, believe”

Test 6

1. a) true
2. b) fals
3. a) true
4. a) true
5. e) Catholicism
6. a) Orthodox
7. Proskomidi, Liturgy of the Word, Eucharistic Liturgy
8. Christ

Test 7

1. a) true
2. a) true
3. b) fals
4. b) fals
5. b) Judaism
6. b) Islamic
7. Religious services who sanctify people and Religious services that bless and sanctify things and the surrounding nature that man has need on the ground.
8. the first Friday night of month Rajab

Test 8

1. a) true
2. a) true
3. b) fals
4. b) fals
5. a) Orthodoxism
6. b) Gothic
7. 476
8. 39 and 27

Test 9

1. a) true
2. a) true
3. b) fals
4. b) fals
5. d) Protestant
6. a) Orthodox
7. the Janazah and theThana
8. Kaiser Wilhelm

Test 10

1. b) fals
2. b) fals
3. b) fals
4. b) fals
5. d) Protestant
6. b) Jewish
7. Jesus Christ
8. Mass throughout the year

Test 11

1. a) true
2. a) true
3. b) fals
4. a) true
5. a) Orthodox
6. d) Protestant
7. the end man on earth
8. Apostolic succession

Test 12

1. a) true
2. a) true
3. b) fals
4. a) true
5. a) Orthodox
6. d) Protestant
7. Deuterocanonical
8. Sem, Cham, Jahhet

Test 13

1. a) true
2. a) true
3. a) true
4. b) fals
5. a) Orthodox
6. d) Protestant
7. transubstantiation
8. prayer

Test 14

1. a) true
2. b) fals
3. b) fals
4. a) true
5. a) Jewish
6. d) Protestant
7. 7
8. Byzantine

Test 15

1. a) true
2. a) true
3. a) true
4. b) fals
5. a) Orthodox
6. a) Orthodox
7. Holy Scripture
8. Immaculate Conception

Test 16

1. b) fals
2. b) fals
3. b) fals
4. a) true
5. e) Catholic
6. d) Protestant
7. Hagia Sophia
8. Muhammad

Test 17

1. a) true
2. b) fals
3. b) fals
4. b) fals
5. a) Orthodox
6. b) Jewish
7. John Calvin
8. The Quran

Test 18

1. b) fals
2. a) true
3. b) fals
4. a) true
5. a) Orthodox
6. c) Islam
7. Rabbinic Judaism
8. Protestantism

Test 19

1. a) true
2. a) true
3. a) true
4. a) true
5. a) Orthodox
6. d) Protestant
7. Berlin Cathedral (German: Berliner Dom)
8. a hymn

Test 20

1. a) true
2. a) true
3. a) true
4. a) true
5. d) Protestant
6. c) Islam
7. 30
8. Ascension Day

Test 21

1. a) true
2. b) fals
3. b) fals
4. a) true
5. a) Orthodox
6. d) Protestant
7. Martin Luther Day
8. at dawn (al-fajr), midday (al-zuhr), afternoon (al-'asr), sunset (al-maghrib) and evening (al-'isha)

Test 22

1. a) true
2. b) fals
3. a) true
4. a) true
5. d) Protestant
6. a) Orthodox
7. Christ and His Church
8. God's grace alone (Sola Gratia), through faith alone (Sola Fide), on the basis of Scripture alone (Sola Scriptura)

Test 23

1. a) true
2. b) fals
3. b) fals
4. b) fals
5. b) Jewish
6. d) Protestant
7. tanzil (to send down) or nuzūl (to come down)
8. movement “Jesuit”

Test 24

1. a) true
2. b) fals
3. b) fals
4. a) true
5. d) Protestant
6. a) Orthodox
7. Trent Council
8. Sacred Scripture, Sacred Tradition and the Magisterium

Test 25

1. a) true
2. b) fals
3. b) fals
4. b) fals
5. d) Protestant
6. d) Protestant
7. God
8. adhaan

Test 26

1. a) true
2. a) true
3. a) true
4. a) true
5. e) Catholic
6. b) Jewish
7. Divine Liturgy
8. 13 (12 for girls)

Test 27

1. b) fals
2. a) true
3. a) true
4. a) true
5. a) Orthodox
6. e) Catholic
7. the creed (shahadah)/daily prayers (salat)/almsgiving (zakah)/fasting during Ramadan/the pilgrimage to Mecca (hajj) at least once in a lifetime
8. an eternal sign of the Divine Covenant between God and Abraham's progeny, the "chosen people."

Test 28

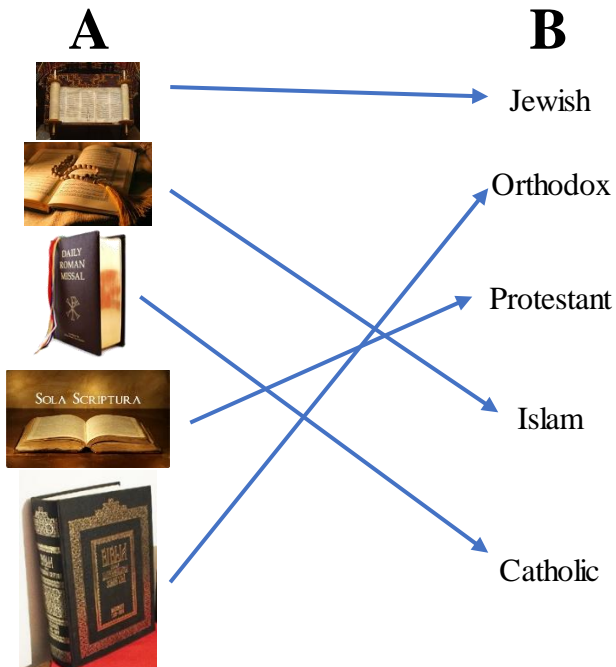
1. a) true
2. a) true
3. a) true
4. a) true
5. e) Catholic
6. c) Islam
7. 70
8. The Magisterium

Test 29

1. a) true
2. a) true
3. b) fals
4. a) true
5. c) Islam
6. b) Jewish
7. 40
8. Holy Tradition or St. Tradition

Test 30

- 1. a) true
- 2. a) true
- 3. a) true
- 4. b) fals
- 5. d) Protestant
- 6. c) Islam
- 7.



4.2.2. Crosswords solutions

1. Holy Places

A

1	E	F	E	S					
2	G	O	L	G	O	T	H	A	
3	K	A	R	B	A	L	A		
4	E	G	Y	P	T				
5	M	E	D	I	N	A			
6	V	A	T	I	C	A	N		
7	I	S	R	A	E	L			
8	N	A	Z	A	R	E	T	H	
9	M	E	C	C	A				
10	S	I	N	A	I				
11	J	E	R	U	S	A	L	I	M

B

Rezolvati rebus

AB: FORGIVENESS



4. SACRED WRITINGS

A

1	A	P	O	C	A	L	Y	P	S	E													
	2	T	O	R	A	H																	
	3	K	O	R	A	N																	
	4	S	E	P	T	U	A	G	I	N	T												
	5	T	H	E	H	O	L	Y	B	I	B	L	E										
	6	Z	A	B	U	R																	
7	T	H	E	N	E	W	T	E	S	T	A	M	E	N	T								
							8	T	A	L	M	U	D										
							9	H	A	D	I	T	H										
							1	T	H	E	H	O	L	Y	T	R	A	D	I	T	I	O	N
							1	S	U	N	N	A	H										

B

AB: COOPERATION

14. RELIGIOUS MONUMENTS (1)

A

				1	W	O	R	M	S	C	A	T	H	E	D	R	A	L
		2	H	A	G	I	A	S	O	P	H	I	A					
3	B	L	U	E	M	O	S	Q	U	E								
	4	S	A	G	R	A	D	A	F	A	M	I	L	I	A			
				5	N	O	T	R	E	D	A	M	E	S				
6	S	A	I	N	T	M	A	R	K	S	B	A	S	I	L	I	C	A

B

AB: WISDOM



15. RELIGIOUS MONUMENTS (2)

A

1	B	L	A	C	K	C	H	U	R	C	H										
2	H	U	R	V	A	S	Y	N	A	G	O	G	U	E							
3	S	A	I	N	T	P	E	T	E	R	S	B	A	S	I	L	I	C	A		
4	C	H	U	R	C	H	O	F	R	E	S	S	U	R	R	E	C	T	I	O	N
5	Q	U	B	A	M	O	S	Q	U	E											
6	C	A	N	T	E	R	B	U	R	Y	C	A	T	H	E	D	R	A	L		

B

Rezolvati rebus

AB: HONOUR



17. ARCHITECTURAL FEATURES (2)

A

			1	F	R	E	S	C	O				
2	M	I	H	R	A	B							
		3	B	E	M	A							
			4	D	O	M	E						
			5	R	O	S	E	W	I	N	D	O	W
			6	M	U	S	A	L	L	A			

B

AB: FREEDOM

18. ARCHITECTURAL FEATURES (3)

A

			1	I	C	O	N									
			2	H	O	R	S	E	S	H	O	E	A	R	C	H
		3	O	R	G	A	N									
4	M	U	Q	A	R	N	A	S								
			5	I	C	O	N	O	S	T	A	S	I	S		
6	B	E	L	L	T	O	W	E	R							
		7	F	L	Y	I	N	G	B	U	T	T	R	E	S	S

B

AB: CHARITY

20. RELIGIOUS OBJECTS (2)

A

1	C	I	B	O	R	I	U	M														
	2	P	R	O	S	P	H	O	R	A												
3	M	E	Z	U	Z	A	H															
	4	R	E	V	E	R	B	E	R	A	T	I	O	N	S							
		5	C	E	N	S	O	R														
			6	R	O	S	A	R	Y													
				7	R	O	Y	A	L	D	O	O	R	S								

B

AB: BRAVERY



23. RELIGIOUS OBJECTS (5)

A

1	I	S	L	A	M	I	C	E	W	E	R		
2	C	R	O	O	K								
3	T	Z	E	D	A	K	A	H	B	O	X	E	S
4	C	A	N	D	E	L	A	M	R	A			
5	H	O	L	Y	R	E	L	I	C	S			
6	T	A	B	E	R	N	A	C	L	E			
7	H	O	L	Y	W	A	T	E	R				

B

Rezolvati rebus

AB: MODESTY



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